



Colorado College  
Traditional Report AY 2023-24  
Colorado



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

126678

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Colorado Springs

STATE

Colorado

ZIP

80946

SALUTATION

Mrs.

FIRST NAME

Debra

LAST NAME

Mortenson

**PHONE**

(719) 389-6472

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## List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1302	Teacher Education - Art	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1318	Teacher Education - Social Studies	Both	

**Total number of teacher preparation programs:**

16

# Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Successful completion of Teacher Candidate Performance Assessment"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

At the undergraduate level, teacher candidates are required to achieve at least a C on the Teacher Candidate Performance Assessment (TCPA) to be recommended for licensure. However, the internal policy is that field coaches choose to continue working with and mentoring teacher candidates until they demonstrate proficiency on all teacher quality standards for new teachers and dispositions for culturally responsive teaching to ensure equitable access to education for all K12 students.

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Successful completion of Teacher Candidate Performance Assessment and Mast...	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

If an applicant to the Master of Arts in Teaching program completed undergraduate coursework over 10 years ago, the GPA requirement is not weighed as heavily, as the admission team believes a candidates' ability to complete coursework currently is not necessarily informed by academic performance that long ago. The admission team uses a holistic approach to admissions, identifying and admitting candidates who demonstrate proficiency in their content area, ability to thrive in a rigorous academic program, commitment to K12 education and dispositions to ensure access to a high quality education for all K12 students. The teacher candidates must demonstrate proficiency on all teacher quality standards for new teachers and dispositions for culturally responsive teaching to ensure equitable access to education for all K12 student. The review team uses an assessment tool informed by CO teacher standards, with the addition of specific elements of culturally sustaining practices.

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

225

Number of clock hours required for student teaching

600

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

**Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)**

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

**All Programs**

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

0

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

6

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

8

Number of students in supervised clinical experience during this academic year

7

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Average hours calculated using undergraduate elementary, undergraduate secondary, MAT elementary and MAT secondary. Number of cooperating teachers may be higher than number of students because some students worked with 2 cooperating teachers during their student teaching experience (specifically teacher candidates being licensed K-12). Adjunct faculty are all content experts and either current or former teachers who taught in same content area as the students they are supervising and are considered field coaches, rather than supervisors. The expectation is that field coaches provide mentoring and instructional coaching, guiding teacher candidates in a collaborative way AND providing formal observations and feedback.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	9
Subset of Program Completers	7

Gender	Total Enrolled	Subset of Program Completers
Male	4	3
Female	5	4
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	0	0
Black or African American	2	2
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	5	4
Two or more races	1	0

**Race/Ethnicity**

**Total Enrolled**

**Subset of Program Completers**

**No Race/Ethnicity Reported**

0

0

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2023-24

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="3"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education—Chemistry" category.

### [What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes  
 No

No teachers prepared in academic year 2023-24

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Social Justice and Policy"/>	1
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	3
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	1
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	1
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	<b>Other Specify:</b> <input data-bbox="289 121 1256 163" type="text" value="Political Science"/>	<input data-bbox="1292 90 1568 132" type="text" value="1"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

**1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

- Yes  
 No

**2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

- Yes  
 No

**3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

- Yes  
 No  
 Program does not prepare special education teachers

**4. Prospective general education teachers are prepared to provide instruction to students with disabilities.**

- Yes  
 No

**5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

- Yes  
 No

**6. Prospective general education teachers are prepared to provide instruction to students from low-income families.**

- Yes  
 No

**7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

- Yes  
 No

**8. Describe your institution's most successful strategies in meeting the assurances listed above:**

The teacher preparation program at Colorado College has been designed to intentionally ensure our teacher candidates have the skills, resources, dispositions and commitment to teach ALL learners, including students with disabilities, English Language Learners, and students from both rural and urban communities. Required courses include Culturally Sustaining Teaching and Disciplinary Literacy Methods, Inclusive Pedagogies in Literacy, Instruction and Assessment, Teaching Culturally and Linguistically Diverse Learners, Data Driven Assessment for Diverse Learners in the 21st Century and Teachers & Teaching Identities. The department also offers (but doesn't require) Rural Education, to highlight the unique challenges and strengths of Colorado's rural communities. These courses emphasize self-reflection, asking teacher candidates to identify their own cultural identity and how positionality affects the classroom and environment and learning. These courses challenge our students to think holistically about what a classroom

