Introduction

Colorado educator preparation programs (EPP) provide a pathway for preparing educators in Colorado in both traditional and alternative programs. The Colorado Department of Higher Education (CDHE) and Colorado Department of Education (CDE) have joint authority in the authorization and reauthorization of traditional EPPs at Institutions of Higher Education (IHE). IHEs that offer traditional educator preparation programs are charged with preparing the breadth and depth of licensed educators who serve Colorado's children. Completion of preparation programs at IHEs lead to an array of licensure endorsement possibilities for candidates. This document, together with the information and links provided offer everything necessary for current EPPs to submit for reauthorization of their programs.

The goals of state review of EPPs are to:
- Evaluate alignment of educator preparation programs to statutory performance standards.
- Evaluate alignment of educator preparation program content to the CDE Rules and Regulations.
- Provide opportunities for reflection about the educator preparation program and support a process of continuous improvement.

Background

In 2019, the Colorado Legislature enacted Senate Bill 19-190, the *Growing Great Teachers Act*. The legislation declared that "high-quality teaching is the linchpin for effective, high-quality education in the schools of the state. To be an excellent, effective educator, an individual must receive comprehensive, rigorous, and effective training in the art and science of teaching and in the skills and subjects that the individual will teach." The *Growing Great Teachers Act* directed CDHE and CDE to review research and identify best practices for teacher preparation programs. The resulting report, *Best in Class: Five Principles of Effective Educator Preparation* synthesized current research and identified a set of five principles for teacher preparation programs and several best practices under each principle. Taken together, the five principles demonstrate that teaching is a profession requiring specialized knowledge, clinical preparation, and ongoing candidate development and learning.

Educator preparation programs that employ these five principles establish the foundation for teacher candidates as emerging professionals.

Core principles of high-quality educator preparation programs

Principle 1: Teacher preparation programs foster candidates' deep understanding of content knowledge, content knowledge for teaching, and general pedagogical knowledge.

Principle 2: Teacher preparation programs foster candidates' deep understanding of P- 12 learners, including their cognitive and socio-emotional development.

Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.

Principle 4: Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine best steps with candidates.

Principle 5: Teacher preparation programs engage in robust, continuous improvement efforts.

It was from these principles that the performance-based standards for the evaluation of EPPs were derived and codified in Colorado Revised Statute (C.R.S.) §23-1-121 (SB20-158).

Domains

The performance-based standards are captured in the following categories or domains used to review EPPs.

Figure1: Domain definitions

Domain	Definition
Program Design	Education is a profession requiring specialized knowledge and skills. Educator preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is and the context and the decisions for those choices.
Educator Knowledge & Competencies	Educator candidates' knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess and support candidate development of these competencies.
Clinical Experience	Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.

Program Impact & Continuous Improvement	Preparation program impact is determined by goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.

To evaluate the quality and alignment of EPPs operationalization of each domain, desired performance indicators were identified measuring subcomponents of the domains. When determining how each institution might meet the performance indicators, questions for consideration and possible evidence sources are identified.

Quality Performance Indicators

- These indicators are the measurable subcomponents of the domains.

Figure 2: Quality Performance Indicators

Domain	Definition	Performance Indicators
Program Design	Education is a profession requiring specialized knowledge and skills. Educator preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism.	**1-1** Program has a shared vision and values. **1-2** Program design demonstrates developmental sequence and progression across all program pathways.

	This evidence (information) shows why the program is designed the way it is and the context and the decisions for those choices.	**1-3** Program identifies candidate thresholds or developmental benchmarks track candidates' development and progression across learning experience, including critical check-points and aligned evidence. **1-4** Program includes intentional partnerships with a clear purpose and structure that benefits the candidates, the program and/or the local education agency, including attending to local, regional, or state needs.
Educator Knowledge & Competencies	Educator candidates' knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess and support candidate development of these competencies.	**2-1** Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth. **2-2** Dispositional and professional candidate qualities are embedded and woven throughout the program.

