



Interim Self-Study Report
To Remove Conditional Accreditation

Selected Improvement Pathway

College of Education
University of Colorado Colorado Springs
Colorado Springs, Colorado

April 1, 2017

Head Administrator of EPP:
Dr. Valerie Martin Conley, Dean

SUMMARY OF STANDARDS

2013 CAEP Standards	Met (X)	Not Met(X)	Area(s) for Improvement (AFI) (YES/NO)	Stipulation(s) (YES/NO)
STANDARD 1: Content and Pedagogical Knowledge	X		NO	NO
STANDARD 2: Clinical Partnerships and Practice	X		YES (1)	NO
STANDARD 3: Candidate Quality, Recruitment and Selectivity	X		YES (1)	NO
STANDARD 4: Program Impact		X	YES (1)	YES
STANDARD 5: Provider Quality Assurance and Continuous Improvement	X		YES (2)	NO

AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 4: Program Impact

Areas for Improvement	Rationale
The EPP does not demonstrate, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students. (Component 4.3)	Employer surveys have been administered but not in a systematic or regular basis.
Stipulations	Rationale
The EPP has not established a plan to collect data regarding completer impact on P-12 student learning and development. (Component 4.1)	The EPP has not established a plan to collect data regarding completer impact on P-12 student learning and development.
The EPP has not established a plan to collect data regarding indicators of completers' teaching effectiveness including professional knowledge, skills, and dispositions. (Component 4.2).	The EPP has not established a plan to collect data regarding indicators of completers' teaching effectiveness including professional knowledge, skills, and dispositions.

INTERIM SELF-STUDY REPORT

I. EPP OVERVIEW

A. Context and Unique Characteristics

The University of Colorado Colorado Springs (UCCS) is a comprehensive, regional research university within the University of Colorado system. The University of Colorado's presence in Colorado Springs dates to 1925, when extension courses from the Boulder campus began, a tradition that continued for the next forty years at various downtown locations in the community. By the early 1960s, the University of Colorado extension campus at Colorado Springs consisted of 63 instructors, 190 courses, and more than 1,200 students. This core group, as well as community leaders, led the effort for removal of requirements that extension students spend at least two years in residence on the Boulder campus. Their efforts were boosted by support from local business leaders, including Pueblo native David Packard, who told state and community leaders that a Hewlett-Packard manufacturing facility in Colorado Springs would be possible only if additional educational offerings, including a College of Engineering, were available in the community for the plant's employees and their dependents. UCCS now serves 12,000 plus students. In recent years, U.S. News and World Report named UCCS a top Western public university. In 2011 the state of Colorado added research to the UCCS mission, recognition of the prominence the university has attained.

EPP Plan to Address Stipulations

UCCS was one of the first institutions in the country to host a CAEP site visit in November 2014. We received Conditional Accreditation with one unmet standard. This Interim Self-Study Report is focused on the unmet standard: Standard 4 Program Impact. We received two stipulations and one AFI on the unmet standard. The stipulations stated that we had not established a plan (1) to collect data regarding completer impact on P-12 student learning and development (4.1) and (2) that we had not established a plan to collect data regarding indicators of completers' teaching effectiveness including professional knowledge, skills, and dispositions (4.2). The area for improvement stated: "Employer surveys have been administered but not in a systematic or regular basis" (4.3).

We worked with an outside consultant to develop a plan in spring 2016 (see Appendix A) to address the stipulations and AFI, as outlined below in our goals and primary activities, and as seen in Table 1. Table 1 outlines actions taken to date. These action steps are building blocks that are being used to form the foundation of a continuous improvement cycle for the EPP. At the time of submission of our interim report, the EPP will have completed one entire cycle: spring 2016, summer 2016, and fall 2016. The plan was developed to address all four components of Standard 4.

Goals

1. To develop an ongoing sustainable process to determine completer impact on student learning.
2. To develop an ongoing and sustainable process to determine completer teaching effectiveness.
3. To develop and implement valid and reliable completer and employer satisfaction surveys that will provide the EPP with sufficient actionable data for program improvement.

Primary Activities

1. Retreat with faculty, community partners, and consultant to gather input on the development of a CAEP Standard 4 Action Plan to address the stipulations and AFI.
2. Convene small working group to develop a draft of the plan.
3. Review, revise, and pilot surveys of completers' and employers' perceptions of how well the EPP is preparing teachers.
4. Pilot focus group and interview protocols with a small group of completers with the intent of expanding the target population over the next 3 years.
5. Pilot focus group and interview protocols with local school partners to determine employer satisfaction with the intent of expanding the target population over the next 3 years.
6. Analyze data gathered from completer and employer surveys, interviews, and focus groups.
7. Review definitions and decision rules leading to better data for tracking students and completers.
8. Create a sense of community with all licensure candidates. Create the Network of Excellence in Teaching (NExT), an ongoing support system for UCCS current candidates and completers.
9. Continue to build and nurture relationships with local school districts.
10. Continue working with Colorado Department of Education and Colorado Department of Higher Education representatives to facilitate state's provision of data.

Table 1: Summary of Plan Action Steps to Remove Stipulations and Address AFI Cited for CAEP Standard 4

Plan and Execution of Plan to Remove Stipulations Cited for CAEP Standards 4.1 and 4.2						
Semester	Action	Date(s) occurred	Person(s) involved	Component(s) addressed	Activity (from list above) addressed	Outcome
Spring 2016						
Spring 2016	Planning Retreat	February 19, 2016	Faculty, Community Partners and Consultant (Margie Crutchfield)	Stipulations on Standards 4.1 and 4.2; AFI on 4.3	1	Plan to address all four components of Standard 4
Spring 2016	Small Group Development of Plan	February - March, 2016	Sarah Kaka, (Director of Teacher Education Leslie Grant (Dept. Chair for Teaching & Learning) Barbara Frye (Assoc. Dean)	All four components of Standard 4 with emphasis on 4.1 & 4.2.	2	Development of a draft plan to present to faculty
Spring 2016	Shared draft plan with College Coordinating Council (3 Cs) for review and input	March 18, 2016	Sarah Kaka, Leslie Grant Barbara Frye	All four components of Standard 4 with emphasis on 4.1 & 4.2.	2	Revised draft of plan
Spring 2016 onward	Meetings with partner districts and Superintendents	Continuous	Dean Valerie Martin Conley	All four components of Standard 4 with emphasis on 4.1 & 4.2.	8, 9, 10	Ongoing development of relationships and partnerships
Spring 2016	Focus Groups scheduled – Goal: 10 Completers and 10 Employers	May	Led by Robin Marschke (Institutional Research)	4.1, 4.2, 4.3, 4.4	4, 5	We were only able to get 5 completers and 1 employer to attend. Interviews were conducted to ensure we had data from a minimum 10 completers and 10 employers.
Spring, 2016	Survey Development	May	Sarah Kaka, Leslie Grant, Robin Marschke	4.1, 4.2, 4.3, 4.4	3	Updated surveys were created and vetted by key faculty, completers and employers – pilot data were collected.
Spring 2016	Interviews conducted with Completers and Employers since attendance at focus groups was low		Robin Marschke (IR)	4.1, 4.2, 4.3, 4.4	3, 4, 5	10 completers and 9 employers (10 employers including the data collected from 1 employer who participated in the focus group

Spring, 2016	Collect Permanent Teacher Candidate contact information to ensure communication with completers	May	Sarah Kaka and University Supervisors	4.1, 4.2, 4.4	8	Data collected on all completers from 2015 – 2016
Spring, 2016	Spring Summit all COE faculty	May	All COE faculty	4.1, 4.2, 4.3, 4.4	6	Plan for Removing Stipulations
Spring, 2016	Establish the Network for Excellence in Teaching (NExT)	May	COE Faculty, Dean Conley, and Alumni Office	4.1, 4.2, 4.4	8	Meeting with faculty to learn how to use new Alumni software
Summer 2016						
Summer 2016	Focus Group Data Analysis	June	Robyn Marschke (IR)	4.1, 4.2, 4.3, 4.4	6	5 Completers and 1 Principal /Employer
Summer 2016	Survey Data Analysis	June	Margaret Scott	4.1, 4.2, 4.3, 4.4	6	Identified strengths and areas for improvement
Fall 2016						
Fall 2016	State data shared at 3 Cs Retreat	Sept.	COE Faculty, Dean, and Robert Mitchell from Colorado Department of Higher Education	4.1, 4.2	7	Could see how our completers were doing in specific content areas and how they compared with other IHE graduates
Fall 2016	Sharing and discussion of the results of focus groups		Margaret Scott, College Coordinating Council (3Cs), Academic Leadership Team (ALT)	4.1, 4.2, 4.3, 4.4	6, 7	Discussed results and considered changes for program improvement
Fall 2016	Convocation	Aug. 21	COE Faculty Dean	4.1, 4.2, 4.3, 4.4	8	Building Community and Partnerships; 54 students and 14 faculty and staff attended
Fall 2016	Establish MOUs with Districts	October	Sarah Kaka, Margaret Scott, Barbara Frye, Valerie Martin Conley	4.2	9	Still in progress – Draft has been reviewed by Legal Counsel and we've sent it out for district feedback
Fall 2016	Increase Exposure through Social Media (Facebook, Twitter, etc.)	On-going	Dean and COE faculty	4.1, 4.2, 4.3, 4.4	8, 9	Building Community and Partnerships
Fall 2016	Alumni Kick-off event to connect with Alumni	Oct. 13	Alumni Office and Dean	4.1, 4.2, 4.3, 4.4	8, 9	Alumni were invited to attend a party at the Dean's home.

