



COLORADO DEPARTMENT OF EDUCATION

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ON-SITE STATE REVIEW TEAM REPORT AND RECOMMENDATION: TEACHER EDUCATION PREPARATION

REGIS UNIVERSITY

**OFFICE OF PROFESSIONAL SERVICES &
EDUCATOR LICENSING**

MARCH 21-22, 2005

**Report of On-Site State Review Team
On Teacher Education Preparation
for
Regis University (Regis College and the Regis University School for Professional Studies)**

March 21-22, 2005

Site Review Team Members

- Dorothy Gotlieb, Office of Professional Services and Educator Licensing, Colorado Department of Education (CDE)
- Matt Gianneschi, Ph.D., Chief Academic Officer, Colorado Commission on Higher Education (CCHE)
- Dr. Richard Biffle, Director of Teacher Education, University of Denver
- David Whaley, Ph.D. (CCHE)

Forward

Regis University is seeking approval from the Colorado State Board of Education (SBE) for its teacher education licensure endorsement program(s) at the undergraduate and post-Baccalaureate levels.

The CDE findings and recommendation are based on evaluating whether:

- There is alignment of the Regis University programs with the SBE-adopted teacher preparation standards;
- The programs include satisfactory demonstrations of the skills required for licensure, as specified by the SBE; and
- There are adequate and comprehensive assessments and appropriate demonstrations of candidate knowledge of subject matter, throughout the program(s).

Pursuant to 23-1-121 (C.R.S.), Colorado institutions with authorized teacher education preparation programs must be evaluated at least once every five years. CDE is responsible for evaluating each teacher endorsement preparation program to determine whether or not its content meets or exceeds the teacher preparation standards set by the SBE. A positive evaluation, by CDE, is then forwarded to the SBE. The intent of the content approval process is to assure that teacher licensure candidates, in their endorsement areas, are clearly able to:

- Effectively demonstrate the skills required for licensing endorsement, including -
- Passing the SBE-approved comprehensive test of content knowledge in the appropriate endorsement area prior to the candidate's accountable student contact.

To be approved, a program must ensure in adequate and appropriate ways that teacher education candidates are knowledgeable about and have demonstrated the skills required for licensure endorsement, and thus, for teaching students effectively.

Introduction

The Regis University teacher education programs were site-visited for reauthorization on March 21-22, 2005, by a state team representing the CDE. In addition to CDE staff, there were staff representatives from the CCHE and an invited member from the University of Denver teacher education program (the next program to be reviewed).

As a part of this review, the state team examined the following elements of the program:

- The admissions system employed by the teacher education program (CCHE);
- The extent and efficacy of ongoing screening and counseling of teacher candidates by practicing teachers or faculty members;
- The comprehensive coursework and field-based training required for candidates, which integrates theory and experience;
- Effective field based/clinical experiences for education candidates, which meet and exceed a minimum of 800 hours;
- Evidence that education candidates can demonstrate the skills required for licensure, as specified by the SBE; and
- Adherence to the state policy requiring comprehensive assessment of education candidates' knowledge of subject matter.

CDE's teacher education policy permits three possible outcomes of a review:

- Reauthorization,
- Probation, or
- Discontinuance.

Responsive to Statute, the SBE is the authorized body required to review and act upon the findings of an independent institution's reauthorization site visit, taking into account all feedback received. A finding for approval or probation may include specific recommendations or requests for additional activities or information based upon the state site team's findings. Programs reauthorized by the SBE may continue their operations unimpeded for up to the next five years. If the SBE's action results in probation or discontinuance, however, the teacher education preparation program may no longer admit new students.

The state review team received written documentation submitted in advance by Regis University (Regis College and the Regis University School for Professional Studies, hereinafter known as Regis University). These materials were reviewed prior to the on-site visit. The on-site review occurred over one and one-half days, during which time team members met with:

- Key university officials;
- The teacher education programs' leadership teams;
- The University's leadership team;
- Teacher education faculty and administrators;
- Content area faculty who teach and/or advise teacher education candidates;
- Current teacher education candidates; and
- Clinical/cooperating teachers and administrators.

The Regis teacher education programs were initially authorized in Fall of 2000, under the mandate of SB 99-154. The following items represented the recommendations for improvement requiring further attention or improvement, per the State's 2001 reauthorization report:

Regis College Teacher Education Program

- Provide a plan for the full implementation of the mathematics requirement of PBTE Standard Two.
- Provide a comprehensive assessment plan, including how the Teacher Work Sample (TWS) and an electronic inventory of standards will be included in the overall program.
- Submit a plan for training cooperating teachers and supervisors in performance-based assessment in the college program.

Regis University School for Professional Studies

- Provide a plan for the full implementation of the mathematics requirement of PBTE Standard Two.
- Establish a plan for Regis University to have closer supervision of distance learners.
- Create a comprehensive candidate assessment plan.