Clinical Experiences	Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.	**3-1** All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience. **3-2** All candidates have opportunities for clinical experiences that align to educator licensure and state standards.
Program Impact & Continuous Improvement	Preparation program impact is determined by goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.	**4-1** Program regularly engages in processes to evaluate program strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection. **4-2** Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners and others.

To demonstrate the performance indicators have been met, consider the following questions and possible sources of evidence.

Questions for Consideration and Possible Evidence Sources

Performance Indicators by Domain

Domain	Performance Indicators	Questions for Consideration	Possible Evidence Sources
Program Design	**1-1** Program has a shared vision and values. **1-2** Program design demonstrates developmental sequence and progression across all program pathways. **1-3** Program identifies candidate thresholds or developmental benchmarks track candidates' development and progression across learning experience, including critical check-points and aligned evidence. **1-4** Program includes intentional partnerships with a clear purpose and structure that benefits the candidates,	What are the core values and shared vision of the program? How is the program designed? Why? How are these reflected in the program map and narrative? How do candidates experience the program? How do candidates experience the core values and shared vision of the program? What shortage areas exist and how is the program creating partnerships to help	Program vision/values and how they shape program design. Formal program description provided to students(i.e. degree plans, advising materials, handbooks, etc.) Description of program sequence describing developmental progression across each pathway (program map and/or narrative) Such as: ● Major candidate outcomes and associated performance expectations ● Description of aligned evidence sources ● Examples of measures (e.g., key assessments, dispositional measures, observation/feedback protocols, rubrics, tracking systems) ● Protocols to support candidates who struggle Description of partnerships, how they are structured and the purpose for each.

	the program and/or the local education agency, including attending to local, regional, or state needs.	minimize these shortage areas?	Other
Educator Knowledge & Competencies	**2-1** Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth. **2-2** Dispositional and professional candidate qualities are embedded and woven throughout the program.	How does each program address: content knowledge, knowledge of pedagogy and pedagogical content knowledge? How do program leaders/faculty make decisions about content (what, when, why)? How do content and pedagogy interweave the issues of diversity, equity and inclusion embedded in the educator quality standards? How do candidates engage with student academic standards in courses and clinical experiences?	Endorsement Standard Matrices Description of Content Revisions (e.g., provide updates/revisions made in content areas based upon previous re/authorization) Aligned Syllabi Example of Assessments, Assignments, Performance Tasks Disposition rubrics or screening tools Stakeholder feedback (surveys) Content assessment data Observation trend data Faculty professional learning Other

| Clinical Experiences | **3-1** All candidates have opportunities for robust clinical experiences throughout their preparation experience.

3-2 All candidates have opportunities for clinical experiences throughout their preparation experience that align to educator licensure and state standards. | What strategies/ philosophies impact how candidates in all pathways are placed in field experiences?

In what ways do candidates participate in each field experience?

What supports are in place to ensure quality field experiences?

How are mentors selected/trained?

How are candidates receiving feedback, from multiple observers, as they implement theory into practice?

What systems are in place to support struggling candidates?

How do field experiences build on prior field and course work? | Handbooks for field experiences

Observation and feedback forms/ protocols

Candidate, mentor teacher, principal, coach, feedback surveys.

Process for identifying quality classrooms, buildings, or districts

Other |

Program Impact & Continuous Improvement	**4-1** Program regularly engages in processes to evaluate program strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection. **4-2** Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners and others.	What is the impact of the program in producing effective educators and how does the program determine effectiveness? How are workforce needs considered and what is the program impact in meeting the needs of Colorado schools? How do program faculty use feedback from candidate performance (during and after the program) to influence program improvement?	Trend data from perception surveys (candidates, faculty, partners) Trend data from common assessments Trend data from observation protocols EPP report data: enrollment/ completion trends, placement rates and contexts, effectiveness ratings (standards & MSL/MSOs), retention Content exams Process and outcomes from stakeholder gatherings, such as data retreats, that focus on program impact and continuous improvement. Other