Fall 2016	Data Day	Dec 20	COE faculty and staff Robyn Marschke (IR)	4.1, 4.2, 4.3, 4.4	3, 4, 5, 6, 7	Identified strengths and areas for growth through review of survey, interview, and focus group data regarding 4.1 and 4.2
Spring 2017						
Spring 2017	Partnership Breakfast	Feb. 22	COE faculty, Future Teacher Association, Dean, Student Resource Office	4.1, 4.2, 4.3, 4.4	9	90 people, including 67 district personnel attended representing 18 school districts and agencies. Gathered contacts for potential partnership opportunities and identification of district PD needs
Spring, 2017	Collect Permanent Teacher Candidate contact information to ensure communication with completers	May	Sarah Kaka and University Supervisors, UCCSTeach and the BI: IECE	4.1 and 4.2	8	Data collected on all completers from 2015 – 2016 and in process of collecting data from 2016-2017 completers
Spring, 2017	Exit Surveys from Graduates Just Completing	May	Sarah Kaka, in Coordination with UCCSTeach and the BI: IECE	4.1, 4.2, 4.3, 4.4	3	Scheduled
Spring 2017	Assessment and Accreditation Committee work on surveys for Completers and Employers	Jan - May	Assessment Committee	4.1 and 4.2	3	In-progress

The EPP began the fall semester of 2015 with new leadership. Our new dean came on in July 2015, and began by focusing on two main issues: budget and EPP infrastructure. A new associate dean was hired to support the needs of the Dean and the EPP; and the Director of Teacher Education and Coordinator of Assessment and Academic Quality Improvement was hired to oversee systemization of EPP assessment and data. A new Academic Leadership Team was convened consisting of department chairs and key staff members; biweekly meetings are held in order to get the work of the college done. In addition, a new College of Education Coordinating Council (3Cs) was created to address challenges that impede the success and effectiveness of faculty, staff, and students. It consists of a cross-section of administration and faculty leadership across the EPP. The last major infrastructural component was the introduction of tri-annual College Summits. The Summits are attended by all College of Education faculty and staff, and include elements of professional development, research, outreach, and governance. The EPP held a data day where COE faculty had a chance to review collected focus group, interview, and survey data from spring, summer, and fall and provide input. This led to a productive discussion about strengths, areas for improvement, a review of our continuous improvement plan, and next steps for the future.

We have learned many lessons throughout this process. We have learned that recruiting completers and employers for focus groups is incredibly challenging. Even after quite a few recruitment attempts, only five completers and one employer attended the initial focus groups. As a result, we modified our data collection strategy so that we conducted individual completer and employer interviews instead. While this proved to be somewhat more successful, as they could schedule phone interviews around their own schedules, it still did not yield the target number of responses (ten completers and ten employers). We made the decision to incentivize participation in the interviews by entering participants in a drawing for an iPad, and utilized social media to recruit. These additional efforts allowed us to meet our recruitment goal.

CAEP Standard 4 requires that any surveys created by the EPP meet the criteria outlined in the CAEP Evaluation Framework for Assessments. Using the CAEP guidance we have taken steps to improve the quality of our survey instruments. We spent time creating new surveys with the assistance of the Office of Institutional Research (see Appendix B). Surveys were piloted in the spring of 2016, and after analysis of the results, will be adjusted again before they are administered in the spring of 2017. This will ensure that the questions accurately reflect the information we most desire to assist us in continuous improvement and confirm that questions/items are worded in a way that will produce valid and reliable results and to provide better alignment with accreditation standards for the program. We are exploring options to purchase vendor created surveys and data sharing agreements among institutions in Colorado.

In addition to logistical lessons learned, the EPP has already begun making positive, substantive changes using the data collected as a result of a year's worth of plan implementation. For example, employers believed that completers need more support with differentiating to meet the needs of all learners, so a secondary differentiation methods class has been proposed, approved, and will be taught for the first time in the fall of 2017. An additional change comes in the form of more assistance with classroom management—a new classroom management course has been proposed, approved, and will be taught in the summer of 2017 as a direct result of feedback from employers and alumni.

B. Description of Organizational Structure

The University of Colorado – System

The University of Colorado (CU) is a comprehensive, degree-granting research university system in the state of Colorado. The University of Colorado is governed by a nine-member Board of Regents elected by popular vote in the State's general elections. The University comprises the system offices and the following four accredited campuses, each with a unique mission: The University of Colorado Boulder, the University of Colorado Denver, the Anschutz Medical Campus, and the University of Colorado Colorado Springs (UCCS). To accomplish its mission, CU's 4,500 instructional and research faculty serve more than 58,000 students through nearly 400 degree programs.

The University of Colorado Colorado Springs – UCCS

In the first few years of its existence, the Boulder campus closely regulated curriculum and course offerings. It was not until the mid-1970s that UCCS came into its own. By the end of fall 2016, enrollment was over 12,000 students—making UCCS one of the fastest growing universities in Colorado and the nation. UCCS offers 45 bachelor's degrees, 22 master's degrees, and five doctoral programs through six academic units: The College of Business; the College of Education; the College of Engineering and Applied Science; the School of Public Affairs; the College of Letters, Arts, and Sciences; and the College of Nursing and Health Sciences. Residence Life provides housing for 1,638 students. UCCS is one of the largest employers in southern Colorado employing 1,547 people. UCCS generates \$450+ million in annual economic impact to El Paso. The Higher Learning Commission has reaffirmed UCCS accreditation until 2026-27. The following is a quote from the recently released Higher Learning Commission 10-year Review: "Under strong leadership and with a culture of collaboration, UCCS has strategically increased students, employees, infrastructure and facilities, and revenues. Conversely, it has had modest tuition increases and remains the most affordable comprehensive, regional four-year university in the state of Colorado."

The College of Education

The College of Education consists of three distinct departments that educate undergraduate and graduate students and prepare professionals to be successful in schools, higher education institutions and communities. Each department has a chair. The largest department, Teaching and Learning, has an assistant chair. Dr. Valerie Martin Conley serves as the dean of the College, assisted by one associate dean, three department chairs, one assistant department chair, director of teacher education and coordinator of assessment and academic quality improvement, director of the Bachelor of Innovation in Inclusive Early Childhood Education, co-director of UCCSTeach, and the director of field placement and community outreach. The Student Resource Office and technology coordinator provide academic support. For half a century, the field of education has been instrumental not only in fulfilling the campus mission, but also in meeting the needs of a growing region. The College's programs prepare educators and school personnel for districts within El Paso County as well as the southern region of the state.

C. Vision, Mission, Goals

COE Vision

We endeavor to be the foremost regional College of Education, fostering a just and inclusive global society.

COE Mission

We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

COE Goals

- Faculty in the College of Education:
- Embrace equity, diversity, and social justice
- Ensure high quality preparation of education and counseling professionals
- Engage in research-based inquiry and practice
- Provide continual professional growth opportunities
- Infuse and enhance the use of technology
- Collaborate with campus and community partners to effect change
- Work across college and university to optimize efficiency and effectiveness

D. Shared Values and Beliefs

The College has chosen to use a Möbius Band for its logo, as it represents the iterative nature of education. Our commitment to equity informs inquiry, which in turn feeds innovation, which contributes to equity. As part of the College's work on defining its Vision, Mission, and Goals, faculty were also involved in creating candidate expectations to correlate with the three elements of its mission. Faculty have defined each of the unit candidate learning outcomes in terms of knowledge, skills, and dispositions.

Figure 1. Möbius: Equity, Inquiry, Innovation,



E. COE Departments and Updated Summary of Program Areas

This is an exciting time in the history of the College of Education. We are growing at the undergraduate level, a direct result of the introduction of two new undergraduate education degrees, while we are maintaining graduate level enrollment. The COE student body consists of undergraduate and graduate students pursuing initial and advanced licenses, advanced degrees, and additional endorsements. In fall 2016, 1,096 students were enrolled for 8,130 credit hours. COE undergraduate students complete the Teacher Education Licensure Program (TELP), the new Bachelor of Arts in Inclusive Elementary Education, or the Bachelor of Innovation in Inclusive Early Childhood Education.

Teaching & Learning

The department of Teaching & Learning (T&L) serves undergraduate, post-baccalaureate, and graduate students. True to our responsive, student centered values; we offer multiple innovative, inquiry-based learning pathways for educator preparation. We have implemented new inclusive degree programs to address teacher shortages and meet the needs of rural and southern Colorado. Figure 2 describes initial teacher licensure programs at UCCS.

Figure 2. Initial Teacher Licensure Programs

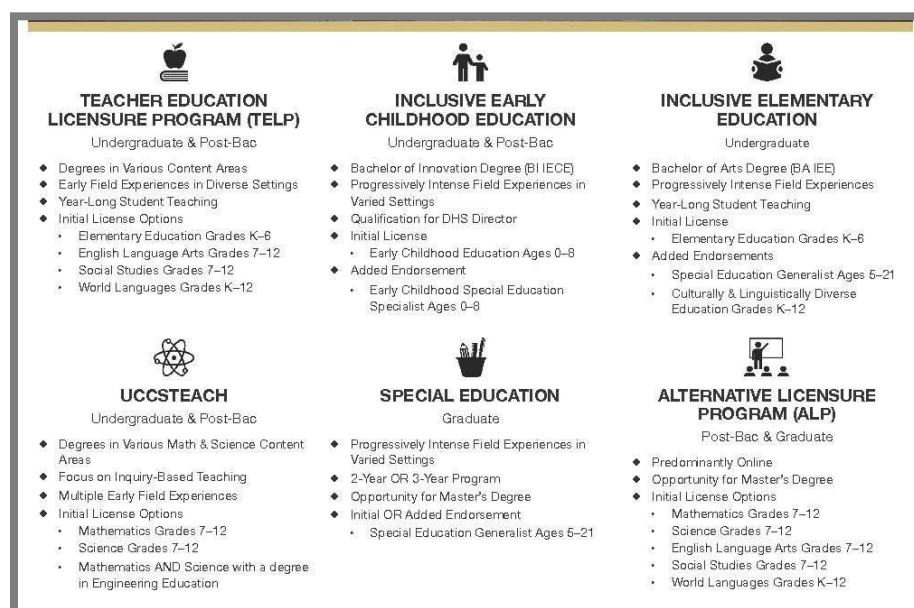


Table 2. Completers by program for the last three years.