looks and feels like to ensure all learners have access to a high quality education. You will find the syllabi for these classes attached in Section VII. In each methods course, instructors are intentional about providing context of student learning, including the identified needs of local schools, curriculum and instruction demands. Instructors and supervisors guide intentional reflections and practices to inform inclusive practices for working with diverse learners (race, culture, language, religion, gender, physical disability, neurodivergent, etc) and work to dismantle systemic practices that marginalize and devalue diverse perspectives and experiences. An important new element of the teacher preparation program's curriculum is embedding culturally responsive family, school and community engagement into each course, scaffolding real-world experiences with families in appropriate ways from the very first class through student teaching. Colorado College's Education Department meets regularly with an Advisory Board comprised of local educators, administrators and community partners to ensure the curriculum is aligned with local needs and we are strengthening partnerships with our local K12 districts. Colorado College's teacher preparation program meets the Colorado requirement of 24 semester hours of coursework and practicum experience specific to working with culturally and linguistically diverse students. Our program prioritizes biography driven pedagogy and a culturally responsive indicator scale to foster dialogue on values, attitudes and praxis in working with diverse student populations.

# Annual Goals: Mathematics

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

We have one teacher candidate in 2023-24 who has majored in mathematics as an undergraduate. She is pursuing initial licensure in elementary education to ensure she has foundations in the science of reading and mathematics, but will add middle school math as an added endorsement upon completion of the program.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

The Education department at CC has been more intentional in recent years partnering with STEM departments across campus; hosting information sessions and facilitating dialogue to change the negative messaging around teaching. In the past STEM faculty have discouraged their majors/minors away from teaching in favor of high-paying jobs in research/large companies. We are challenging that narrative and engaging alum to share their stories about K12 teaching as a highly rewarding and financially stable career.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

With newly released Colorado state standards related to elementary math, all elementary teacher candidates must take Ed310: Integrative STEM Education. We will be actively recruiting math majors/minors to take this class as a way to creatively engage with their content area, while also being exposed to teaching through coursework and practicum experiences in local K12 schools. We will also continue outreach to STEM departments on campus, including class visits to courses required for licensure. In an effort to increase overall enrollment in the teacher licensure program, we are developing strategic partnerships with ACM (Associated Colleges of the Midwest) and Peer Institutions (e.g. Colby, Smith) who may not offer secondary licensure and/or master's degrees.

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

There is currently one teacher candidate who will be part of the licensure program in 24-25 pursuing licensure in secondary mathematics. As a person of color, she has expressed how important it is for her to be an inspiration and example to her students of color in a field traditionally dominated by white bodies.

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Annual Goals: Science

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

We had hoped to prepare three teachers in science in 2023-24, however two candidates chose alternative teaching options or to take a gap year. We are preparing one teacher in secondary science this AY who has been nominated to the Future Teacher Honor Roll. Their commitment to making science relevant and meaningful to their students is inspiring.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

The Education department at CC has been more intentional in recent years partnering with STEM departments across campus; hosting information sessions and facilitating dialogue to change the negative messaging around teaching. In the past STEM faculty have discouraged their majors/minors away from teaching in favor of high-paying jobs in research/large companies. We are challenging that narrative and engaging alum to share their stories about K12 teaching as a highly rewarding and financially stable career.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

All elementary teacher candidates must take Ed310: Integrative STEM Education. We will be actively recruiting math majors/minors to take this class as a way to creatively engage with their content area, while also being exposed to teaching through coursework and practicum experiences in local K12 schools. We will also continue outreach to STEM departments on campus, including class visits to courses required for licensure. In an effort to increase overall enrollment in the teacher licensure program, we are developing strategic partnerships with ACM (Associated Colleges of the Midwest) and Peer Institutions (e.g. Colby, Smith) who may not offer secondary licensure and/or master's degrees.

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

We will prepare one science teacher in the 2024-25 AY. The Teaching and Research in Environmental Science (TREE) program at Colorado College continues to be a strong pipeline for recruitment of science teachers.

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

In the upcoming cohort, who will start in August 2025, we have one teacher candidate pursuing both elementary and middle school science licensure. Another student was granted admission into the MAT program for secondary science, but is choosing to defer for one year.

# Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

## Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Colorado College's teacher program will submit materials to the Colorado Department of Education in summer 2025 to be approved to offer the Special Education Generalist Endorsement. If approved we will begin preparing teachers in special education in 25-26.

