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Colorado

Educator Preparation Programs

and the Educator Pipeline

By:

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Table of Contents

Introduction	3
Methodology	5
Enrollment and Completion Trends	6
Diversity of Educators	9
Addressing Content Shortage Areas	9
Licensure Exam Performance	10
Colorado-Prepared New Teacher Employment	10
Context of New Teacher Employment	11
New Teacher Performance	11
New Teacher Retention, Mobility and Attrition	12
Recent Authorization and Reauthorization Results	13
Explore the Interactive Dashboards	13
References	14
Appendix A	16
Definitions	16
Appendix B	17
Data Sources	17
Appendix C	19
Colorado Endorsement Areas	19



Introduction

The COVID-19 pandemic shifted the education landscape and imposed unprecedented stressors on schools. In addition to COVID-19 health concerns, schools faced high rates of absenteeism, mental health challenges for both students and teachers, severe staff shortages and lost instructional time (Kuhfield, Soland, Lewis, and Morton, 2022). During this time, teachers experienced decreased teacher self-efficacy, feelings of inadequacy, frustration and exhaustion and poor student engagement (Pressley & Ha, 2021 and Fray, 2022). Couple this reality with Colorado's history of teacher shortages concentrated in some geographical areas and some teaching content and specialty areas, decreasing enrollment in teacher preparation programs and a teacher turnover rate of 17% and the challenge of hiring and keeping high-quality educators in Colorado classrooms is apparent (Garcia, Kraft & Schwartz, 2022, American Association of Colleges for Teacher Education, 2022 and Colorado Department of Education, 2021 & 2022).

Teaching is hard. It is a rewarding, yet tough, profession. In the midst of the shortages, there are some bright spots. For example, the media recently highlighted a first-year elementary teacher in Buena Vista whose struggles with literacy as a child led her to become an enthusiastic teacher (Breunlin, 2022). As a child, school was the last place this future teacher wanted to be, yet as an adult she was motivated to improve other children's educational experiences. She now looks forward to going to school every day to positively impact her students in the ways she needed as a young student.

One goal of the state is to develop, deploy and support educator talent so that the most effective educators are in every school and classroom and all students are prepared for college, career and life. The goal is to recruit and retain teachers who want to make a difference in the lives of students and an investment in the future. The realization of this goal is, in part, dependent upon a knowledgeable and skilled educator workforce emerging from Colorado's educator preparation programs (EPPs). In Colorado, there are two types of EPPs, traditional and alternative. Traditional EPPs, which include public and private university programs, are authorized and overseen by the Colorado Commission of Higher Education, Colorado State Board of Education (SBE), Colorado Department of Higher Education (CDHE) and Colorado Department of Education (CDE). Alternative EPPs are authorized and overseen by the SBE and CDE. Per statute, the Colorado Educator Preparation Programs Report (EPP Report) is jointly produced by CDE and CDHE to share information with preparation programs to inform curriculum and program improvements.

The EPP Report, required under Colorado Revised Statutes §22-2-112(1)(q) and §23-1-121(6), informs the public of trends in educator preparation and their contributions to the workforce. The EPP Report contains enrollment and completion metrics and metrics that track new teachers into the workforce in Colorado public schools and monitors their performance and retention.

Traditional and Alternative Preparation

There are two pathways to becoming an educator in Colorado. The traditional route involves candidates enrolling in an approved public or private college or university, completing an approved program and applying for licensure once the program is completed. State law, C.R.S. §23-1-121, grants CDE and SBE the authority to approve EPPs at public and private colleges and universities and the SBE the authority to oversee the appropriate and effective incorporation of program content. The second pathway is through designated agencies approved by the state alternative licensure EPPs, referenced throughout this report as alternative preparation programs. State law, C.R.S. §22-60.5-205, requires these alternative licensure programs to be under the sole authority of the SBE and CDE. This option exists for those individuals who already hold at least a bachelor's degree but need additional coursework and training in pedagogy. Alternative teacher and principal candidates receive instruction while they are working in a school as the principal or as a teacher responsible for student instruction and learning.

Educator Preparation Programs

- Educator Preparation Programs (EPPs) in Colorado are housed in institutions of higher education (IHEs), Boards of Cooperative Education Services (BOCES), schools (non-public and charter) and school districts. There are two different routes to licensure in Colorado: traditional and alternative.
- In traditional EPPs, teacher candidates enroll in an approved public or private college/university, complete approved coursework and then apply for licensure. There are 22 traditional programs in the state.
- In alternative EPPs, individuals with a bachelor's degree or higher complete coursework and training with an approved designated agency while teaching in a classroom. There are 26 alternative licensure programs in the state.