	TELP	BI: IECE	BA: IEE	UCCS Teach	SPED	ALP	TOTAL
2015-2016	75	5	N/A	13	12	9	114
2014-2015	58	3	N/A	15	26	12	114
2013-2014	69	N/A	N/A	11	16	15	111
*year runs Fall, Spring, Summer							

Note: BI was approved 2013 and BA was approved February 2016

Teacher Education and Licensure Program: TELP

The largest program is the Teacher Education and Licensure Program (TELP) that leads to recommendation for teacher licensure for elementary grades (K-6) or secondary grades (7-12) in the content areas of English Language Arts, Social Studies, and Foreign Language. Central features of TELP include the following, with targets assessments such as observations, edTPA, and a Standards Portfolio tied to each: (a) a requirement for teacher candidates to complete 90 hours of field experience in three diverse school settings prior to the professional year; (b) methods courses integrated with field experiences during the professional year; (c) a cohort school model; (d) a professional resident year (approximately 1000 internship hours) of co-teaching with increasing levels of responsibility that leads to solo teaching (a minimum of three weeks), and on-site coaching from a cooperating teacher, a site coordinator, and a University Supervisor for an entire academic year.

Bachelor of Innovation: Inclusive Early Childhood Education

A newly implemented, cross-departmental and cross-campus degree offering was added to the College in 2013. As its name denotes, this innovative program, the Bachelor of Innovation in Inclusive Early Childhood Education, which is collaboratively offered through the department of Teaching and Learning in the College of Education, the College of Engineering and Applied Science, and the College of Business offers students a unique pathway to educator preparation. This degree is designed to prepare educators to teach all children ages 0-8. Students who complete the program will be eligible for licensure in Early Childhood Education and Early Childhood Special Education. In spring 2017, there were 72 majors in the BI. There have been eight completers: three in 2014-15 and five in 2015-16. UCCS approved hiring an additional tenure-track assistant professor to support the success of the program and the better than projected enrollment. One tenure-track professor joined the BI faculty in fall 2016.

Bachelor of Arts: Inclusive Elementary Education

A new degree and licensure option is the Bachelor of Arts in Inclusive Elementary Education. This is an innovative multi-credential teacher education program. This degree prepares teachers to utilize universal design, technology, and innovative methods to support the success of all students. It leads to an initial elementary teaching license (K-6), an endorsement in Special Education Generalist (ages 5-21), and an endorsement in Culturally & Linguistically Diverse Education (more commonly known as English as a Second Language) (K-12). Courses in this program are designed to infuse special education and English as a Second Language methods and strategies throughout the program. Field experiences are early and often and allow preservice teachers to apply learning to classroom practice and they spend over 1000 hours in the field. Preservice teachers have multiple opportunities to plan lessons, teach, and assess effectiveness of instruction; qualified supervisors provide feedback throughout program.

The Colorado Commission on Higher Education approved this new degree program at its February 5, 2016 meeting. Assertive recruitment efforts and attention to articulation with Pikes Peak Community College, coupled with the attractiveness of this innovative multi-credential teacher education program has yielded strong enrollment. In spring 2017, there were 148 majors. UCCS has approved hiring an additional tenure-track assistant professor, a full-time non-tenure-track instructor, and an administrative assistant to support the success of the program and the better than projected enrollment.

UCCSTeach

UCCS has adopted the UTeach model from the University of Texas at Austin for secondary math and science educator preparation. UCCSTeach is an innovative, collaborative, and inquiry-based model that prepares candidates to better meet the demands of science and math education in the 21st century. The program serves both undergraduate, degree seeking students (UCCSTeach undergraduates can major in Biology, Chemistry, Physics or Mathematics; degrees are conferred through the College of Letters, Arts and Sciences) as well as post baccalaureate students seeking recommendation for secondary teaching licensure through the College of Education. Students completing a Bachelor's of Science in Engineering Education will complete education coursework through UCCSTeach. UCCSTeach has two co-directors who report to the College of Education and the College of Letters, Arts, and Sciences.

Special Education

The Department of Teaching & Learning also has a Special Education Licensure Program. In this program, graduate and undergraduate students may earn a license as a Special Education Generalist teacher (K-12) in the state of Colorado. Candidates at the undergraduate level must major in a content area while earning a teaching license. Candidates complete three field experiences across differing age groups and student needs. Candidates at the graduate level may choose to earn an initial license, an initial license with a master's degree, or a master's degree only. Most graduate students choose the license plus master's degree option. Finally, candidates who already have an initial teaching license in general education may pursue an additional endorsement option in Special Education.

Alternative Licensure Program (ALP)

The Alternative Licensure Program (ALP) allows candidates to meet state licensure requirements for secondary education (English Language Arts, Math, Science, Social Studies, and Foreign Language) during their initial year of teaching. ALP candidates are coached for an entire year with a university supervisor and assigned an on-site mentor. All methods courses for ALP are delivered online. With an additional two classes, the resident teachers in ALP can obtain a master's degree in Curriculum and Instruction.

MA In Curriculum and Instruction and Added Endorsements

The Department of T&L also houses graduate programs that include master's degrees, add-on endorsements, and certificates. Master of Arts degrees can be completed in general Curriculum and Instruction, Literacy, Science Education/Space Studies, Teaching English to Speakers of Other Languages (TESOL), and Gifted and Talented.

Leadership, Research, and Foundations

The Department of Leadership, Research, and Foundations offers graduate degree and advanced licensure programs. A master's degree in Leadership: P-12 Education and a Principal Licensure program is offered on campus, online, hybrid, or as a cohort model within school districts across the state of Colorado, depending on district demand. The department also offers a master's degree in Leadership: Student Affairs in Higher Education, an Administrator Licensure program, and a PhD program in Leadership, Research, and Policy. The PhD program is one of only five doctoral programs at UCCS.

Counseling and Human Services

The Department of Counseling and Human Services (CHS) is comprised of graduate programs in School Counseling, Clinical Mental Health Counseling, Counseling and Leadership (partnership program with the United States Air Force Academy) and an undergraduate Human Services minor. The School Counseling and Clinical Mental Health program are both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our most recent CACREP accreditation visit in 2016 resulted in a two year approval due to two unmet standards related to clerical support and graduate assistantships. We are taking steps to address the need for additional resources.

II. STANDARD THAT LED TO CONDITIONAL ACCREDITATION

A1. Response to Stipulation (repeat for each stipulation)

1. Statement of stipulation from previous CAEP action report

The EPP has not established a plan to collect data regarding completer impact on P-12 student learning and development. (Component 4.1)

2. Summary of evidence that indicates how the stipulation has been addressed

We worked with an outside consultant to develop a plan in spring 2016 (see Appendix A) to address the stipulations and the AFI. Ongoing stewardship of the plan will be part of the charge to the College of Education standing committee on Assessment and Academic Quality Improvement. Each department and program will engage in a cycle of plan, do, study, and adjust in three cycles. At each College Summit, time will be set aside for sharing and engaging in updating the plan. Adding to sustainability, Taskstream now serves as a central repository for assessment data adopted institution-wide.

State Data

In the past, our plan to collect data regarding completer impact on P-12 student learning and development relied exclusively on the expectation that the state would provide data on our program completers for the first three years per legislation (CO SB 10-036). The state of Colorado uses the Educator Effectiveness Rubric based on the six Colorado Teacher Quality standards to evaluate all teachers (<http://www.cde.state.co.us/sites/default/files/TeacherRubric.pdf>). Fifty percent of the evaluation is based on the first five standards and fifty percent is based on the sixth standard which is student academic growth (SB 10-191).

The Colorado Department of Higher Education and the Colorado Department of Education do not provide information on the psychometric qualities of the P-12 assessments or any technical features such as the proportion of students included, the soundness of the student-teacher link, the method of forecasting expected student growth, or the adjustments for classroom or school characteristics so that teachers in similar situations can be fairly compared. Educator Effectiveness data is aligned to the state's Teacher Quality Standards, which drives the work of EPPs.

While the state has provided us access to some initial educator effectiveness data (see Appendix C), the EPP recognizes that as a nationally accredited educator preparation program we needed to develop a comprehensive plan to collect data regarding completer impact on P-12 student learning and development in alignment with CAEP Standard 4.1. We have developed and implemented a plan guided by the document, *When States Provide Limited Data: Guidance on Using Standard 4 to Drive Program Improvement*. This plan will inform continuous improvement that does not rely solely on state data (see Appendix A).

