

**Program Report for Reauthorization of**

**[designated agency]**

[Reauthorization Site Visit Date]

**PROGRAM REPORT**

**Please complete each section of the Program Report and send as a word document to CDE upon completion. The contents of the Program Report will be used to guide the site visit topics as well as be incorporated into the final report.**

**Brief Summary of celebrations, challenges, goals, needs, and expectations**

# Share a few program celebrations that your team is most proud of.

* What challenges is the program currently facing? Any challenges the program anticipates in the upcoming years?
* What are two goals for the program in the next 3-5 years?
* What needs or supports from CDE does the program have?
* What expectations does the team around the reauthorization process?

1. **Designated Agency Context**
2. Describe the designated agency’s historical context.

* Rationale: Helps the review team understand anything unique to the institution’s context that explains what programs are offered and why, past relationships with surrounding districts, individuals or policies and laws that led to sweeping changes and so on.

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B. Describe the institution’s role and mission in regards to educator preparation. What region of the state does your program serve and how do you meet the needs of the field?

* Rationale: Helps the review team determine if the unit is helping to meet the needs of districts in its region and can be used as leverage for more financial and other resources.

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**II. Program Organization and Administration**

1. Describe the advisory council, a listing of its duties, and an account of the processes through which the advisory council is established and operates within the designated agency.

* ***Rationale*:** Provides an understanding of the systems and requirements by which the program operates in order to meet State Board Rule 2260.5‐R‐18.00(1)(b) and 22-60.5-201(1)(a), C.R.S.
* **Guiding Questions**:
* What are the duties of the advisory council?
* How does your DA organize and manage the operation of the alternative educator preparation program?
* How does the DA make decisions about membership on the advisory council?
* In addition to this description, please include a table.
* Example:

**Advisory Council Membership**

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| **Representative Name** | **Current Position** | **Qualifications** |
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* If your DA is partnering with an Institution of Higher Education (IHE), how are faculty from the IHE regularly involved in the operation of the DA?
* How does the DA ensure all documentation, including the Statement of Assurance, is completed and provided to the CDE in a timely manner.

B. **Alternative Educator Support Team**

* Describe the alternative educator’s support team and the processes through which teams are developed in order to determine the individualized support for each candidate.
* ***Rationale*:** Provides an understanding of the systems and requirements by which the program develops alternative educator’s support teams in order to meet the individualized instructional needs of each candidate.
* **Guiding Questions**:
* What criteria are used to select mentor teachers? How does the DA screen mentor teachers for their qualifications?
* How does the DA provide systematic oversight of mentor teachers?
* If a mentor teacher is not available, how does the DA plan for mentor support that provides the same level of mentorship to the alternatively licensed educator?

C. **Supervision Training Program for Mentors**

* Describe the articulated, mandatory, and intensive supervision training program for mentors.
* ***Rationale*:** Provides the CDE with an understanding of the an articulated, mandatory and intensive supervision training program for mentors that provides direction with regard to structured guidance, the provision of regular ongoing support to new educators and educator performance evaluation.
* **Guiding Questions**:
* What structured overall guidance is provided to mentor teachers?
* How does the DA create guidelines and support for supervision conducted by the mentor teacher?
* How are evaluators provided with training on conducting evaluations?
* How is inter-rater reliability established?

**III. Alternatively Licensed Educator Oversight**

A. **Candidate Entry Requirements**

* Describe the guidelines and inventory used to evaluate each alternative candidate’s knowledge, experience, and teaching dispositions in relationship to the particular position of employment the candidate will fill.
* ***Rationale*:** Provides the CDE with an account of how the Designated Agency will ensure that candidates have a specified level of qualifications prior to entry into the alternative pathway in order to meet State Board Rule 2260.5‐R‐18.00(1)(c).
* ***Guiding Questions***:
* How does the DA ensure the program’s role in ensuring the candidate’s responsibility to obtain an alternative license before entering the classroom as teacher of record?
* How does the DA ensure that employees, who are directly working with candidates, are knowledgeable about CDE requirements that need to be met prior to entering an alternative program?
* How do DA employees support candidates in understanding and negotiating the CDE requirements for entry into an alternative program?
* Beyond basic CDE requirements, what qualifications are used to determine whether a candidate’s prior education and experience meet the DA’s standards for entry into the program?
* How does the DA determine whether modifications to a candidate’s instruction plan are appropriate based on documented and performance-based evaluation of the candidate’s proficiency?
* Who makes the determination as to whether modifications should be made and how is this individual qualified to make such a determination?
* How does the DA make determinations as to what those modifications will be?