Structure of Report

This EPP Report examines the preparation programs' contributions to Colorado's educator workforce. It contains:

- Metrics for enrollment and completion
- Metrics that follow new teachers into the workforce in Colorado public schools
- Job performance outcomes, including employment statistics and contextual information about the districts and schools in which teachers are employed
- Teacher effectiveness ratings and retention and mobility statistics
- Metrics related to candidates' and completers' licensure exam pass rates and completers' initial licensure application and approval rates
- Educator preparation programs' unique mission statements and links to each program's website for further information
- Summary of recent EPP authorization and reauthorization results

Suggestions for Using the Educator Preparation Program Report

The term "EPP Report" refers to this written executive summary and the web based interactive dashboards, which display visuals based on the complete data set. The EPP Report is updated annually. The interactive nature of the web-based EPP Report makes it flexible to meet the needs of a variety of users. One primary goal of the report is to allow EPPs access to their data, which is helpful for their continuous improvement efforts. For example, the EPP Report is intended to foster discussions within the EPP about programmatic improvement, spark conversations with other academic departments within their institutions that lead to specific content knowledge support in candidate endorsement areas and engage primary partner districts to identify ways to strengthen clinical practice. The report also will be helpful during the periodic state program review and reauthorization process in which program design and content are examined to determine the ability to prepare educators to serve children in classrooms. The reauthorization review occurs not more than once every five years and includes a written report from the EPP and a state team site visit. As part of the reauthorization cycle, the EPP and the state reauthorization team can quickly locate useful historical and comparative data to tailor discussions during the reauthorization site visit.

A second primary goal of the report is to provide access to program-specific and statewide educator workforce information for other stakeholder groups, such as school districts, policymakers, community groups, advocacy groups, prospective education candidates and researchers. For example, school district hiring offices have access to aggregate information about graduates from specific preparation programs and in specific endorsements to help inform recruitment efforts. Policymakers receive a rich portrayal of the educator pipeline in Colorado to inform future legislation and funding decisions. Similarly, community and advocacy groups can access data specific to their interests to inform their efforts. Prospective students can use the dashboards to quickly identify which EPPs offer programs of interest to them and find specific information on the dashboards for any specific EPP, including graduates' outcomes. The availability of downloadable data files containing the data displayed in the web-based dashboards allows researchers easy access to publicly available data.



Methodology

Most data for this report originate from the EPPs and Colorado school districts. Most data used are gathered in multiple mandatory data collection processes operated by CDHE and CDE. In addition to the data collections, the authorization and reauthorization information that appears in the reports are annually updated by state staff who oversee these activities, EPP mission and vision statements are provided by program staff and licensure exam data are provided by the test vendor.

Staff from CDHE collect data from traditional EPPs that are required to annually report enrollment and completion data by endorsement area for all educator licensure candidates through the CDHE Student Unit Record Data System (SURDS). Staff from CDE collect data from designated agencies authorized to provide alternative licensure and are required to annually report enrollment and completion by endorsement area through the Designated Agencies Data Collection (DADC). Together, these two collections represent the enrollment and completion in EPPs in Colorado. Enrollment and completion data for traditional EPPs is shared with CDE by CDHE through permissions granted in a formal Data Sharing Agreement for the purposes of creating the EPP Report.

For this report, the academic year includes fall, winter (for those programs operating on a quarter system), spring and summer terms, in that order. Each of these terms is identifiable in CDHE's Student Unit Record Data System (SURDS) data, which allows the SURDS terms to be matched to CDE's Designated Agencies Data Collection (DADC) terms. This is necessary to ensure consistency in terms reported for an academic year because these data collections operate on different reporting cycles¹.

Employment data are collected annually by CDE from all Colorado public school districts and Boards of Cooperative Educational Services (BOCES) that employ educators through the Human Resources Snapshot. This collection provides employment, performance and retention information for the cohort of new teachers tracked into the workforce in Colorado public schools. Contextual information about the schools and districts in which new teachers are employed comes from the CDE October Count collection and district annual accreditation ratings generated by CDE.

Disaggregated licensure exam pass rate metrics², as required by [House Bill 21-1010](#), include first-attempt pass rates, in addition to highest-score-pass rates that have been reported historically. Each of these metrics is disaggregated by race, ethnicity and gender.

Finally, the most recent EPP authorization or reauthorization by the State Board of Education and, in the case of traditional programs, the Colorado Commission on Higher Education is based on agency internal records and official authorization/reauthorization documents.