We have renewed efforts to nurture existing and establish new partnerships with districts, completers, and current teacher candidates to ensure our ability to collect data on completers' impact on P-12 student learning. Initially, we began with evidence that was indirect (meetings, surveys, and focus group data), then moved to implement strategies aimed at gathering direct evidence (teacher effectiveness ratings and student learning data), and plan to create a sustainable assessment system that includes indirect and direct sources of evidence of impact on P-12 student learning and completers' teaching effectiveness. State information from teacher evaluations on CTQS Standard 6 is one measure of the EPP's completer impact on P-12 student learning and development. Standard 6 points to their ability to impact student learning and growth, which is one measure of their effectiveness. It states: "*Teachers take responsibility for student academic growth: Teachers demonstrate high levels of student learning, growth and academic achievement. Teachers demonstrate high levels of student academic growth in the skills necessary for postsecondary and workforce readiness, including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of student academic growth.*"

When examining the state-provided data (see Appendix C), the EPP found that 22% of the EPP's completers were identified as having students with more than expected achievement and/or growth. 29.7% of the EPP's completers had students with expected achievement and/or growth; 6.2% had less than expected achievement and/or growth; <1% had much less than expected achievement and/or growth; and 41.7% of completers had insufficient data to determine their students' academic achievement and growth. While we are using these data as one source of information to assess our candidates' effectiveness, we recognize that the state is in the early stages of providing EPPs with accurate and reliable data.

District Partners

School districts in Colorado have a very high level of local control. Since the fall of 2015, we have been engaged with our district partners to nurture existing and establish new relationships to help secure completer data. In the fall 2015, the new Dean of the College of Education began attending monthly meetings of the Pikes Peak Area Superintendent Association and meeting individually with key district partners (i.e., superintendents, directors of assessment, and human resource directors) to discuss developing data sharing agreements/Memorandum of Understandings (MOUs). See Appendix D for an example agreement/MOU currently being negotiated. This draft has been reviewed by UCCS Legal Counsel and is being reviewed by a district partner who has agreed to work with us in establishing the data sharing agreement. Data that show completer impact on student learning may include de-identified full summative evaluation results, highlighting their performance on CTQS Standard 6; de-identified and disaggregated state assessment results for our completers' students; and de-identified and disaggregated district and school assessment results for our completers' students.

A District Partnership Breakfast was held in February 2017 that was attended by district superintendents, administrative personnel, and school principals. Sixty-seven individuals representing eighteen districts attended. The purpose of this event was to inform districts and schools about programs and program changes, and build rapport and relationships with new and future partners. Additionally, this was a time for dialogue as we renewed and strengthened relationships, a necessary component of the feedback loop for continuous improvement. We collect feedback from participants for every event.

Completers: NExT

An essential element of our plan involves the completers themselves. We are enthusiastic about developing strong, sustainable relationships with our graduates. An integral part of our continuous improvement process is the establishment of a completer association or network: UCCS Network of Excellence in Teaching (NExT). While we have launched NExT, we have not made as the anticipated progress toward implementation because of technical issues we have encountered with the software platform available to us to host the network. We have identified the features that need to be included in NExT, including social outings and engagements, professional development, and mentoring, and are working with the UCCS Alumni Office to coordinate the implementation.

A development officer was hired in the office of University Advancement to support the EPP in our outreach efforts. We held a kickoff event around Homecoming in the fall of 2016, which included program completers. However, licensure completers were underrepresented at this event, so an additional outreach event is in the planning stages for the spring of 2017. Ideas being considered include a golf scramble, UCCS baseball game, and a cookout at a local park.

NExT will attract our completers every year by providing benefits to motivate participation and cultivate a culture of relationships. The benefits or services provided will be developed based on feedback on surveys and in focus groups and interviews. Data from surveys and interviews revealed: that alumni would like mentorship in their first year of teaching; a bank of resources available to support instruction; online resources to new teachers in the field; professional development opportunities, to include topics such as: working with ELLs, communicating with parents, supporting gifted & talented students; and opportunities for in-person networking. As a result of participation in NExT and receiving support from the College of Education, it is hoped that completers will be more willing to share educator effectiveness ratings and de-identified, disaggregated student learning data with us to further our continuous improvement efforts.

Completers & Employers: Focus Group & Interviews

We also conducted a focus group of five licensure program completers who were representative of various licensure programs. A sample of convenience was drawn from completers in their first, second, or third year of teaching (see Table 2). Focus group protocols are found in Appendix B.

Table 3: Focus Group Participants

Program	Years Teaching
UCCS Teach-Secondary	2
TELP-Secondary	3
TELP-Elementary	2
ALP-Secondary	1
TELP-Elementary	1

An attempt was made to schedule a second focus group that would consist of principals from the schools of the completers in the first focus group. However, only one principal attended, so data from this participant was included in the employer interview data instead. Because of the less than desirable participation in the focus groups, we adapted our data collection strategy. The Office of Institutional Research conducted individual interviews with completers and employers. Interviews were conducted with ten completers (see Table 3) and nine additional employers (principals of completers). A copy of the interview protocols are found in Appendix B.

Table 4: Completer Interview Participants

	Program	Years Teaching
Completer 1	TELP-Secondary	3
Completer 2	ALP	3
Completer 3	TELP-Secondary	2
Completer 4	TELP-Elementary	3
Completer 5	TELP-Secondary	3
Completer 6	TELP-Elementary	2
Completer 7	UCCS teach	1
Completer 8	TELP-Elementary	2
Completer 9	TELP-Elementary	2
Completer 10	ALP	2

Focus groups and interviews were facilitated by the UCCS Office of Institutional Research, a neutral party. The focus group and interviews were audio recorded and transcribed by the Office of Institutional Research, and then analyzed for evidence of completer impact on P-12 student learning, teacher effectiveness, and program effectiveness by the EPP.

Twenty-one transcripts were analyzed in two cycles from the completer focus group, ten completer interviews, and ten employer interviews. Initial deductive coding was completed before any analysis occurred; some codes were created before the results were analyzed based on the stipulation. Inductive coding was also conducted as other codes emerged through the collection and analysis of the data. Data were analyzed by working through the first and second cycles of coding. First cycle coding was conducted to assign the data to chunks, while second cycle coding was conducted to find themes and patterns within the first cycle codes. From these transcripts, themes emerged regarding completers perception of impact on P-12 student learning and development upon initial analysis. When asked how they know they are positively impacting student learning and development, these beginning teachers provided answers such as, “when I see the lightbulb,” or “when they are engaged in what I am talking about or what we’re doing.” Additionally, completers and employers cited assessment data as evidence that they were impacting student learning--if a student’s DIBELS scores increased from the beginning of the year to the end, if their PARCC scores increased from the previous year, if ELLs moved up a level in English proficiency, and if scores increased from a pre- to post-test. This is also evidence that our completers recognize the importance of assessing their impact on student learning by looking at a variety of assessment data.

Triangulation of completer focus group, ten completer interviews, and ten employer interviews revealed agreement for both strengths and suggestions for program improvement. Strengths identified were the full year of supervised field experiences and student teaching; focus on standards; school partnerships; weekly support, feedback and responsiveness of the university supervisors; lesson planning; reflective practices; and the overall preparedness of the candidates. Common suggestions for improvement included more emphasis on differentiation, classroom management, communicating with families and difficult

people, the connection between theory and practice, technology integration, and the use of data for planning and instruction. The EPP has already begun making positive, substantive changes using the data already collected as a result of a year's worth of plan implementation. A secondary differentiation methods class has been proposed, approved, and will be taught for the first time in the fall of 2017. An additional change comes in the form of more assistance with classroom management—a new classroom management course has been proposed, approved, and will be taught in the summer of 2017 as a direct result of feedback from employers and alumni. The new BA in Inclusive Elementary Education will purposefully prepare candidates to meet the needs of all learners by integrating differentiation strategies throughout all education coursework.

Surveys: Completers and Employers

Our plan to collect data (see Appendix A) includes completer and employer (principal) surveys. The Academic Assessment & Quality Improvement Committee, in collaboration with the Director of Teacher Education and Coordinator of Assessment and Academic Quality Improvement, and the Associate Dean, has worked to systematize the construction and implementation of a completer survey for initial teacher licensure program completers and an employer survey of principals of schools where completers are employed. Drafts of the updated completer and employer surveys were shared with focus group and interview participants and they were asked to provide feedback. The Academic Assessment and Quality Improvement Committee incorporated feedback received on the draft instruments. Survey instruments are provided in Appendix B.

The completer survey was piloted for the first time in the spring of 2016, and will be sent out each May. The new completer survey was sent to all initial licensure completers in their first, second, or third year of teaching through Taskstream in May 2016. The survey was sent to 82 completers. Twenty-one completers responded. The response rate was 25.6%. The new employer survey was sent to all initial licensure completers' employers (principals) in their first, second, or third year of teaching through Taskstream. The survey was distributed to 35 employers. Nine responded. The return rate was 26%.

Each semester initial licensure program coordinators will work with the College of Education Student Resource Office to collect and update information on where completers have secured teaching positions. The Student Resource Office will maintain this information in Taskstream, including current contact information of completers and their employers.

The largest limitation we have with surveying completers and employers stems from the challenge of following our completers. If our completers do not report their employment information to us, it is often difficult to follow them, especially after the first year of employment. The EPP gathers employment information at the time of program completion, but if completers do not have a teaching position secured at that time, and they don't report back to us once they get hired, we must resort to searching school websites or connecting on social media to determine where they were hired. However, we are hopeful that the implementation of the NExT alumni network and the collaboration with the Office of Alumni Services, in addition to the relationship building described below, will enable us to better to track completers.

Current candidates: Relationship building

An essential element of our plan involves the completers themselves. We are enthusiastic about developing strong, sustainable relationships with our completers. We gather feedback to improve our programs through course evaluations and discussions of informal feedback throughout their course of study with us. We've learned that if we wait until they get ready to complete their program before we ask them to share continuous improvement information with us, they are less likely to do so than if we have established a relationship with them. From their first day on campus, our goal is to build relationships and establish rapport with teacher candidates.