B. **Instruction Plan and Activities**

* Describe the process through which individualized candidate instruction plans and activities are determined and/or a description of the process through which planned coursework/training/professional development is delivered and coursework content is provided.
* ***Rationale*:** Provides the CDE with an account of how the DA delivers content that meets the Colorado State Board of Education-approved standards, as prescribed in section 5.00 of the Rules and Regulations.
* ***Guiding Questions*:**
* How does the DA provide orientation of each candidate to their particular school site?
* How does the DA ensure, support, and document 225 clock hours of coursework/training/professional development to each candidate?
* How does the DA oversee planned coursework/training/professional development so as to ensure quality preparation in each candidate’s endorsement area, including training in dropout prevention? (Endorsement tables are provided on the website to document training content and outcomes.)
* If your DA is partnering with an Institution of Higher Education (IHE), how many courses per year are taught by full-time faculty and adjunct faculty from the IHE? How many courses per year are taught by personnel who are not faculty at the IHE? You may want to represent this information in a table or pie chart.
* What training do mentor teachers provide to candidates? What regular supervision do mentor teachers provide to candidates?
* How does the DA monitor the frequency of the training and supervision that the mentor teacher provides? How does the DA monitor the specific content of the training provided to the candidate?

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C. **Candidate Evaluation Process**

* Describe the system by which candidate performance evaluations are conducted, including the frequency and duration of evaluations.
* ***Rationale*:** Provides the CDE with an account of the systematic implementation of candidate evaluations, in accordance with Colorado Revised Statute 22-9-106.
* ***Guiding Questions***:
* How is the evaluation process designed to: support the improvement of instruction; enhance the implementation of curricular programs; and provide a measurement of performance?
* Within the DA, who is responsible for ensuring that evaluations are conducted?
* How are evaluations tracked to ensure adequate frequency and duration of evaluations?
* What is the frequency and duration of evaluations?
* How is evaluative feedback provided to candidates?
* How are evaluators prepared to coach and provide evaluative feedback?
* How are measures of effectiveness used to regulate unsatisfactory performance and dismissal from the program?

**IV. Continual Improvement Process**

A.  **Data Analysis**

* Describe how the DA gathers and analyzes data in order to continuously improve program elements that relate to the CDE Rules and Regulations.
* ***Rationale*:** Provides the CDE with an account of the DA’s continuous improvement process between reauthorization visits.
* ***Guiding Questions***:
* What data/evidence of candidate learning is used to assess the breadth and depth of content coverage as required in the CDE Rules and Regulations?
* How is the data/evidence of alternative educator performance/learning assessed in order to ensure that each candidate is meeting the endorsement standards at a predetermined level of breadth and depth?
* How is each data source aligned to the CDE Rules and Regulations?
* What process is used to analyze data/evidence of alternative educator performance/learning in order to make decisions about program improvement in meeting CDE Rules and Regulations? How frequently do the DA, advisory council, and/or related faculty/personnel meet to analyze the data for program improvement in meeting CDE Rules and Regulations? Who is involved in data team meetings?
* What is one example of a way that your DA has documented a strength(s) based on analysis of data/evidence of alternative educator performance/learning?
* What is one example of a way that your DA has documented an area of improvement based on analysis of data/evidence of alternative educator performance/learning?

B. **Summary of Findings**

* A description of the Designated Agency’s evaluation of their programs for strengths, areas for growth, and growth plan.
* ***Rationale***: Provides the CDE with the current reflections of the Designated Agency regarding each endorsement area.