Numerous stakeholders provided valuable input during the development of the new, more comprehensive EPP Report that was initially released in January 2020 and a smaller advisory committee was brought together to provide feedback on the changes to the report pursuant to H.B. 21-1010 released in January 2022. The committee's helpful feedback has been incorporated into the EPP Report.

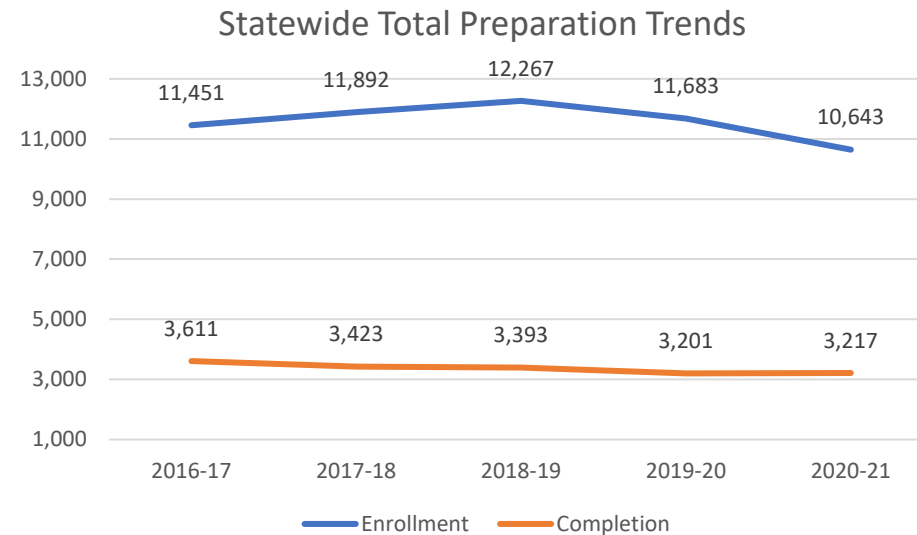
¹ Relatedly, the summer 2021 traditional EPP enrollment is finalized in October 2022, and so on. Due to this pattern of term-matching and collection timelines, the EPP reports are anticipated to be released in winter annually and the most recent enrollment and completion data will be from a cohort completing approximately 1.5 years earlier. In this case, that is the 2020-2021 cohort.

² Licensure exam scores and pass status are provided to CDE by the testing vendor, ETS, through a secure web portal.



Enrollment and Completion Trends

Program enrollment reflects how many candidates are in the pipeline to be available eventually for the educator workforce. However, programs vary in length from one year for many (but not all) alternative licensure programs to several years for an undergraduate student. Therefore, it cannot be assumed that enrollment growth one year will result in completion growth that year or even the next year. Program growth is more appropriately interpreted as an expansion of the pipeline.



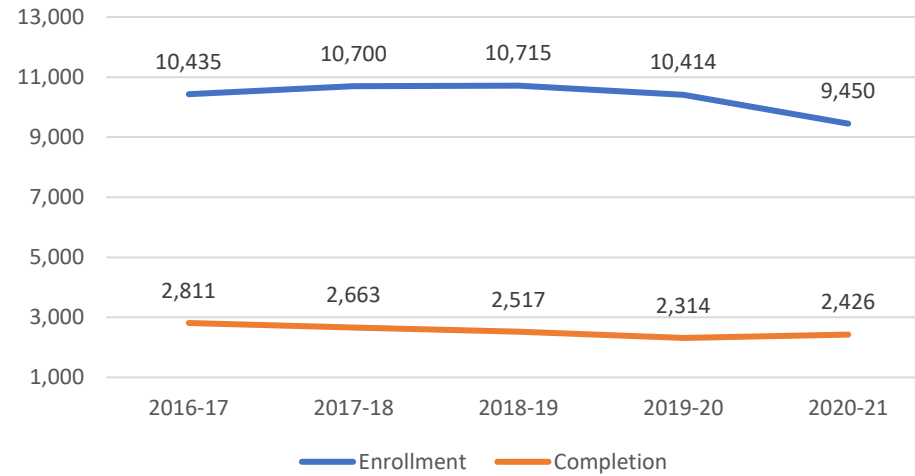
Overall enrollment in Colorado educator preparation programs has decreased over the past five years from 11,451 in 2016-17 to 10,643 in 2020-21, representing a decrease of 7.1%. Increases in K-12 student populations during the last decade (3.8%) make an increase in the production of teachers a priority. Although in the most recent two years student enrollment has declined, the decline does not offset the need for additional teachers³. Nationwide, 21 states have reported a decrease or stabilization in educator preparation program enrollment and 29 have reported a decrease or stabilization in completion between 2018-19 and 2019-20 (USD OE, 2021).