EPP efforts to build relationships with current candidates include holding an annual Convocation and Welcome event at the start of the fall semester, revitalizing the Future Teachers Association, and the launch of NeXT. The inaugural College of Education Convocation and Welcome was held in the fall of 2016; 54 incoming undergraduate students attended. The purpose of the Future Teachers Association is to "aid fellow members in networking, advising, and mentoring; and to foster leadership development." The EPP intends to use this as a direct pipeline into UCCS NExT. All initial licensure program candidates are invited to join the Association of Future Teachers as well as UCCS Network for Excellence in Teaching (NExT).

The EPP has and will continue to gather contact information from teacher candidates that will allow us to follow them as completers to assess their teaching effectiveness and impact on P-12 student learning. To ensure we can reach them we collect permanent email addresses not associated with the EPP. We will gather permanent cell phone numbers as well. We will also reach out to them via LinkedIn (<https://www.linkedin.com/groups/8287746>), Facebook (<https://www.facebook.com/UCCS-College->

of-Education-116693511698140/), and Twitter (https://twitter.com/ed_uccs) to connect with, follow, and network with them using social media.

We will also ask Teacher Candidates at the completion of their program to sign a release or commitment to share effectiveness ratings and student growth data with us during their first three years of teaching. Student growth data will include, but is not limited to de-identified school, district, and state-level formative and summative assessment results.

The current and future activities described above will result in data--both indirect and direct--that provide evidence of completer impact on student learning over time. The Academic Assessment & Quality Improvement Committee, in collaboration with the Director of Teacher Education and Coordinator of Assessment and Academic Quality Improvement, and the Associate Dean are stewards of the plan. The next section summarizes assessment results from one complete cycle: spring 2016, summer 2016, and fall 2016.

3. Summary of assessment results, as appropriate for the stipulation

State data (see Appendix C)

- 22.0% of the EPP's completers were identified as having students with more than expected achievement and/or growth
- 29.7% of the EPP's completers had students with expected achievement and/or growth
- 6.2% had less than expected achievement and/or growth
- <1.0% had much less than expected achievement and/or growth
- 41.7% of completers had insufficient data to determine their students' academic achievement and growth.

Focus group data from completers on evidence they use to assess their impact on student learning (see Appendix B for Completer Focus Group protocol):

- DIBELS
 - ✓ "I use DIBELS data to see if they can meet the goal that we've set with them at the end of the year."
- Pre- and post-testing
 - ✓ "I think that post and pre-test for me are kinda like the bread and butter of each unit."
- Connecting the content
 - ✓ "I'm happy if they can take something I taught them at the beginning of the year and make that connection with something else at the end of the year."
- End of year tests
 - ✓ "When you give a baseline test at the beginning of the year and then at the end of the year you look at how much they've accomplished. And, you're like, oh, well I taught them that. And so that's how I know I've impacted learning."
- Percentage of students achieving the Student Learning Outcomes
 - ✓ "Part of that standard evaluation is what we call SLOs and so we figure out what's our goal for the year and so the only way I can measure it is if I give a pretest and a posttest...my goal is 80% meeting the SLO."
- Examining student work for evidence of meeting objectives
 - ✓ "There are so many ways to see if kids are learning. I mean, just a quick consultation with them while they're working, looking through their notebooks to see their writing if you're a writing teacher, one-on-one conferencing – there's so many different ways to see if your kids are learning."

Interview data from completers on evidence they use to assess their impact on student learning (see Appendix B for Completer Interview protocol):

- Pre- and post-test data
 - ✓ “I think pre- and post-assessment shows that I’m having an impact because of that huge growth [95%-98% growth from pre-post assessment]”
- Differentiating for their specific students’ needs
 - ✓ “I can go and impact their learning by making the class right for that level and making sure that they’re, you know, have more physical activities if they need them, they’re engaging more within group work or partner work...to give them an outlet to share since that’s what they need.”
- Assessment scores
 - ✓ “We measure student growth through the NWEA Map three times a year. It’s a local measure and 75% of my students showed growth.”
- Class check-ins
 - ✓ “You know, when 90% of them bombed citing textual evidence and I can go back and teach those things.”
- A reduction in the number of referrals
 - ✓ “Two of my students, specifically, returned to me this year. They had at least 12 referrals to the front office first quarter [last year]. And this year, they have both had one and it was with each other.”
- When a student achieves in their class and struggles with other teachers
 - ✓ “When we have team meetings and other people talk about, like, how they really struggle with this student and getting them to do their work and then I am able to produce work...And I said, well, you know, I don’t know what exactly it is. I don’t know if it’s the positive reinforcement or hopefully I’m not allowing labels to interfere with how I interact with kids, I don’t know...but I seem to be able to get them to promote a work ethic in my classroom.”
 - ✓ “I think a lot of teachers have just written them off and don’t want to take the time to go the extra mile for them. And when a teacher comes in and not only goes the extra mile, but gets treated poorly by the student and doesn’t give up, [the students] tend to come alive for ‘em.”

Interview data from employers on ways they see their completers impacting student learning and growth: (see Appendix B for Employer Interview protocol):

- Student growth data
 - ✓ “So when I compare [EPP completers] against other teachers and we look at grades and we look at standardized test scores we look at common assessments that they give that they have designed in the building. We look at MAT testing – measures of academic progress testing which is nationally normed besides the state tests. We look at those comparisons of those teachers versus all of our other teachers and [EPP completers] are right in there with them and/or better.”
- Progress monitoring data
 - ✓ “The data – I mean, there’s data we collect and we run data meetings to look. But then our 4th and 5th grade data, again, may not show proficiencies on the state tests but when we get our growth data back we always get phenomenal growth.”
- Formal and informal observations

- ✓ “We have conversations with them when we do evaluations of them. We ask them about their lesson plans. We ask them about their standards. We see that their standards work and we have them work with their content partners and we ask them what are they covering, so learning targets have to be posted, we look at their common assessments that they write and give, and look at the data...So we talk about those four questions and [the completer] was very well prepared [to impact students] and with all of that information and that’s how we know when we do – between evaluations, our meetings that we have, looking at their data, and meetings and going to their PLC meetings, and then like I said looking at all the data and having conversations with them. And walking through classrooms, too.”

Survey data from completers (see Appendix B for Completer Survey instrument).

Table 5: Survey data from Completers

How well were you prepared in the following areas?

Please use the following rating scale to share your agreement with how well you were prepared:

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

Rated Item(s)	Distribution %					Average	Median	Mode	Standard Deviation
	1	2	3	4	N/A				
I am well-prepared to manage a classroom	0.00%	23.81%	23.81%	47.62%	4.76%	3.25	3.5	4	0.83
I effectively use student evaluation and assessment data to inform my instruction	4.76%	4.76%	28.57%	52.38%	9.52%	3.42	4	4	0.82
I align lessons to required standards	4.76%	0.00%	4.76%	80.95%	9.52%	3.79	4	4	0.69
I effectively address individual differences and employ differentiation strategies	0.00%	4.76%	42.86%	42.86%	9.52%	3.42	3	3,4	0.59
I am knowledgeable about child development and developmental practices.	4.76%	23.81%	28.57%	38.10%	4.76%	3.05	3	4	0.92
I effectively use technology to enhance my instruction	0.00%	4.76%	47.62%	38.10%	9.52%	3.37	3	3	0.58
I am able to effectively meet the needs of English language learners	0.00%	14.29%	47.62%	28.57%	9.52%	3.16	3	3	0.67
I am able to effectively meet the needs of students who have special needs	0.00%	9.52%	52.38%	28.57%	9.52%	3.21	3	3	0.61
I have the skills necessary to collaborate and communicate with parents	4.76%	0.00%	23.81%	61.90%	9.52%	3.58	4	4	0.75
I am able to effectively use a variety of evidence-based instructional strategies in my daily lessons	0.00%	4.76%	42.86%	42.86%	9.52%	3.42	3	3,4	0.59
I am proficient in providing feedback to support student learning and growth	0.00%	4.76%	52.38%	38.10%	4.76%	3.35	3	3	0.57
I am able to effectively gather and use student feedback to inform instruction	0.00%	4.76%	33.33%	57.14%	4.76%	3.55	4	4	0.59
Total	1.59%	8.33%	35.71%	46.43%	7.94%	3.38	4	4	0.72

Survey data from employers (see Appendix B for Employer Survey instrument).

Table 6: Survey data from employers

Please use the following rating scale to share your satisfaction of the graduate(s) from the UCCS teacher preparation programs:

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

Rated Item(s)	Distribution %					Average	Median	Mode	Standard Deviation
	1	2	3	4	N/A				
ability to manage a classroom	0.00%	0.00%	100.00%	0.00%	0.00%	3	3	3	0
ability to effectively use student evaluation and assessment data to inform instruction	0.00%	22.22%	66.67%	11.11%	0.00%	2.89	3	3	0.57
ability to align lessons to required standards	0.00%	0.00%	66.67%	33.33%	0.00%	3.33	3	3	0.47
knowledge and skill in addressing individual differences and employ differentiation strategies	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
knowledge about child development and developmental practices.	0.00%	12.50%	75.00%	12.50%	0.00%	3	3	3	0.5
use of technology to enhance instruction	0.00%	22.22%	33.33%	44.44%	0.00%	3.22	3	4	0.79
ability to effectively meet the needs of English language learners	0.00%	22.22%	66.67%	0.00%	11.11%	2.75	3	3	0.43
ability to effectively meet the needs of students who have special needs	0.00%	44.44%	55.56%	0.00%	0.00%	2.56	3	3	0.5
knowledge and skills needed to collaborate and communicate effectively with parents	0.00%	11.11%	66.67%	22.22%	0.00%	3.11	3	3	0.57
ability to effectively use a variety of evidence-based instructional strategies in daily lessons	0.00%	33.33%	44.44%	22.22%	0.00%	2.89	3	3	0.74
proficiency in providing feedback to support student learning and growth	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
ability to effectively gather and use student feedback to inform instruction	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
Total	0.00%	22.43%	64.49%	12.15%	0.93%	2.9	3	3	0.58

A.2 Response to Stipulation (repeat for each stipulation)

1. Statement of stipulation from previous CAEP action report

The EPP has not established a plan to collect data regarding indicators of completers' teaching effectiveness including professional knowledge, skills, and dispositions. (Component 4.2)

2. Summary of evidence that indicates how the stipulation has been addressed

We worked with an outside consultant to develop a plan in spring 2016 (see Appendix A) to address the stipulations and the AFI. Because the components of Standard 4 are interconnected and the activities the EPP has undertaken based on our plan are synergistic, we will provide evidence in the next section that is unique to Component 4.2 and refer the reader to section II.B for additional detail rather than repeat verbatim.