The Regis College faculty work closely to ensure that standards that are introduced at one level of preparation are elaborated and fully utilized in later phases so that students are fully prepared as student teachers.

- RC reported that it has conducted regular training so that faculty, cooperating teachers, and supervisors remain knowledgeable about the TWS, the Portfolio, and the 45 elements of the performance standards.
- The RC faculty met in a pre-semester retreat to ensure that faculty would be knowledgeable about candidate assessment.
- The faculty met with all supervisors to discuss the TWS, the Portfolio, and to determine midterm and final assessments for student teaching.
- The RC has conducted mandatory training sessions for all cooperating teachers in the Mapleton, Adams 50, and Jeffco schools.

School for Professional Studies

The Regis University Teacher Education program has created a series of performance rubrics that are delivered to students and instructors through the electronic e-STAR system. The rubrics have been designed to assess student knowledge of each topic within a course module, as well as the student's demonstrated application of that knowledge in methods coursework. Rubrics have also been designed for assessing the student's understanding and application of the Colorado Teacher Education Performance Based Standards, the Work Sample, the Professional Portfolio, Methods coursework and Student Teaching.

Faculty members in both Graduate and Undergraduate Teacher Education have worked with a Senior Research Associate in the Center for the Study of Accelerated Learning, to develop a comprehensive rubric for Student Teachers. This initiative is part of an all-inclusive SPS Assessment Committee across the SPS. Teacher Education also worked with all faculty of the university to create rubrics for end-of-program assessments, and has been specifically addressing Student Teaching in this committee work.

Educator Preparation Programs at Regis University

Regis College:

Master of Arts in Education (Post Baccalaureate)

- Linguistically Diverse Education
- Linguistically Diverse- Bilingual Education

Bachelor of Arts

- | | |
|------------------------|-------------------------------|
| ▪ Art | ▪ Foreign Language |
| ▪ Business | (Secondary) (French, Spanish) |
| ▪ Elementary Education | ▪ Mathematics |
| ▪ English | ▪ Science |
| | ▪ Social Studies |

Regis University School for Professional Studies (SPS):

Master of Education (Post Baccalaureate)

- | | |
|---|------------------------|
| ▪ Early Childhood Education | ▪ Elementary Education |
| ▪ K-12 Endorsements | |
| ○ Art | ○ Music |
| ▪ Secondary Endorsements | |
| ○ Business | ○ English/Language |
| ○ Drama | ○ Arts |
| ○ Foreign Language (Spanish, French, German) | |
| ○ Mathematics | ○ Social Studies |
| ○ Science | ○ Speech |
| ▪ Linguistically Diverse Education | |
| ▪ Linguistically Diverse Education- Bilingual Education | |
| ▪ Special Education: Moderate Needs | |
| ▪ Special Education: Early Childhood Education | |

Bachelor of Arts

- | | |
|--|------------------------|
| ▪ Early Childhood Education | ▪ Elementary Education |
| ▪ K-12 Endorsements | |
| ○ Art | ○ Music |
| ▪ Secondary Endorsements | |
| ○ Business | ○ English/Language |
| ○ Drama | ○ Arts |
| ○ Foreign Language (Spanish, French, German) | |
| ○ Mathematics | ○ Social Studies |
| ○ Science | ○ Speech |

Regis College

Community College transfers are not often requested for the traditional (four-year) Regis College Education program.

- When students do transfer in, Regis College makes every effort to honor previous fieldwork and applicable coursework.
- Admission procedures differ by program. Many of those hours are accepted as electives only.

- Upper division education coursework may only be transferred into Regis College with the advance written approval of the department chair.

School for Professional Studies (Post-Baccalaureate)

- Because Regis University is a private sectarian institution it requires that all students seeking a bachelor’s degree complete 128 credit hours that include philosophy and religious studies courses.
- 95% of Teacher Education students entering the Regis School for Professional Studies Program transfer in with credit from previous college work.
- The average number of credits that these students transfer in is 46 credit hours.

Regis College

Regis College students are required to complete ED 306 (Assessment of Learning) during which each student designs/implements an assessment-driven Standards-based teaching unit intended to be used for future lesson planning, included in the TWS and then carried into student teaching. Because one central thrust of the TWS is to determine/document the measurable effect of teaching on learning, Regis College students learn valid and reliable methods of creating and evaluating pre-and post-instruction assessment. ED 306 includes an examination of Standards-Based Education, reliability and validity, methods of preparation for CSAP, creation of teacher-made assessments (selected-response and constructed response), performance assessment, portfolios, the use of technology for instruction and assessment, grading, and the design of rubrics and scales. Evidence from the TWS, the summative portfolio, supervising and cooperating teacher reports, and student self-analysis indicate that Regis College students are well-prepared in the use of assessment as a guide to instruction.