Overall, completion in educator programs decreased 10.9% from 3,611 in 2016-17 to 3,217 in 2020-21. The Education Commission of the States (2019) recently reported that 45 states experienced a decrease in educator preparation program completions between 2008-09 and 2016-17. While the total number of new educators fluctuates, from 2019-20 to 2020-21 the number of completers increased by 16. At the same time, the number of enrollees decreased by 1,040. The decrease in enrollment and slight increase in completion coincided with the start of the pandemic and may reflect candidates completing programs they were already partially finished with, but a downturn in recruitment due to the lasting effects of the pandemic.

³ Colorado's teacher shortages are documented annually (<https://www.cde.state.co.us/educatortalent/edshortage-surveyresults>).

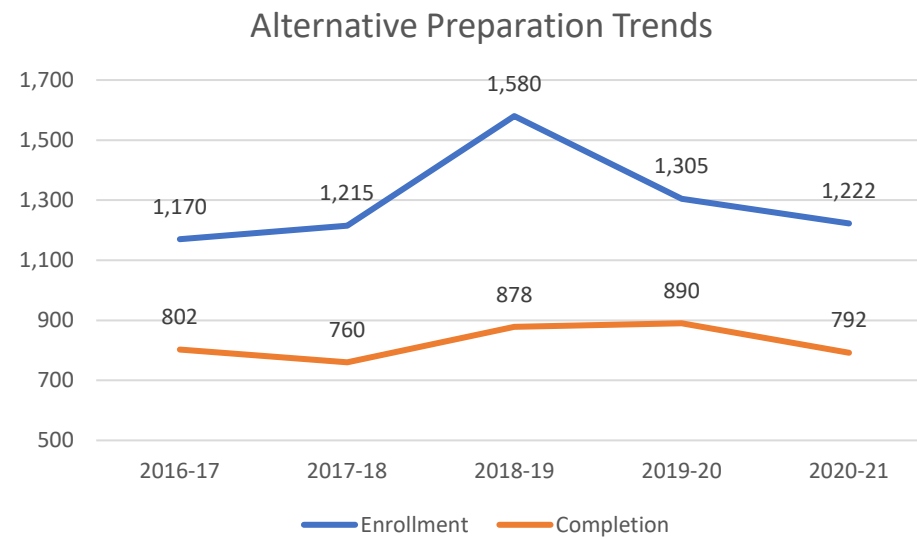


Traditional Preparation Trends



Between 2019-20 and 2020-21, traditional programs reported their largest decrease in enrollment over the last five years, a 9.3% decrease from 2019-20 and a 9.4% decrease from 2016-17⁴. Although programs saw a decrease in enrollment, completion rose by 4.8% from the preceding year, a reflection of enrollment and completion not necessarily following the same pattern in a given year because traditional preparation programs are multi-year. Elementary education has had and continues to have the largest number of completers and the 6.5% increase in elementary completers from 2019-20 to 2020-21 mirrors the overall trend in completion for the 2020-21 academic year.

⁴ The enrollment and completer data do not contain special services providers because these educators are not required to be reported in the CDHE annual collection. Special services providers include school audiologists, school counselors, school nurses, school occupational therapists, school orientation and mobility specialists, school physical therapists, school psychologists, school social workers and school speech/language pathologists.