State Data

In the past, our plan to collect data regarding indicators of completers' teaching effectiveness including professional knowledge, skills, and dispositions relied exclusively on the expectation that the state would provide data on our program completers for the first three years per legislation (CO SB 10-036). The state of Colorado uses the Educator Effectiveness Rubric based on the six Colorado Teacher Quality standards to evaluate all teachers (<http://www.cde.state.co.us/sites/default/files/TeacherRubric.pdf>). Fifty percent of the evaluation is based on the first five standards and fifty percent is based on the sixth standard, which is student academic growth (SB 10-191). The Colorado Department of Higher Education and the Colorado Department of Education do not provide information on the psychometric qualities of the P-12 assessments or any technical features such as the proportion of students included, the soundness of the student-teacher link, the method of forecasting expected student growth, or the adjustments for classroom or school characteristics so that teachers in similar situations can be fairly compared. Educator Effectiveness data is aligned to the state's Teacher Quality Standards, which drives the work of EPPs.

While the state has provided us access to some initial educator effectiveness data (see Appendix A), the EPP recognizes that as a nationally accredited educator preparation program we needed to develop a comprehensive plan to collect data regarding completer teaching effectiveness in alignment with CAEP Standard 4.2. We have developed and implemented a plan guided by the document, *When States Provide Limited Data: Guidance on Using Standard 4 to Drive Program Improvement*. This plan will inform continuous improvement that does not rely solely on state data. Thus, we developed a plan for collecting data that will inform continuous improvement that does not rely solely on state data (see Appendix A). We have renewed efforts to nurture existing and establish new partnerships with districts, completers, and current teacher candidates to ensure our ability to collect data on completers' teaching effectiveness including professional knowledge, skills, and dispositions. Initially, we began with evidence that was indirect (meetings, surveys, and focus group data), then moved to implement strategies aimed at gathering direct evidence (teacher effectiveness ratings and student learning data), and plan to create a sustainable assessment system that includes indirect and direct sources of evidence of impact on P-12 student learning and completers' teaching effectiveness.

The Colorado Rubric for Evaluating Teachers states:

"Effective teachers in the state of Colorado have the knowledge, skills and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession."

Based on the above explanation, completers with a rating of 'Effective' or 'Highly Effective' possess the above qualities. The state has provided initial data on educator effectiveness ratings of the EPP's completers: 21.4% have been rated as highly effective, 38% as effective, 3% as partially effective, none as ineffective, and 30.8% had no data available or not yet evaluated. While we are using these data as one source of information to assess our candidates' effectiveness, we recognize that the state is in the early stages of providing EPPs with accurate and reliable data.

District Partners

School districts in Colorado have a very high level of local control. Since the fall of 2015, we have been engaged with our district partners to nurture existing and establish new relationships to help secure completer data. In the fall 2015, the new Dean of the College of Education began attending monthly meetings of the Pikes Peak Area Superintendent Association and meeting individually with key district partners (i.e., superintendents, directors of assessment, and human resource directors) to discuss developing data sharing agreements/Memorandum of Understandings (MOUs). See Appendix D for an example agreement/MOU currently being negotiated. This draft has been reviewed by UCCS Legal Counsel and is being reviewed by a district partner who has agreed to work with us in establishing the data sharing agreement.

A District Partnership Breakfast was held in February 2017 that was attended by district superintendents, administrative personnel, and school principals. Sixty-seven individuals representing eighteen districts attended. The purpose of this event was to inform districts and schools about programs and program changes, and build rapport and relationships with new and future partners. Additionally, this was a time for dialogue as we renewed and strengthened relationships, a necessary component of the feedback loop for continuous improvement. Every event we collect feedback.

Completers: NExT

An essential element of our plan involves the completers themselves. We are enthusiastic about developing strong, sustainable relationships with our graduates. An integral part of our continuous improvement process is the establishment of a completer association or network: UCCS Network of Excellence in Teaching (NExT). While we have launched NExT, we have not made as much progress toward implementation because of technical issues we have encountered with the software platform available to us to host the network. We have identified the features that need to be included in NExT, including social outings and engagements, professional development, and mentoring, and are working with the UCCS Alumni Office to coordinate the implementation. A development officer was hired in the office of University Advancement to support the EPP in our outreach efforts. We held a kickoff event around Homecoming in the fall of 2016, which included program completers. However, licensure completers were underrepresented at this event, so an additional outreach event is in the planning stages for the spring of 2017. Ideas being considered include a golf scramble, UCCS baseball game, and a cookout at a local park.

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Completers & Employers: Focus Group & Interviews

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Table 8: Completer Interview Participants

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Completer 9	TELP-Elementary	2
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Common suggestions for improvement included more emphasis on differentiation, classroom management, communicating with families and difficult people, the connection between theory and practice, technology integration, and the use of data for planning and instruction. The EPP has already begun making positive, substantive changes using the data already collected as a result of a year’s worth of plan implementation. A secondary differentiation methods class has been proposed, approved, and will be taught for the first time in the fall of 2017. An additional change comes in the form of more assistance with classroom management—a new classroom management course has been proposed, approved, and will be taught in the summer of 2017 as a direct result of feedback from employers and alumni. The new BA in Inclusive Elementary Education will purposefully prepare candidates to meet the needs of all learners by integrating differentiation strategies throughout all education coursework.

Surveys: Completers and Employers

Our plan to collect data (see Appendix A) includes completer and employer (principal) surveys. The Academic Assessment & Quality Improvement Committee, in collaboration with the Director of Teacher Education and Coordinator of Assessment and Academic Quality Improvement, and the Associate Dean, has worked to systematize the construction and implementation of a

completer survey for initial teacher licensure program completers and an employer survey of principals of schools where completers are employed. Drafts of the updated completer and employer surveys were shared with focus group and interview participants and they were asked to provide feedback. The Academic Assessment and Quality Improvement Committee incorporated feedback received on the draft instruments.

The completer survey was piloted for the first time in the spring of 2016, and will be sent out each May. The new completer survey was sent to all initial licensure completers in their first, second, or third year of teaching through Taskstream in May 2016. The survey was sent to 82 completers. Twenty-one completers responded. The response rate was 25.6%. The new employer survey was sent to all initial licensure completers' employers (principals) in their first, second, or third year of teaching through Taskstream. The survey was distributed to 35 employers. Nine responded. The return rate was 26%.

Each semester initial licensure program coordinators will work with the College of Education Student Resource Office to collect and update information on where completers have secured teaching positions. The Student Resource Office will maintain this information in Taskstream, including current contact information of completers and their employers.

The largest limitation we have with surveying completers and employers stems from the challenge of following our completers. If our completers do not report their employment information to us, it is often difficult to follow them, especially after the first year of employment. The EPP gathers employment information at the time of program completion, but if completers do not have a teaching position secured at that time, and they don't report back to us once they get hired, we must resort to searching school websites or connecting on social media to determine where they were hired. However, we are hopeful that the implementation of the NExT alumni network and the collaboration with the Office of Alumni Services, in addition to the relationship building described below, will enable us to better track completers.

Completers & Employers: Case Study

A UCCS doctoral student (Tygret, 2017) conducted a multiple case study that included interviews, observations, and educator effectiveness scores. Five graduates from the elementary UCCS Teacher Education and Licensure Program (TELP) were interviewed at the beginning, middle, and end of their first-year of teaching, and they were observed using the Colorado Teacher Quality Standards as a framework at the beginning and end of their first year. In addition, their annual teacher effectiveness evaluations were analyzed for further evidence of effective teaching. Each completer was rated 'Effective' as determined by their summative teacher evaluation. Each first-year teacher's principal was interviewed at the end of the first-year of teaching to provide insight and perspectives on their satisfaction with the first-year teacher's preparation and performance.

There were six major themes that arose from the interviews, observations, and educator effectiveness evaluation analysis of the first-year teachers. Overall, the teachers were satisfied with the preparation they had received in the TELP program. The most beneficial component of the program was the full-year of field experiences, including student teaching. Their recommendations for program improvement included more hands-on training with different kinds of curriculum and more strategies and practice with differentiation. They felt the least prepared to meet the diverse needs of their students, including English Language Learners, students in special education, and gifted and talented students.

The EPP's new multi-credential BA in Inclusive Elementary Education is specifically designed to address this issue. The greatest challenges that the completers faced during the first year were related to handling all of the classroom responsibilities on their own, effectively managing the classroom and behaviors, and communicating with parents. Each first-year teacher (completer) displayed evidence of effective teaching during the observations and on their annual evaluations. They all identified building positive relationships with students as an area of strength, and all showed significant student growth on their evaluations. Their biggest feeling of accomplishment during the first year was student growth, which included collective growth on assessments, as well as students' individual growth, both academic and behavioral (Tygret, 2017).