# Annual Goals: Instruction of Limited English Proficient Students

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Colorado College does not have a program that is specifically designated as preparation for teaching limited English proficient students. However, CC's program is structured to prepare all teacher candidates to have the skills, resources and dispositions to engage with and instruct all learners (specifically CLD and limited English proficient). The program prioritizes biography driven instruction, valuing all lived experiences (language, cultural, religious, SES) as integral to the learning experience for K12 students.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

Colorado College's teacher licensure program was reauthorized by the state of Colorado in spring 2024 after an intense self-study and reflective process. One of the areas of strength was noted was Colorado College prepared teachers feel confident that they have the skills, resources and experiences that have prepared them to teach culturally and linguistically diverse learners.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Colorado College does not have a program that is specifically designated as preparation for teaching limited English proficient students. However, CC's program is structured to prepare all teacher candidates to have the skills, resources and dispositions to engage with and instruct all learners (specifically CLD and limited English proficient). The program prioritizes biography driven instruction, valuing all lived experiences (language, cultural, religious, SES) as integral to the learning experience for K12 students.

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Colorado College's teacher preparation program will continue to prioritize coursework and experiences in local schools that provide skills, resources, opportunities and reflection to ensure limited English proficient students receive support and specially designed instruction as necessary for their success.

# Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22	3			

## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	6		
All program completers, 2022-23	6		
All program completers, 2021-22	9		
All program completers, combined 3 academic years	21	21	100

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Teacher candidates are required to complete a course called Data Driven Instruction for Diverse Learners in the 21st Century which requires an exploration of a variety of instructional technology tools (e.g., SMART Board; interactive whiteboard; iPad; Kahoot; PollEverywhere; Quizlet; Brain Pop, etc.) to increase student motivation, decrease off-task challenging behaviors, and collect student data (e.g., screen capture; Class DoJo, etc.). The same course also provides elementary and secondary school teachers with a foundation in analyzing and interpreting a variety of data to inform rich and appropriate instruction, extension, and remediation. The goal is for teachers to evaluate varying assessment practices and utilize that information to make appropriate instructional decisions that increase learning for both general and special education students. Additionally, students will learn how to integrate instructional technology methods into their teaching to engage students, increase student motivation, and to collect data to gauge student progress and to inform their teaching practice. Using technology effectively is a critical strategy in ensuring equitable access to learning for all students. Since spring 2020, teacher candidates have had opportunity to utilize technology in new and innovative ways. Literally overnight, teacher candidates had to learn how to effectively utilize the large variety of online developmentally appropriate online tools, platforms and websites, all while ensuring equitable access to learning for students with disparate access and comfort with technology. Over the past four years, exit survey data show that teacher candidates feel more prepared to utilize educational technology in effective, meaningful and engaging ways than they ever would have imagined. Students enrolled in the Master of Arts in Teaching program also complete an action research project, during which they design a research study focused on practices and strategies that will improve their own teaching. The study requires design, data collection, analysis, and synthesis to further their skills in utilizing data for more effective instruction.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

There are two courses offered that prepare K12 general education teachers to work with students with a variety of disabilities (learning, behavioral and physical) and to participate effectively as the member of a student's individualized education program (IEP) team. ED 205 Disability and Society and ED 466/566 Data Driven Instruction for Diverse Learners in the 21st Century require graduate and undergraduate students to analyze the components of high quality IEPs using SMART (specific, measurable, attainable, relevant, and time-bound) indicators with actual IEPs. When IEPs are lacking sufficient Present Level of Academic and Functional Performance (PLAFP) for students and non-SMART IEP goals, students are tasked with re-writing these sections to ensure that a student's right to a Free Appropriate Public Education (FAPE) is not violated. Additionally, students in these courses learn about evidence-based practices and systematic instruction for teaching students with disabilities using differentiated instruction and culturally responsive teaching practices. To supplement the very specific coursework noted above, students also take a class specifically about Classroom Management. The content of this class is intentionally created to support teachers with skills and resources so that all students have equitable access to education. This course examines traditional classroom management organizational procedures as well as Multi-tiered Systems of Support (MTSS), Response to Intervention (RTI), and Positive Behavior Intervention Supports (PBIS). Specific focus will explore and utilize principles of Applied Behavior Analysis (ABA) within applied settings in general education classrooms to address common off-task and challenging behaviors teachers face. Students will research evidence-based classroom behavioral intervention strategies to understand the impact of behavioral principles to make data-based decisions to positively address student behavior. The syllabus is included in Section VII.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