School for Professional Studies

SPS Teacher Education views student assessment as a vital part of the teaching/learning cycle. Assessment is addressed throughout the teacher education program, but particularly emphasized Organization and Assessment of Learning, Methods, and Student Teaching. Students also learn about and administer a variety of teacher-made, professionally developed, and standardized assessments designed for a variety of purposes. Students use the knowledge gained to prepare lesson plans, units of instruction, a work sample, and a professional portfolio to reflect their understanding and application of assessment. During field study and student teaching, students design/administer assessments for specific content and plan next teaching points from those assessment results. SPS is now placing greater emphasis on scientific assessment processes, use of technology to aggregate and analyze student outcomes, and effective teaching strategies to address unsatisfactory assessment findings.

Student Enrollment in Teacher Education Programs at Regis University

The following list reflects current student enrollments:

Regis College

Undergraduate: 38

Post Bacc: 0

Elementary Education	23
Secondary Education	13
K-12 Education	2

School for Professional Studies

Undergraduate: 408

Post Bacc: 647

Early Childhood Ed	92
Elementary Education	365
Secondary Education	273
K-12 Education	26
Special Education*	87

- *M.Ed. with licensure in Special Education Generalist
 - Track 1: Initial license
 - Track 2: Added endorsement license
- M.Ed. with licensure in Early Childhood Special Education
- B.A. major in Liberal Arts with licensure in Special Education Generalist

Overview of Regis University Teacher Education Programs:

Undergraduate Programs

Regis College: Regis College offers undergraduate education programs leading to elementary and secondary licensure in the traditional setting of a four-year liberal arts college. Regis College students study the theory and practice of education while completing core and major requirements for an approved degree program within the College. A concentration/minor in Special Education is available, and students may select field experiences with public or parochial/private emphasis.

School for Professional Studies (SPS): The SPS undergraduate education programs offer adult students nontraditional programs with teacher licensure and/or certification in Colorado, Wyoming and Nevada. The nontraditional program formats include accelerated programs, classes offered during the day and evening, guided independent study, facilitated group learning, weekend and one-week intensives, and/ or online format.

School for Professional Studies

Regis' public school placements are dictated by district (P-12) policy or geographic area.

- In mountain or small rural areas the placement is dictated by the fact that there may be one of each level of each school within the district.
- Metro districts, P-12 determine, based upon their interpretation of "highly qualified" as it relates to No Child Left Behind (NCLB), which school sites and teachers may be involved in the training of student teachers.
- Regis maintains that principals of P-12 sites, as required by the state, select only "highly qualified" personnel for their schools and that anyone of the teachers whom these principals would select to be a cooperating teacher would be an educator of the highest quality.

Graduate Programs

Regis College:

- The Regis College graduate education program offers the Master of Arts in Education: Learning & Teaching program for licensed practicing teachers.
- English as a Second Language and Bilingual Education endorsements are also available.

School for Professional Studies (SPS):

The SPS offers a Master of Education program with a variety of emphases. These include

- a Masters with teacher licensure and certification in Colorado, Wyoming, or Nevada, and

- a Professional Leadership and Self-Design program.
- The SPS is also a designated agency for alternative licensing.

Status of Regis University with Regard to the Findings and Recommendations from the Fall 2000 State Reauthorization Review

Regis College Teacher Education Program

Expectation/Recommendation made in Fall 2000	Current Status of Expectation (Spring 2005)
<p>1. Provide a plan for the full implementation of the mathematics requirement of PBTE Standard Two.</p>	<ul style="list-style-type: none"> ▪ ED 200 “Math for Teachers” is now required for both elementary/secondary licensure students. Regis College students are required to complete 3-hours of mathematics as a part of their core requirements. ▪ The mathematics courses now meet PBTE Standard Two: Numeracy. <p><i>Expectation is sufficiently met</i></p>
<p>2. Provide a comprehensive assessment plan, including how Teacher Work Samples and an electronic inventory of standards will be included in the overall program.</p>	<ul style="list-style-type: none"> ▪ A TWS is required of elementary (ED 418 A or B) and secondary (ED 421-433 [Secondary Methods]) licensure students. ▪ All candidates complete a full Teacher Work Sample during student teaching. <p><i>Expectation of the Teacher Work Sample is sufficiently met.</i></p> <ul style="list-style-type: none"> ▪ An electronic inventory of standards for each candidate is now maintained through a university-wide record keeping system. ▪ SPS Teacher Education developed a personalized version of the eSTAR electronic inventory designed for the Regis Teacher Education program, including tracking State Standards and Standard elements. ▪ Additional Functions include: auditing of degree plans, tracking field study and student teaching, recording advising and counseling out conferences, and other administrative and academic-assisting decision making functions. <p><i>Expectation is sufficiently met</i></p>
<p>3. Submit a plan for training cooperating teachers and supervisors in performance-based assessment in the college program.</p>	<ul style="list-style-type: none"> ▪ A comprehensive plan has been designed and implemented for training cooperating teachers and supervisors in performance-based assessment in the college program. <p><i>Expectation is sufficiently met</i></p>

Regis College

- Students examine CSAP released items in each subject area and at varying grade levels;
- Then plan instruction and demonstration lessons that address content and skills children need to succeed on the assessments; and
- Students interview classroom teachers as to how they prepare children for CSAP and effective ways of using assessment data.