Four major themes emerged from the interviews with the principals of those same first-year teachers. They identified areas of strength of the first-year teachers to be their passion for teaching, their ability to effectively implement technology in the classroom, and their knowledge of content and standards. The principals believed that the first-year teachers needed more preparation in differentiation, how to effectively meet the needs of all students, effective communication with parents, and classroom management. Overall, they were satisfied with the preparation the first-year teachers had received at UCCS, and the full-year of student teaching was noted as the most important aspect of the program. When hiring new teachers, some of the

principals specifically looked for UCCS graduates, as they knew from experience that UCCS graduates tended to be better prepared (Tygret, 2017).

3. Summary of assessment results, as appropriate for the stipulation

Our plan (see Appendix A) developed in Spring 2016 provides a road map to data collection activities regarding indicators of completers' teaching effectiveness including professional knowledge, skills, and dispositions. The current and future activities described will result in data--both indirect and direct--that provide evidence of completer impact on student learning over time. The Academic Assessment & Quality Improvement Committee, in collaboration with the Director of Teacher Education and Coordinator of Assessment and Academic Quality Improvement, and the Associate Dean are stewards of the plan. Assessment results from one complete cycle: spring 2016, summer 2016, and fall 2016 are summarized below.

State data

- 21.4% have been rated as highly effective
- 38% as effective
- 3% as partially effective
- 0% as ineffective
- 30.8% had no data available or not yet evaluated.

Focus group data from completers about how they are effective educators. Completers in the focus group cited the following as evidence they use to assess their educator effectiveness:

- End of year evaluation data
- Educator effectiveness rating
- "Being able to look at your [student assessment] data and actually make changes in your instruction."

Interview data from completers. Completers in the interviews cited the following as evidence they use to assess their educator effectiveness:

- "I have a rating of 'effective' from my principal,"
- "When [my students] are engaged in what I am talking about or what we're doing."
- "My evaluators told me this year that they videoed me in my classroom for a little bit that and will post on the district website to show what effective teaching looks like."
- "I had one student who could not write and now when he writes something awesome."
- When they have built relationships and have a good rapport with their students
 - ✓ "I am an effective teacher because I live in my neighborhood of my neighborhood school. I live the world that they live. I have a – I really get to know my students and build relationships with them."
 - ✓ "I can engage and I'm a good lecturer and I try to build positive rapport with students."
 - ✓ "One of the kids failed every class last year and didn't come to school and he told his Dad that as long as he had my class he would come to school."
 - ✓ "I see a lot of kids react positively to me in the classroom and do work for me when I know they are giving other teachers a lot of trouble."
 - ✓ "A student told me, 'I picked you as my teacher of the month because you have such a bubbly personality and you make learning so much fun and I can learn from you really, really well.'"
- They know they are effective because they have a well-managed classroom
 - ✓ "I'm effective because I have wonderful classroom management. I never have any issues. I keep a high standard. And I know these things because of the students and what they project to me."
- They know they are effective if ELLs moved up a level in English proficiency
 - ✓ "[A student] jumped from a non-English to the upper end of the limited English just in one year and so she grew not just one language level in a year, she ended up growing two or three language levels in a year."
- Additionally, completers cited assessment data as evidence that they were effective. For example:
 - ✓ If a student's DIBELS or MAP scores increased from the beginning of the year to the end: "We measure student growth through the NWEA Map three times a year. It's a local measure and 75% of my students showed growth."

- ✓ if scores increased from a pre- to post-test: “I do give my kiddos pre-assessments and post-assessments and I see consistent growth. The last two years I had a 95 to 98 percent growth rate between pre and post assessments per unit.”
- ✓ If overall grades have improved: “I’ve seen my students have gone from failing every class – so seven Fs in a day or quarter or what-have-you – to passing all of them and even having B’s and above”

Interview data from employers. Employers in the interviews cited the following as ways they see our completers are effective educators:

- They are reflective practitioners
 - ✓ “The most successful ones, though, really have just had that willingness to be reflective and to take feedback and there’s one teacher that I know came from your school now that I think about it that I thought, “Oh my gosh, she’s never going to make it.” But she took it upon herself to – she would teach a lesson and when it didn’t go well she would go to her team lead and say “I taught this today and this is where it fell apart. Can I come and watch you teach a lesson tomorrow.” So she took it upon herself to go see how it was done and then kept tweaking and now she’s one of my most successful teachers and she mentors my new teachers and this is her fourth year here. So she made it through those first three but I, tell you, the first six months I wasn’t sure she was going to make it.”
- Student growth data
 - ✓ “So when I compare [EPP completers] against other teachers and we look at grades and we look at standardized test scores we look at common assessments that they give that they have designed in the building. We look at MAT testing – measures of academic progress testing which is nationally normed besides the state tests. We look at those comparisons of those teachers versus all of our other teachers and [EPP completers] are right in there with them and/or better.”
- Formal and informal observations
 - ✓ “How they perform on the rubric is one way that I know. The other way is just from being in their classrooms and having conversations. For me being really reflective is huge.”
 - ✓ “I see positive pieces with the teachers I’ve seen from UCCS even going back a few years to my high school days. I haven’t had – I haven’t had anyone from UCCS that I have not liked. Let me put it thatway.”

Doctoral case study analysis on educator effectiveness

- Completer case study
 - ✓ Each first-year teacher displayed evidence of effective teaching during the observations and on their annual evaluations.
 - ✓ The most beneficial component of the program was the full-year of field experiences, including student teaching.
 - ✓ They felt the least prepared to meet the diverse needs of their students, including English Language Learners, students in special education, and gifted and talented students.
 - ✓ The greatest challenges that they faced during the first year were related to handling all of the classroom responsibilities on their own, effectively managing the classroom and behaviors, and communicating with parents.
 - ✓ They all identified building positive relationships with students as their area of strength, and all five showed significant student growth on their evaluations.
 - ✓ Their biggest feeling of accomplishment during the first year was student growth, which included collective growth on assessments, as well as students’ individual growth, both academic and behavioral
- Principal case study
 - ✓ Areas of strength of the first-year teachers were their passion for teaching, their ability to effectively implement technology in the classroom, and their knowledge of content and standards.

- ✓ First-year teachers needed more preparation in differentiation, how to effectively meet the needs of all students, effective communication with parents, and classroom management.
- ✓ Overall, principals were satisfied with the preparation the first-year teachers had received at UCCS, and the full-year of student teaching was noted as the most important aspect of the program.
- ✓ When hiring new teachers, some of the principals specifically looked for EPP completers, as they knew from experience that EPP completers tended to be better prepared

Survey data from completers

- Alumni Self-reported Educator Effectiveness Rating:
- 29%=Highly Effective
- 62%=Effective
- 9%=Partially effective

Table 9: Survey results for "How well were you prepared in the following areas?"

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

Rated Item(s)	Distribution %					Average	Median	Mode	Standard Deviation
	1	2	3	4	N/A				
I am well-prepared to manage a classroom	0.00%	23.81%	23.81%	47.62%	4.76%	3.25	3.5	4	0.83
I effectively use student evaluation and assessment data to inform my instruction	4.76%	4.76%	28.57%	52.38%	9.52%	3.42	4	4	0.82
I align lessons to required standards	4.76%	0.00%	4.76%	80.95%	9.52%	3.79	4	4	0.69
I effectively address individual differences and employ differentiation strategies	0.00%	4.76%	42.86%	42.86%	9.52%	3.42	3	3,4	0.59
I am knowledgeable about child development and developmental practices.	4.76%	23.81%	28.57%	38.10%	4.76%	3.05	3	4	0.92
I effectively use technology to enhance my instruction	0.00%	4.76%	47.62%	38.10%	9.52%	3.37	3	3	0.58
I am able to effectively meet the needs of English language learners	0.00%	14.29%	47.62%	28.57%	9.52%	3.16	3	3	0.67
I am able to effectively meet the needs of students who have special needs	0.00%	9.52%	52.38%	28.57%	9.52%	3.21	3	3	0.61
I have the skills necessary to collaborate and communicate with parents	4.76%	0.00%	23.81%	61.90%	9.52%	3.58	4	4	0.75
I am able to effectively use a variety of evidence-based instructional strategies in my daily lessons	0.00%	4.76%	42.86%	42.86%	9.52%	3.42	3	3,4	0.59
I am proficient in providing feedback to support student learning and growth	0.00%	4.76%	52.38%	38.10%	4.76%	3.35	3	3	0.57
I am able to effectively gather and use student feedback to inform instruction	0.00%	4.76%	33.33%	57.14%	4.76%	3.55	4	4	0.59
Total	1.59%	8.33%	35.71%	46.43%	7.94%	3.38	4	4	0.72

Survey data from employers

Table 10: Survey of employer satisfaction

Please use the following rating scale to share your satisfaction of the graduate(s) from the UCCS teacher preparation programs:

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

Rated Item(s)	Distribution %					Average	Median	Mode	Standard Deviation
	1	2	3	4	N/A				
ability to manage a classroom	0.00%	0.00%	100.00%	0.00%	0.00%	3	3	3	0
ability to effectively use student evaluation and assessment data to inform instruction	0.00%	22.22%	66.67%	11.11%	0.00%	2.89	3	3	0.57
ability to align lessons to required standards	0.00%	0.00%	66.67%	33.33%	0.00%	3.33	3	3	0.47
knowledge and skill in addressing individual differences and employ differentiation strategies	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
knowledge about child development and developmental practices.	0.00%	12.50%	75.00%	12.50%	0.00%	3	3	3	0.5
use of technology to enhance instruction	0.00%	22.22%	33.33%	44.44%	0.00%	3.22	3	4	0.79
ability to effectively meet the needs of English language learners	0.00%	22.22%	66.67%	0.00%	11.11%	2.75	3	3	0.43
ability to effectively meet the needs of students who have special needs	0.00%	44.44%	55.56%	0.00%	0.00%	2.56	3	3	0.5
knowledge and skills needed to collaborate and communicate effectively with parents	0.00%	11.11%	66.67%	22.22%	0.00%	3.11	3	3	0.57
ability to effectively use a variety of evidence-based instructional strategies in daily lessons	0.00%	33.33%	44.44%	22.22%	0.00%	2.89	3	3	0.74
proficiency in providing feedback to support student learning and growth	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
ability to effectively gather and use student feedback to inform instruction	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
Total	0.00%	22.43%	64.49%	12.15%	0.93%	2.9	3	3	0.58

B. Response to Areas for Improvement (AFIs) in Cited Standard

1. Statement of area for improvement

The EPP does not demonstrate, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students. (Component 4.3)

Rationale: Employer surveys have been administered but not in a systematic or regular basis.