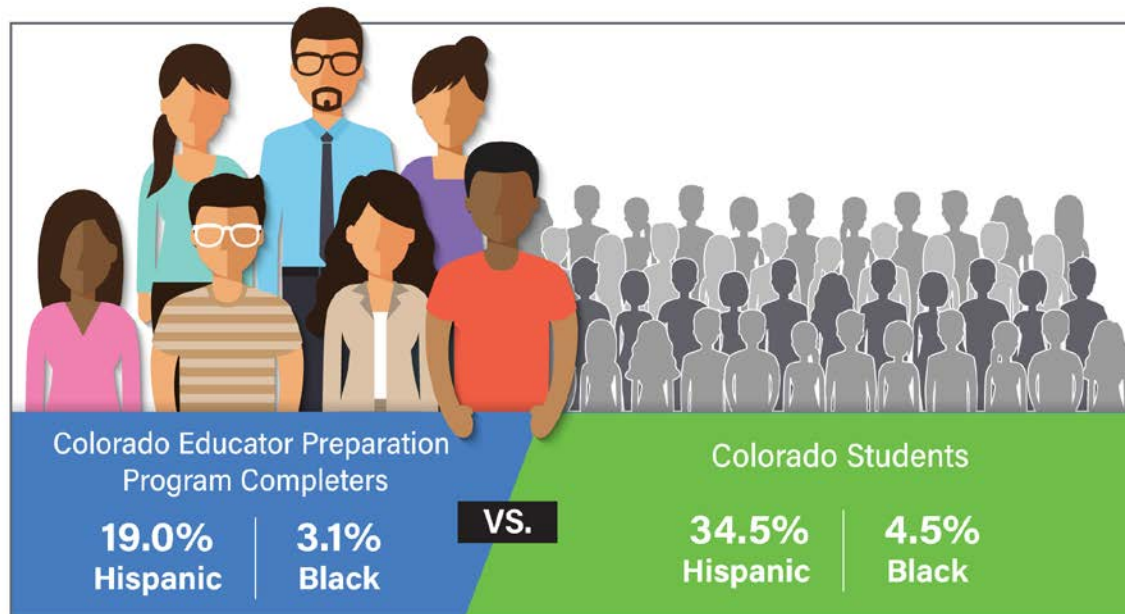
Alternative preparation programs have experienced growth in enrollment during the past five years. Prior to the most recent year, they had experienced growth in completions, as well. Alternative programs experienced high enrollment growth rates from 1,170 in 2016-17 to 1,222 in 2020-21, an overall increase of 4.4%. As programs continue to recoup drops in enrollment stemming from the pandemic, the completion rate in alternative licensure programs has decreased from 802 educators in 2016-17 to 792 educators in 2020-2021 (-1.2%). Like traditional programs, elementary education continues to be the most common endorsement completed by alternative licensure teaching candidates. However, in 2019-20 and 2020-21 special education was the largest alternative licensure area of enrollment. This licensure area requires a two-to three-year program, which means this should lead to special education becoming the largest completion area in coming years.

Note that it cannot be assumed that alternative preparation programs are enrolling individuals that might have otherwise been in traditional undergraduate or master’s preparation programs. Participation in an alternative program requires the prospective teacher to have already completed a bachelor’s degree. Alternative licensure programs require candidates to hold teaching positions while they are enrolled in the preparation program and, in that way, seek to serve a different population of candidates.

Diversity of Educators

Diversification of the education workforce continues to be a critical goal. Like past years, Colorado’s pool of educators-in-training for 2020-21 continued to be predominately white and female. Preparation providers report attempting to actively recruit and prepare more diverse candidates and the diversity of their student populations is slowly increasing. The proportion and total number of enrollees across Colorado identifying as Hispanic have increased from 14.2% (1,627) to 19.0% (2,027) from 2016-17 to 2020-21. Those identifying as two or more races increased from 2.9% (329) to 3.8% (401). As a point of comparison, nearly half (48.1%) of K-12 students in Colorado identified as a student of color or belonging to two or more races in fall 2021. Although the diversity of Colorado’s educators is increasing, teachers of color are not evenly distributed across the state. Many rural districts in the state with large percentages of students of color continue to have few or no educators of color on staff⁵.

As in previous years, in 2020-21 alternative licensure programs attracted a relatively high proportion of male candidates compared to traditional pathways: Approximately one out of three (30.3%) alternative licensure candidates were male compared to one out of five (20.7%) traditional route candidates.



Addressing Content Shortage Areas

In a recent report, teacher shortage areas identified as statewide needs in 2020-21 include special education, mathematics, science, world languages and early childhood education (CDE, 2022). In special education, the number of completers has increased substantially during the past five years. In this area, there were 283 completers in 2016-17 and 335 in 2020-21, an increase of 18.4%. A large part of this increase is due to the large special education enrollment in alternative programs where the annual number of completers grew from 83 to 136 during this period. In early childhood education, during these five years, the annual number of completers increased from 170 to 188, an increase of 10.6%. However, science and world languages preparation experienced little change. In mathematics, the addition of a middle school only endorsement helped to keep the number of completers consistent for several years. However, from 2019-20 to 2020-21 when considering the combination of middle

⁵ Refer to Strengthening the [Colorado Educator Workforce Pipeline](https://experience.arcgis.com/experience/405f12d9c2744386921b1b2a2f4b94aa/page/Page/?dlg=Intro-Window&views=Teacher-Diversity) project, Teacher Diversity geographic information system map, for more detail: <https://experience.arcgis.com/experience/405f12d9c2744386921b1b2a2f4b94aa/page/Page/?dlg=Intro-Window&views=Teacher-Diversity>.



school mathematics and secondary (grades 7 – 12) mathematics together, the overall number of completers decreased from 164 to 133 (19.0%). Increased recruitment efforts are yielding positive results in certain endorsement areas, although they are not universally improving in all areas.