School for Professional Studies

- Preparation for CSAP testing is integrated throughout the program with particular emphasis in the literacy, math, and organization and assessment of learning courses.
- The achievement strategies of “Homework and Practice,” “Similarities and Differences” and “Generating and Testing Hypotheses” (*Classroom Instruction That Works*, Marzano, Pickering and Pollack, 2001) are related to student preparation.
- The diagnostic use of the results to determine next teaching points for students is also addressed and applied in field study and student teaching settings under the direction of teachers experienced in CSAP preparation and administration.

Regis College

The Regis College Education Department has a variety of consistent and formal strategies for communication/dialogue and feedback from field P-12 sites with respect to field experiences and student teaching, including, but not limited to face to face meetings, written evaluations, communication through course assignments, and e-mail or phone conversations.

- In all classes where field work is required, contact numbers and expectations are provided to the teachers who work with Regis students at the beginning of the placement.
- Teachers who work with students meet with Regis College faculty to discuss expectations.
- Each semester, a faculty member is responsible for collaborating with schools where students are placed, traveling to each placement site regularly, and meeting with the principals and teachers who work with Regis students, so that effective placements are assured.
- All field placements are formally evaluated and reviewed by the faculty.
- Student teacher supervisors maintain communication with cooperating P-12 teachers.
- Written expectations are outlined with the TWS and the Student Teacher Handbook.
- Formal evaluations are also included in these documents.
- Face to face meetings are held by the Regis College supervisor with the P-12 cooperating teacher each time the supervisor visits the placement (10 times per semester) - the conversations relating to the teaching performance standards.

School for Professional Studies

Communication:

- Formal training for cooperating teachers and supervisors is provided at the beginning of the fall and spring semester at three of the Regis sites.
- Formal letters to all involve describe programmatic expectations.
- There are a minimum of seven visits by the Regis supervisor to a school site for observations, feedback, and question/answer sessions.
- Student teaching coordinators, GRADUATE and UNDERGRADUATE, respond in a timely way to district HR personnel, principals, supervisors, cooperating teachers and student concerns.
- Mid-term and final reports are completed by cooperating/ supervising teachers and students
- Final assessment is made via the online e-Star program which is based upon the Student Teaching Evaluation Rubric.

School for Professional Studies Teacher Education Program

Expectation/Recommendation made in Fall 2000	Current Status of Recommendation (Spring 2005)
<p>1. Provide a plan for the full implementation of the mathematics requirement of PBTE Standard Two.</p>	<ul style="list-style-type: none"> ▪ Undergraduate majors (not mathematics majors) are required to take EDFD 445 “Mathematics for Educators.” ▪ Pedagogy for teaching mathematics is integrated in methods courses and the student teaching experience for early childhood, elementary education, secondary education. <p><i>Expectation is sufficiently met.</i></p>
<p>2. Provide a comprehensive assessment plan, including how Teacher Work Samples and an electronic inventory of standards will be included in the overall program.</p>	<ul style="list-style-type: none"> ▪ Regis University has improved electronic support for its students through WebAdvisor, RegisNet, and AAA Newsletter. Regis also understands that by communicating regularly and consistently with their candidates, these candidates have a better understanding of expectations and requirements. ▪ <u>SPS</u>: student teachers are supervised by trained Regis affiliate or regular faculty. These faculty work with cooperating teachers in the field to ensure that students are carefully and consistently monitored during this time. The curriculum for student teaching and the concurrent Professionalism course have been updated so that the modules are the same, no matter where the student is located. Rubrics ensure that the evaluation process is objective/consistent. ▪ <u>College</u>: Regular faculty is located throughout Colorado. These faculty visit schools, cooperating teachers/students during student teaching. If not regular faculty, training is provided. Professionalism course includes learners at distance sites, requiring 2 days, twice a semester, plus there is e-mail contact to which students respond. Course modules are the same for all, no matter placement. ▪ Regularly scheduled meetings occur between supervisors and cooperating teachers to air issues, and provide expectations and information. <p>▪ <i>Expectation is sufficiently met</i></p>