There are two courses offered that prepare K-12 general education teachers the ability work with students with a variety of disabilities and to participate effectively as the member of a student's individualized education program (IEP) team. ED 205 Disability and Society and ED 466/566 Data Driven Instruction for Diverse Learners in the 21st Century require graduate and undergraduate students to analyze the components of high quality IEPs using SMART (specific, measurable, attainable, relevant, and time-bound) indicators with actual IEPs. When IEPs are lacking sufficient Present Level of Academic and Functional Performance (PLAFP) for students and non-SMART IEP goals, students are tasked with re-writing these sections to ensure that a student's right to a Free Appropriate Public Education (FAPE) is not violated. Additionally, students in these courses learn about evidence-based practices and systematic instruction for teaching students with disabilities using differentiated instruction and culturally responsive teaching practices.

#### c. Effectively teach students who are limited English proficient.

In 2015, the teacher preparation team at Colorado College revised the curriculum to embed multicultural education practices and culturally responsive pedagogy into every class. The team recognizes the importance of providing teacher candidates with the tools and resources to effectively teach ALL learners. We understand diversity as presenting through race, ethnicity, language, religion, socioeconomic status, physical, emotional, behavioral and neurodivergent differences and LGBTQ+ identification, but recognize that English language learners do have unique challenges. A critical assignment embedded into teacher candidates' advanced method class is a 3Learners Project, which asks students to collect and analyze data on 3 students, one neurotypical, one neurodivergent (ideally receiving special education services) and one ELL. Our program also recognizes that having the tools to teach all learners does not automatically equate to the practice. Two Colorado College faculty researched and then created a dispositional index scale that measures individuals' beliefs, values and attitudes that are critical to multicultural teaching. The Dispositions for Culturally Responsive Teaching Scale measures three domains: dispositions for community, social justice and praxis. This scale is used to guide conversations, reflections and assignments to ensure all students are committed to teaching all diverse learners. In 2019, our program submitted documentation to the state of



# Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Colorado College's teacher preparation programs have been recognized by Colorado Department of Education and Colorado Department of Higher Education as having a strong commitment to preparing highly qualified educators with the skills, experiences and dispositions to meet the needs of all learners in the classroom. Our program is recognized for its progressive and inclusive pedagogical approach, comprehensive and genuine care for the students and strong collaborative partnerships with local school districts. In spring 2024, all initial licensure programs/content areas were reauthorized after a lengthy and holistic self-study and evaluative process. The self-study entailed extensive data collection from current students, alum, K12 partners, faculty, staff and campus partners. Data was collected through survey, focus groups and interviews and analyzed for trends, strengths, and areas of improvement, which informed 3-year Strategic Plan. The teacher preparation program at Colorado College assumes that the qualities, skills and dispositions necessary for teaching are the same for all educators, so all students take the same foundations and methods coursework as part of the program. Students work with content experts to strategize how their learned knowledge and skills are differentiated for their content area, and complete their student teaching with master teachers in their content area. Elementary teachers are required to have coursework and practicum experiences ensuring strong proficiency with the Science of Reading. Since all teacher candidates take the same classes, our K12 and secondary teacher candidates receive similar training and are able to bring the Science of Reading skills and strategies into their middle and high school spaces. One graduate from spring 2024 completed initial licensure in secondary social studies and is currently teaching Reading.

## Supporting Files

<a href="#">Teacher Candidate Performance Assessment</a>	
<a href="#">Teaching Culturally &amp; Linguistically Diverse Learners</a>	
<a href="#">Disability &amp; Society</a>	
<a href="#">Linking Literacy and Linguistics</a>	
<a href="#">Integrative STEM Education</a>	
<a href="#">Data Driven Instruction for Diverse Learners in 21st Century</a>	
<a href="#">Classroom Management</a>	
<a href="#">Inclusive Pedagogies in Literacy, Instruction and Assessment</a>	
<a href="#">Teacher and Teaching Identities</a>	
<a href="#">Culturally Responsive Dispositions Scale</a>	
<a href="#">Field Coach Job Description</a>	
<a href="#">CDE Reauthorization Report</a>	
<a href="#">Rural Education</a>	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Debra Yazulla Mortenson

TITLE:

Director of Teacher Educator Programs

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Tina Valtierra

TITLE:

Chair, Education Department