Licensure Exam Performance

Candidate performance on licensure exams, as required by [House Bill 21-1010](#), includes first-attempt pass rates and best-attempt pass rates for cohorts and provides performance metrics disaggregated by race, ethnicity and gender.

Most endorsement licensure tests for teachers measure content knowledge, although there are a few that measure content pedagogy, such as in special education, early childhood education or gifted education. The extent to which preparation pathways are responsible for providing teacher content knowledge differs tremendously. Graduate, post-bachelor's and alternative licensure programs are designed for candidates to enter the preparation program already possessing the necessary content knowledge for licensure, which can be demonstrated by a bachelor's degree, postsecondary coursework or the passage of content exams.

Pass rates for all State Board of Education adopted licensure exams are presented in the interactive online EPP Report (<https://www.cde.state.co.us/code/eppreport>). One area of recent interest is performance on the mathematics exams. For the 2020-21 cohort, licensure pass rates on elementary education mathematics were 92.6% overall and 72.5% on the first attempt. For this cohort, the middle school math test pass rate was 100% overall and 77.8% on the first attempt, while the secondary math test (covering both middle and high school content) pass rate was 81% overall and 58.2% on the first attempt. The recently adopted middle school mathematics exam continues to provide a pathway for mathematics teachers interested in teaching middle school grades who do not intend to teach advanced high school mathematics.

Colorado-Prepared New Teacher Employment

In this section, new teachers who complete an authorized Colorado preparation program are followed to determine whether they enter the teaching workforce in Colorado public schools. A variety of metrics about those new teachers are reported, including their in-state placement rate, demographic characteristics, grade level and subjects taught, teaching in-field status and district of employment. These data reflect employment status during each cohort's first teaching year; for example, the employment data for the 2020-21 cohort year represents employment in the 2021-22 academic year.

The in-state placement rate of new teachers was 64.1% for the 2020-21 cohort, which is an increase from 61.9% five years ago, and a slight increase over 2019-20. The in-state placement rate has ranged between 58.1% and 66% over the five years. Please note that the in-state placement rate only includes those hired at a Colorado public school and is not the same as a total job placement rate because it does not include completers who may be teaching out-of-state or in private settings.

For alternative licensure programs, the in-state placement rate has increased for each of the last five cohorts from 68.7% for the 2016-17 cohort to 75.4% for the 2020-21 cohort, and it has been consistently higher than the rate for traditional programs (traditional program placement has ranged from 52.6% to 61.8%). This is not surprising, as alternative candidates must be employed as classroom teachers during their preparation program and are more likely to continue in those positions once they complete their preparation. In contrast, traditional program completers enter the job market seeking teaching positions, relying on the availability of positions in their endorsement area, which is dependent upon region and demand. As well, traditional undergraduate program completers may be more likely to take teaching positions in other states.

Predictably, during the past five years, the largest employers of new Colorado teachers are four of the five largest school districts in the state: Denver Public Schools, Jefferson County Public Schools, Douglas County School District and Aurora Public Schools. In the 2020-21 cohort, these four districts hired approximately one of every six (17%) new teachers finishing at Colorado EPPs.

In-state Placement Rate

- 64.1% of the 2020-21 cohort was hired by a Colorado public school in their first year after completing preparation
- This placement rate does not include educators teaching out of state or in private settings



Context of New Teacher Employment

Nationwide trends show first-year teachers are disproportionately hired into schools with the highest needs and assigned students who tend to be behind academically (Bruno, Rabovsky and Strunk, 2020). Like the national trend, Colorado's new teachers are also employed in schools with high needs. Approximately one-third of new teachers in the 2020-21 cohort were hired by schools in the highest quartile for poverty (31.9%), students of color (33.5%) and/or English-language learners (32.4%); however, these are each down slightly from the preceding year and from 2015-16.

A comparison of school context for teachers prepared at traditional and alternative EPPs indicates that new teachers prepared through the alternative route continue to be more likely to teach in high poverty schools (42.9%) than are new teachers prepared through the traditional route (31.1%).

The most recent Colorado data shows that most new teachers were hired in districts that received the "Accredited" rating by CDE; however, several were placed in lower-performing schools in districts charged with adopting and implementing an "Improvement Plan." Comprising fewer than 1% of new teachers, 12 members of this cohort work in a district that is required to have a "Priority Improvement Plan," which is for even poorer performing districts.

New Teacher Performance

Teacher performance is assessed through annual performance evaluations, as required by Colorado law (C.R.S. 22-9-106). Educator performance evaluation is designed to continuously support educators' professional growth and, in turn, accelerate student results. Teacher performance ratings are comprised of a professional practice score and a score based on measures of their students' learning.