<p>3. Create a comprehensive assessment plan.</p>	<ul style="list-style-type: none"> ▪ An electronic inventory of standards for each candidate is now maintained through a university-wide record keeping system. The university is considering purchasing “e-STAR,” comprehensive electronic inventory and portfolio software. The current status of the electronic inventory lacks sophistication and therefore it is highly recommended that the university proceed with the implementation of e-STAR or a similar program. <p><i>Expectation is sufficiently met.</i></p>
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Field Experience

During its evaluation, the CDE determined that to complete the required 800-hours of wide-ranging classroom field experiences at Regis University:

- Appropriate and adequate field experiences have been embedded within the preservice program, with assessment of candidates’ performance on selected SBE standards tracked across many early experiences. *Regis University is commended for the service learning focus that occurs in many of its teacher education programs.*
- There is a variety in terms of program delivery (e.g. traditional, “fast forward,” online, etc.), student teaching is a 16-week full-day, semester-long experience in the classroom of an experienced mentor teacher licensed in the candidate’s teaching area. Exceptions to this are with the ECE program and the K-12 programs where student teachers are placed in two different settings (grade levels).
- Regis College: collaborates with a group of schools within Adams 50, Denver, Jefferson County and Mapleton school districts. Criteria for cooperating schools selection includes: shared goals for students/teachers; schools with 50% or more students on free/reduced lunch; schools with high degree of diversity (ethnic, special needs, language minority); positive prior experiences and relationship with school leader; availability of high quality teachers who are effective role models; completion of training/collaboration. Visits and close monitoring are also a part of this process. Teachers are matched through the principal + interviews between the cooperating teacher, education faculty member and the student teacher prior to the final assignment.
- SPS: Students choose; districts assist.
 - Many districts ask students to apply directly to their districts for student teaching placements. The districts identify cooperating teachers. Districts place student teachers with Mentor Teachers.
 - Other districts use site-based management to place student teachers. The principal at those sites works with the student teacher.
 - In smaller districts, teachers teach where they are, but cooperating teachers must be endorsed in the student’s content area and have taught successfully for 3 years. The principal approves the placement.
 - Student teaching and field experience sites appear to be chosen to provide diverse instructional experiences, with candidates participating in field experiences and/or student teaching in high-need schools.

- Regis College: supervisors are screened through interviews, recommendations and reference contacts, and are usually retired principals and master teachers. Education faculty provide ongoing training and meet with supervisors twice each semester.
- SPS: All supervisors request and submit a letter/resume/vita/copy of transcript (MA+), with 2 letters of recommendation from supervisors/peers, and are interviewed by the coordinator of student teaching. Evaluations are part of retention and professional development is encouraged.

- Regis College

One of the strengths of the Regis College teacher licensure program is the level of communication between the Education Department faculty and the content area professors.

- The Committee on Teacher Education at Regis (COTER) is comprised of content area faculty from each academic division approved for licensure and the education faculty. The primary function of this committee is to review the status of students at three points during their program:
 - students applying to the Education Department
 - students applying to student teach, and
 - students applying for licensure.
- COTER monitors and addresses concerns about students that arise after being admitted to the Education Department. The committee members know the students and their academic work. Information from the field supervisors, supervising teachers and cooperating teachers regarding students' field experiences is provided in the approval process, which is an internal process following FERPA guidelines.
- Each semester the Committee on Teacher Education at Regis (COTER), comprised of a representative from each of the licensed content areas and the Education Department faculty, meets to discuss students' progress in the licensure program and readiness to move to the next stage of licensure preparation. Content faculty are aware of the students in their courses who are in the licensure program and keep inform the program.
- Regis students have a faculty advisor in their major and in the Education Department. These two advisors often have conversations regarding potential teacher candidates.
- The Regis College faculty plans to meet bi-annually with a representative P-12 group to provide this information.
- A faculty member each semester is currently designated as part of their workload to provide onsite visitations, troubleshooting, needs assessment, professional development and dialog with school personnel where students are placed for field experiences, and Regis College faculty have frequent interaction with public school personnel through collaborating schools, co-teaching opportunities in public schools, and mentors and adjuncts from public schools that work with pre-service teachers.
- SPS: In the Undergraduate Teacher Education program, all content area coursework is addressed by working with the content area faculty members of the regular SPS program. All content coursework (Liberal Arts courses, English, Mathematics, Social Studies, Business, and Communications) included in a required degree plan for a Teacher Education student is addressed by the Teacher Education faculty and the faculty of the Regis SPS program.
 - In the recently updated Liberal Arts degree plan being used by both Teacher Education and the regular SPS programs, both departments consulted and delivered a degree plan to address the needs of the required Colorado Teacher Education Performance Based Standards, as well as deliver a rigorous Liberal Arts degree plan for any student.
 - Course updating and creation occurs through the cooperation of the content faculty and Teacher Education faculty.