2. Summary of evidence that indicates how the AFI has been addressed

The Academic Assessment & Quality Improvement Committee, in collaboration with the Director of Teacher Education and Coordinator of Assessment and Academic Quality Improvement, and the Associate Dean, worked to systematize the construction and implementation of an employer survey in the unit for teacher licensure program completers, as well as conduct employer interviews to demonstrate that employers are satisfied with completers' preparation for their assigned responsibilities in working with P-12 students.

CAEP Standard 4 requires that any surveys created by the EPP meet the criteria outlined in the *CAEP Evaluation Framework for Assessments*. We gathered input from employers on the revised survey instrument during focus group/interviews. Overwhelmingly, employers thought it was more than sufficient to capture the feedback they would like to provide to the program. We are exploring options to purchase vendor created surveys and data sharing agreements with other institutions.

The Director of Teacher Education sent the employer survey to all initial licensure completer employers (principals) in their first, second, or third year of teaching through Taskstream. This was done in May. The EPP had a 26% return rate.

The revised survey instrument (see Appendix B) was piloted for the first time in the spring of 2016 and will be administered each May moving forward. Each initial licensure program will assist the COE Student Resource Office in collecting information on where their completers have secured teaching positions. The Student Resource Office will maintain this information in Taskstream, including employment milestones such as promotion and retention and current contact information of completer principals.

Employers provided a great deal of feedback in the surveys. In terms of what we do well, they believe that we have high expectations for our teacher candidates and that we hold them accountable to professionalism and a standard set of dispositions that all student teachers must meet, our completers know how to align lesson plans to standards and objectives, they respond well to feedback, are reflective, and they establish a culture of continuous growth for both themselves and their students. In addition, they believe our completers are on par with or ahead of completers of other EPPs.

3. Summary of assessment results, as appropriate for this AFI

Below are a subset of answers to selected employer survey questions.

Please list and/or describe what you believe are the strongest attributes of the UCCS graduate(s) you have employed.

- Use of technology to aid the instructional practices within the classroom. This comes with the willingness to try new things at least once.
- Eagerness and academic preparation
- The greatest strengths are the candidates' professionalism and flexibility when working in classrooms. Most hold themselves to high expectations on their dispositions as well. Standards are well known and lesson plans are completed on time.
- Regular feedback from PDS coach, professors, and cooperating teachers establish a culture of continual growth. Candidates seem to accept and respond to feedback better than most other student teachers. Remaining in the building for the year support candidates with understanding district/building culture and developing an understanding of how we conduct business.

- The students seem to have a solid foundation of instruction.
- Strong knowledge of standards and effective lesson planning Classroom management Technology
- Data collection to drive instruction technology utilization within the classroom collaboration with their professional teammates at the school level
- Lesson planning Adherence to standards Developing engaging strategies for students

How do UCCS graduates compare to graduates from other preparation programs?

- I believe in most cases they are slightly ahead of others as most of our UCCS teachers did their student teaching either in our school or feeder. This helps them to know the students and the staff. This allows them to hit the ground running and not playing catch-up.
- Stronger
- We do not accept graduates from other programs.
- Exceptional!!!
- Great, I've hired at least 4 teachers in my building in the last 4 years from your program.
- I am very impressed with the program and have found candidates to be more prepared than those from other programs.
- In my professional opinion, they are ahead of graduates from other programs. Professionalism, dedication, work ethic and the ability to understand that they are a part of a team working to support the success of the student(s) while challenging their own professional growth and development.

Table 11: Survey of employer satisfaction

Please use the following rating scale to share your satisfaction of the graduate(s) from the UCCS teacher preparation programs:

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

Rated Item(s)	Distribution %					Average	Median	Mode	Standard Deviation
	1	2	3	4	N/A				
ability to manage a classroom	0.00%	0.00%	100.00%	0.00%	0.00%	3	3	3	0
ability to effectively use student evaluation and assessment data to inform instruction	0.00%	22.22%	66.67%	11.11%	0.00%	2.89	3	3	0.57
ability to align lessons to required standards	0.00%	0.00%	66.67%	33.33%	0.00%	3.33	3	3	0.47
knowledge and skill in addressing individual differences and employ differentiation strategies	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
knowledge about child development and developmental practices.	0.00%	12.50%	75.00%	12.50%	0.00%	3	3	3	0.5
use of technology to enhance instruction	0.00%	22.22%	33.33%	44.44%	0.00%	3.22	3	4	0.79
ability to effectively meet the needs of English language learners	0.00%	22.22%	66.67%	0.00%	11.11%	2.75	3	3	0.43
ability to effectively meet the needs of students who have special needs	0.00%	44.44%	55.56%	0.00%	0.00%	2.56	3	3	0.5
knowledge and skills needed to collaborate and communicate effectively with parents	0.00%	11.11%	66.67%	22.22%	0.00%	3.11	3	3	0.57
ability to effectively use a variety of evidence-based instructional strategies in daily lessons	0.00%	33.33%	44.44%	22.22%	0.00%	2.89	3	3	0.74
proficiency in providing feedback to support student learning and growth	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
ability to effectively gather and use student feedback to inform instruction	0.00%	33.33%	66.67%	0.00%	0.00%	2.67	3	3	0.47
Total	0.00%	22.43%	64.49%	12.15%	0.93%	2.9	3	3	0.58

Regarding areas for improvement, employers believed that our completers could use more assistance in employing strategies for closing learning gaps; analyzing assessment data, including how to use large-scale assessment data; and communicating more effectively with families. In addition, completers need additional instruction and exposure to differentiation and classroom management.

Please describe an area in which the UCCS teacher preparation program could be improved in order to create more effective teachers.

- The most difficult thing, no matter how hard you try, classroom management is one thing that can never have enough practice. The diversity of classrooms, students, and schools makes this impossible to prepare all students.
- Candidates know their standards but do not have the much needed background to teach reading, understand learning gaps, and what tools to use to help close those gaps. There need to be lesson focus on extensive lesson plans and more time/energy on analyzing data and adjusting instruction when formative assessments determine a change is needed. We need to move them past checklists and more into real work of a teacher.

- Perhaps a greater emphasis on direct and explicit instruction for at-risk and struggling learners. How can student teacher accelerate learning for struggling learners?
- Further work on equity work and working with high risks students
- Additional training in the foundations of reading and meeting the needs of diverse learners
- Communication with parents and guardians--the student teachers understand the process, the format and the overall goal. Yet as we know, these communication practices can go either way and the ability to navigate the conversation and to be able to recognize the cues of the conversation is a tool that is generally acquired by us all as we lean on the job.
- How to balance everything as a teacher - find their voice; not get burned out; know what needs to be perfect, excellent, good, and good enough

In addition, the EPP completed interviews with ten employers (principals). Interviews were conducted by the UCCS Office of Institutional Research.

Finally, a doctoral student conducted a case study with four employers of program completers (Tygret, 2017). Four major themes emerged from the interviews with the principals of those same first-year teachers. They identified the areas of strength that the first-year teachers to be their passion for teaching, their ability to effectively implement technology in the classroom, and their knowledge of content and standards. The principals believed that the first-year teachers needed more preparation in differentiation, how to effectively meet the needs of all students, effective communication with parents, and classroom management. Overall, they were satisfied with the preparation the first-year teachers had received at UCCS, and the full-year of student teaching was noted as the most important aspect of the program. When hiring new teachers, some of the principals specifically looked for UCCS graduates, as they knew from experience that UCCS graduates tended to be better prepared.

C. List of attached evidence/data/table

Appendix A: Original CAEP Standard 4 Action Plan

Appendix B: Data Collection Instruments

Appendix C: State Data

Appendix D: Draft memorandum of Understanding (MOU)

III. SELECTED IMPROVEMENT PLAN/CONTINUOUS IMPROVEMENT PLAN

A. A. Progress on Selected Improvement Plan, including timelines, for continuing to improve the quality of the EPP's candidates, completers, and programs

As a result of our site visit in 2014, and the resulting stipulations, the EPP has amended their Selected Improvement Plan to better reflect our processes and procedures moving forward. Continuous Quality Improvement has been defined by the EPP as: the ongoing work to create a quality experience for students, faculty, and staff driven by the mission, vision, and core values of the College of Education and UCCS and to facilitate a cycle of continuous quality program improvement. The plan implementation will be facilitated by the Academic Assessment and Quality Improvement Committee. See Appendix E for an outline of our yearly plan to continuously improve by specifically examining our recruitment practices; retention of our candidates; satisfaction of current students, completers, and employers; and job success.

B. List of attached evidence/data/table

Appendix E: Continuous Improvement Plan