Teacher effectiveness, even for first-year teachers, is influenced by several factors. Preparation at their EPP contributes to effectiveness, as well as additional factors such as the availability of mentorship or coaching, class size, amount of planning time and other contextual factors at the new teacher's school. Effectiveness ratings of completers from an EPP should be interpreted as one of several indicators of outcomes.

Evaluation ratings for the 2020-21 cohort tracked in this report are not yet collected because this cohort has just finished their first year of teaching and the staff employment file is not yet due to CDE. The 2020-21 cohort was first evaluated in 2021-22 and their evaluation ratings will be collected in the fall semester of 2022-23. These evaluation ratings are classified as "not collectable." Evaluation ratings for the 2018-19 cohort, whose first evaluations would have occurred during the 2019-20 academic year, were not required to be reported to CDE because of the pause to the evaluation system issued by Governor Polis at the beginning of the COVID-19 pandemic. Evaluation data for the 2018-19 cohort are classified as "not rated." Governor Polis reinstated the evaluation system for the 2020-21 academic year, during which the 2019-20 cohort of new educators received their first evaluation ratings. Due to the continuation of the pandemic and ongoing need for online learning, these were based 100% on Professional Practices rather than the previous 50/50 split with Measures of Student Learning. These ratings earned in 2020-21 by the 2019-20 cohort are the most recently available evaluation data, reported to CDE in Spring 2022.

Overall educator effectiveness ratings have four possible categories: Highly Effective, Effective, Partially Effective and Ineffective. For members of the 2019-20 cohort, whose evaluations were conducted in 2020-21, most received a rating of Effective (51.8%) or Highly Effective (4.8%). In comparison, statewide teacher evaluation ratings for 2020-21 were 46.2% Effective and 23.5% Highly Effective. Teacher Quality Standard (TQS) ratings have five possible categories: Exemplary, Accomplished, Proficient, Partially Proficient and Basic. On each of the TQS, the most received rating by teachers in the 2019-20 cohort was Proficient, followed by Accomplished. Because Measures of Student Learning were not included into the overall evaluation ratings of staff in the 2020-21 academic year, these results are identified as "Not Collected."