- In the Graduate Program, content has usually been addressed by earning an undergraduate degree in the appropriate teaching field. As an additional check, the faculty review transcripts against the content field standards from CDE under the 8.0 standards. If there are any areas not addressed by previous coursework with grades of “C” or above, the student is required to take the course or pass the appropriate CLEP or Dantes exam and required to pass the appropriate content exam from either Place or Praxis.

CDE has determined that:

- The SBE-adopted Performance Based Standards, which serve as the basis for the knowledge and skills required of all candidates for teacher licensing in Colorado, appear to be embedded throughout Regis University teacher education programs, and include, at the minimum, but are not limited to:
 - Acquisition of knowledge, by candidates, of, and the ability to teach students in the core and/or other content areas in which they are seeking endorsement;
 - How to use the SBE-adopted Standards/Elements, and assessment tools/data, in planning for instructional delivery, including how to individualize instruction according to the academic needs and progress of students;
 - How to utilize effective and instructionally-supportive classroom management; and
 - How to incorporate technology, citizenship and democracy, educational governance, and careers in teaching, into classroom instruction.

These assertions were established through a review of the 2004 alumni survey.

Regis College:

To become a Regis College Cooperating Teacher, the following prerequisites will be shared with field-placement schools, teachers, and their administrators.

- The teacher has been referred to Regis College as a master teacher by the school principal, a Regis College supervisor, a Regis College faculty member, or the school district. The principal must approve the placement.
- The teacher has at least three years of successful classroom experience.
- The teacher has successfully completed an interview with either a Regis College faculty member or a Regis College supervisor.
- The teacher has completed the Regis College professional development training provided for cooperating teachers.
- The teacher agrees to work closely with the Regis College pre-service teacher and will provide assistance and direction in classroom management, standards-based lesson planning, and achieving proficiency in the Teacher Performance Standards.
- The teacher agrees to formally evaluate the Regis pre-service teacher at least two times during the semester by filling out the Regis College Cooperating Teacher evaluation form provided.
- The teacher agrees to have close communication with the Regis College supervisor and will immediately inform the college of any issues that arise with the pre-service teacher.

School for Professional Studies

- As indicated in questions #6 and #15 of this document, most school districts have developed processes whereby Cooperating Teachers within their districts are selected by the districts themselves.

- In some districts, such as some mountain, small urban and rural school districts, the school principal makes the decision about who the students' Cooperating Teacher should be.
- The criteria for Cooperating Teachers is used in all cases.

STAFF ANALYSIS

The CDE staff review of licensure endorsement preparation programs focused on the alignment of curricula to applicable SBE-adopted standards for content-area preparation. Staff looked for documented evidence that assures that candidates for licensure, will, upon completion of a preparation program, have mastered the skills identified in their relevant SBE-adopted licensure endorsement standards.

- In Regis University's teacher preparation program coursework, assignments appear to be field-based and correlated directly and specifically to clearly identifiable SBE-adopted teacher content-preparation standards.
- According to the CDE review, Regis University has aligned its teacher endorsement-preparation programs to SBE-adopted Standards using the appropriate matrices:
 - Completed matrices for the Regis U. teacher education program were reviewed by CDE. An analysis of the information provided on the completed matrices indicated that:
 - Throughout the Regis University programs, candidates are taught and evaluated for mastery of skills and proficiency, as based on applicable SBE-adopted Standards.
 - Within and across the program(s), the Regis University faculty have developed and implemented a wide variety of formal and informal tools to evaluate and address candidates' required mastery of skills and proficiency.
 - Assessment of *specific* SBE-adopted Standards and Elements occurs for candidates on a regular basis, beginning with early field experiences, to allow formative and summative monitoring of candidates' knowledge- and skills-development.
 - Candidates' progress is assessed via *electronic* work samples/portfolios, through which proficiency in implementing specific SBE-adopted Standards in K-12 field-experience settings is demonstrated. E-star has been adopted.
 - The Regis U. programs have incorporated a series of measures to identify "basic," "developing," "proficient," and "advanced" performance on each SBE Standard and Element. Adopted rubrics, in each category, are used to evaluate candidate proficiency at key transition points and include a final evaluation at program end.
 - To receive an institutional recommendation (IR) for endorsement from Regis University, candidates must be rated as "proficient" or "advanced" on all required SBE-adopted Standards and Standard Elements.
- Regis College
Regis College is curriculum mapping, which includes assuring that all standards are addressed in coursework and that demonstrations of proficiency provide the evidence needed to assess the student effectively and guide instruction. A comprehensive instructional planning guide is being implemented in the Content, Instruction and Assessment courses and Student Teaching. The Teacher Work Sample, Student Portfolio and teaching videos continue to provide valuable input as to the quality of courses and field experiences.

▪ School for Professional Studies: To address Student Teaching

The Teacher Education program has created a series of performance rubrics that are being delivered to students and instructors through the electronic e-STAR system, designed to assess the student's knowledge of each topic within a course module, as well as the student's demonstrated application of that knowledge in methods coursework.

Rubrics have been designed for assessing the student's understanding/application of the Colorado Teacher Education Performance Based Standards, the Work Sample, the Professional Portfolio, Methods coursework and Student Teaching. Teacher Education has been working with all faculty of the university to create rubrics for end-of-program assessments.

Regis University has articulated its Standards-based program so that it addresses the SBE-adopted standards across both content and teacher education courses. This has required considerable collaboration with regard to the alignment of Standards throughout the program.

Regis University's assessment plan continually tracks candidate progress. Faculty members utilize assessment information from a variety of sources to determine candidate proficiency.

The documented evidence required of candidates, and aligned with each SBE-adopted Standard, appears to CDE to be comprehensive.

A plan as to how each candidate must demonstrate each learning objective within a preparation program appears to be well outlined for Regis University's programs and is reviewed, from entry to a program, and, thereafter, on a timely basis, with candidates, to insure program effectiveness.

Regis U. has provided assurances that its program(s) is to be evaluated on a regular basis and is currently assessing the reliability/validity of its systems to improve program quality.

Undergraduate Programs: Admission Requirements

CDE has determined that Regis University's admission requirements address the assessment of candidate content knowledge within the overall curriculum, and especially, in the specific content area in which the candidate is seeking endorsement. *The success of the Committee on Teacher Education at Regis (COTER) in evaluating new applicants for teacher education is commendable.*

Candidates must successfully complete the following requirements before admission to the Regis College teacher education program:

- Completion of PY 250, "General Psychology"
- Completion of ED 204, "Introduction to Education"
- Completion of ED 302, "Educational Psychology"
- Completion of ED 306, "Assessment of Learning with a C+ grade or higher
- Have a 2.5 grade point average
- Successful completion of field work
- Successful completion of COM 210 with a grade of B or higher
- Successful completion of CCS 200, with a grade of C+ or higher
- Have passed the Committee on Teacher Education at Regis screening
- EDUC 301, with a GPA of 2.0 or higher, and successful completion of early field experience.

Candidates must successfully complete the following requirements before admission to the Regis University SPS teacher education program:

- BA with Licensure
- Official transcripts from previously attended institutions
- Completion of application form and fee payment
- Minimum of 2.50 for all previous coursework

- Completion of fingerprint card/CBI background check
- Completion of oath and consent form
- Completion of two recommendation forms

Licensure only/Student with a Bachelor's degree

- Official transcripts from previously attended institutions
- Completion of application form and fee payment
- Bachelor's degree from a regionally accredited institution
- Minimum GPA of 2.50 for all previous coursework
- Completion of fingerprint card/CBI background check
- Completion of oath and consent form
- Completion of two recommendation forms

Master of Education (M.Ed) with Licensure

- Official transcripts from previously attended institutions
- Completion of application form and fee payment
- Bachelor's degree from a regionally accredited institution
- Minimum GPA of 2.50 for all previous coursework
- Completion of fingerprint card/CBI background check
- Completion of oath and consent form
- Completion of two recommendation forms: One observation and one recommendation form

State Licensure Exam

All teacher education candidates at Regis University are required to take and pass a SBE-approved exam, in their content area(s), prior to student teaching.

Use of Feedback Data

Regis University uses a number of avenues for collecting feedback data - alumni surveys; oral exit interviews conducted in students' final classes; a written survey administered at the end of each student's professionalism course; a student completed course evaluation form administered at the end of each class; and a variety of informal feedback mechanisms received from students, faculty, field experience supervisors, and school site personnel.

While Regis University is complimented on the wide array of feedback received, there was an absence of much concrete explanation of how this feedback has been used to improve teacher education programs.

- Regis College did note that feedback has resulted in a full 16-week student teaching experience, rather than two 8-week experiences split at two teaching levels.
- Regis College also indicated that alumni feedback was instrumental in the creation of the "Assessment of Learning" course.

It is suggested that use of feedback for program improvement is critical.

Final Comments

The State review team wishes to thank the Regis University administration and faculty, specifically those in the Regis College and the SPS, for their efforts in preparing for and hosting this review. Special thanks are extended to the University's administration, SPS Dean Suzanne Perry, Regis College Department Chair Kathy Nutting, and the faculty in the Teacher Education Programs; the K-12 teachers and administrators who contributed/participated with the review team; and the Regis University students who provided useful and highly relevant input.

The Regis University educator licensing program provides an important service to the State of Colorado through its preparation programs for teachers. Through this review process, a number of successful commendations of this program have been identified by the Colorado Department

of Education, as well as a number of areas of concern which require and further action. These are addressed below.

Overall Commendations:

- CDE staff has determined that the requirements set by Regis University for its teacher licensing endorsement preparation program(s) ensure that Regis University's candidates for licensing will have a comprehensive knowledge of the content mandated for their endorsement area(s), know how to deliver that content, and know how to deliver it effectively to students.
- The state review team commends Regis University on providing a curriculum that effectively integrates theory and practice. The curriculum, as revealed through a series of matrices, aligns well with the SBE's content and teacher performance-based standards.
- The existence of the COTER committee is commendable for Regis College. This committee is comprised of pedagogy and content faculty with a primary purpose of considering student admission and retention issues. This committee is a forum for exchange of information of program policies/procedure.
 - **It is recommended to Regis U. that school or district personnel be added to the committee in order to ensure that a wide range of "voices" are able to contribute.**
 - **It is also recommended that a similar, formal structure, be created for the School of Professional Studies Teacher Education Program.**
- The site review team commends Regis University on its integration of a professional field experience in all education coursework. All field placements for teacher education candidates occur at sites where candidates learn/experience the environment/expectations of public schools, classrooms, and students. Every candidate has a minimum of 800-hours of field experiences.
- Regis College is complimented for providing supervision of student teachers 10-12 times per semester by a faculty or college supervisors.
- Regis College is complimented for its priorities in selecting school sites with 50% or more of the P-12 students who qualify for free or reduced lunch and in selecting schools with a high degree of diversity defined as ethnic, special needs, and language minority.
- The Regis University faculty are conversant about the Colorado Teacher Preparation Content Standards. As reported above, Regis is commended on the quality of student work (most notably the teacher work samples) presented to and reviewed by the site review team.
- The SPS is seeking national accreditation from TEAC, which requires prior State approval. This national recognition will continue to raise the overall standing and esteem of the Regis University SPS teacher education program.

Overall Concerns:

- **Currently, content faculty appear not to be fully integrated into the process of preparing teacher education candidates.** Although it is evident that faculty, campus-wide, are involved in the preparation of preservice teachers, *it is highly recommended that there be significant efforts to made to establish a greater involvement of content faculty in the process and with candidates.*
- **CDE noted some variability in the quality and use of assessment in courses and field experiences across the program.** *It is recommended that all assessment components be brought up to the same level of quality, perhaps through a mutually-determined rubric.*
- **CDE noted that there was variability in the attention given to preparing Regis teachers to address successful methodologies to improve student performance on CSAP assessments.** *It is recommended that Regis University revisit how this essential topic is integrated throughout its programs. Note: Program alumni feedback may be essential to fully understanding the level of “CSAP competence” necessary for Regis University graduates, when out in the field.*
- **While Regis University has a number of processes for communicating, both formally and informally with its P-12 schools, it is recommended that Regis investigate more formal and consistent strategies for this communication e.g. adding P-12 school personnel to the COTER.**
- **Regis University is complimented on its successes in embedding assessment topics throughout the teacher education programs.** *It is recommended that Regis expand this to ensure that candidates are both able to assess learning, but are also equipped to more fully understand how assessment data is used to improve instruction, leading to student success.*
- **CDE noted some variability in the quality and use of assessment in courses and field experiences across the program.** *It is recommended that all components be brought up to the same level of quality.*
- **The SPS stated that the field experience coordinator makes field placement decisions based on college faculty input, principal recommendations, and assignments tied to courses, but specific and identifiable criteria should be established that must be met in order to qualify as an appropriate site.** *It is recommended that formal processes be set for selecting field based personnel (including cooperating teachers) as well as P-12 school sites.*
- During the review team’s site visit, some clinical teachers expressed confusion over the criteria necessary to qualify as a cooperating teacher or for a school to serve as an approved school site. *It is recommended that this information be shared more widely with schools, teachers, and their administrators.*
- Approximately 97% of the Regis University SPS students are transfer students who bring in most or all of their content from other colleges. While fully supporting the 2+2 model (two years at a community college and two years at Regis University), the site review team learned that there is currently a 3+1 transfer agreement between Regis and Red Rocks Community College. The Regis University SPS Catalog includes the following statement, “You may earn up to 90 credit hours at a community college and the remainder at Regis, depending upon your major. Your Faculty Advisor will help you structure your degree plan to avoid duplication and unnecessary work.” (p. 52). *It is required that Regis University adhere to a 2+2 model so that its Institutional Recommendation is based on more than one year of candidate preparation.*

Responses Completed/Action Recommended:

- Regis University has submitted adequate and appropriate responses to the items addressed above as “Concerns”.

It is recommended that the Colorado State Board of Education approve the reauthorization of the Regis University teacher education programs.