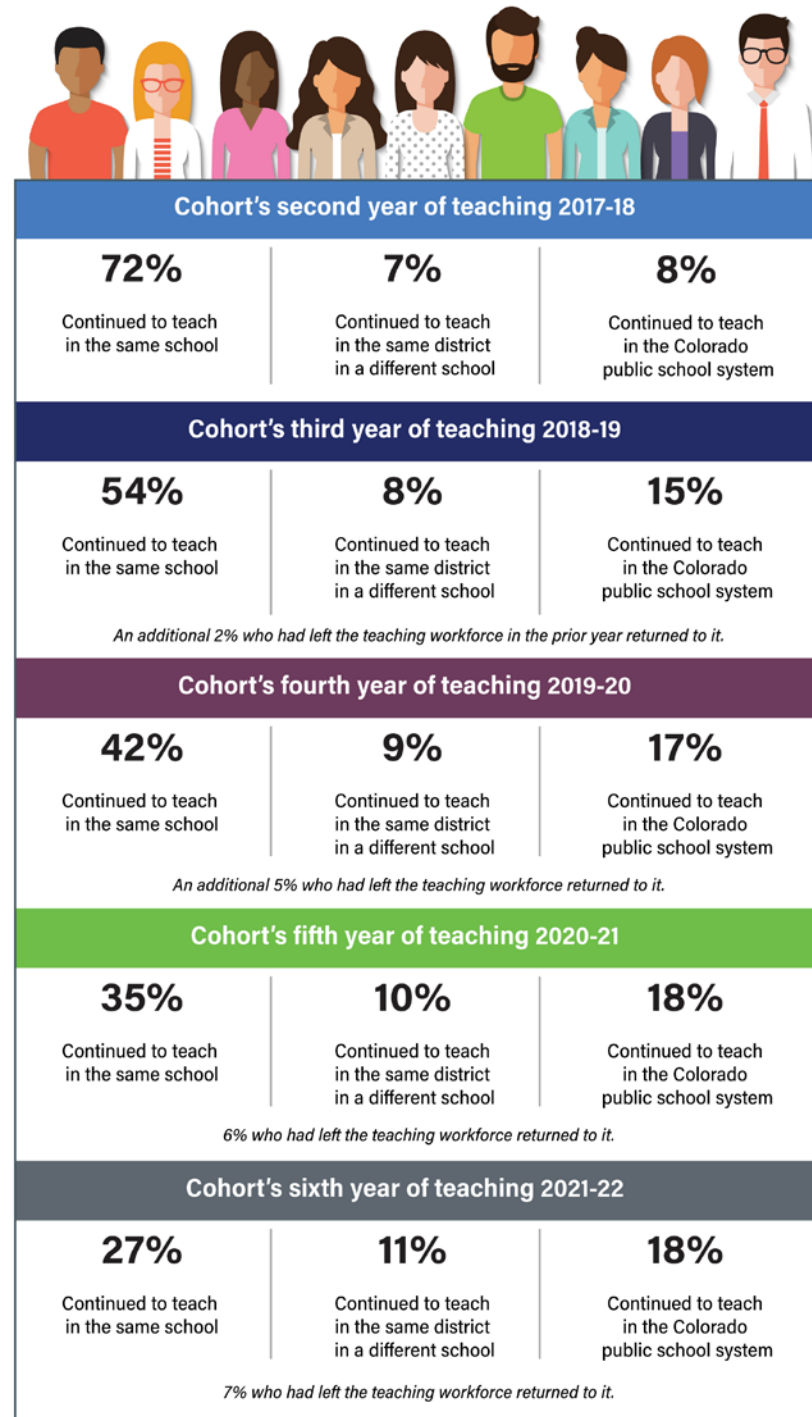
School Context for New Teachers

Approximately one-third of new teachers in the most recent cohort (2020-21) were hired in schools with high levels of poverty (31.9%), high proportions of minority students (33.5%) and/or high proportions of English-language learners (32.4%).

New Teacher Retention, Mobility and Attrition

Comparison of employment patterns over time for new teachers contributes to a better understanding of workforce stability. Retention, mobility and attrition of new teachers in these cohorts are being examined by the proportion of each cohort that: (1) continues to teach at the same school (*retention in school*), (2) continues to teach in the same district, but does so at a different school (*retention in district*), (3) continues to teach, but does so in a different Colorado school district (*retention in-state*), (4) leaves teaching and then returns to teach the following year (*returners*) and (5) leaves the Colorado public school teacher workforce (*attrition*). For the attrition group, those who continue to work in Colorado public education, but do not teach, are reported separately from those who leave the education system entirely.

Currently, it is possible to track the 2015-16 cohort into their sixth year of teaching. In this cohort's second year of teaching (2017-18), seven out of 10 (71.6%) teachers continued to teach in the same school, eight out of 10 (78.5%) continued to teach in the same district and nearly nine out of 10 (86.9%) continued to teach in the Colorado public school system. In this cohort's third year of teaching (2018-19), 54.1% continued to teach in the same school, 62.4% continued to teach in the same district and 77.0% continued to teach in the Colorado public school system. An additional 2.3% who had left the teaching workforce in the prior year returned to it. In this cohort's fourth year of teaching (2019-20), 42% were still teaching in the same school, 50.8% continued to teach in the same district and 68% continued to teach in the Colorado public school system. An additional 4.5% who had left the teaching workforce returned to it. In this cohort's fifth year of teaching (2020-21), 34.9% continued to teach in the same school, 44.7% continued to teach in the same district and 62.5% continued to teach in Colorado. An additional 5.8% who had left the teaching workforce returned to it. This cohort's sixth year marked the largest number of returning educators to date, with 7.1% who had left the teaching workforce returning. In all, nearly two-thirds (62.9%) of the 2015-16 cohort were still teaching in Colorado public schools six years later in 2021-22.





Recent Authorization and Reauthorization Results

EPPs must be authorized as approved providers in Colorado and reauthorized to operate every five or more years⁶. New providers must become authorized to operate in Colorado and existing providers must be reauthorized by the state. For traditional EPPs, CDE and CDHE have joint authority and for alternative EPPs, CDE has sole authority in this area.

The goals of state review of EPPs are to:

- Evaluate alignment of educator preparation programs to statutory performance standards for educators.
- Evaluate alignment of educator preparation program content to the SBE rules.
- Provide opportunities for reflection about the educator preparation program and support a process of continuous improvement.

During the 2020-21 and 2021-22 academic years, state staff and stakeholders collaborated to make more relevant the processes used during the reviews. As a result, for a portion of this timeframe actual site visits were temporarily paused to allow for system redesign and, thus, there were fewer site visits than normally would be the case. The outcome of the redesigned process was the identification of a review cycle based on the following four domains and best characterized as one of continuous reflection and improvement:

- Program Design
- Educator Knowledge and Competencies
- Clinical Experience/Candidate Support
- Program Impact and Continuous Improvement

In academic year 2020-2021, state staff collaborated with peer content reviewers and site team members to conduct three reauthorization reviews. Rocky Mountain College of Art & Design (traditional) and the Northeast BOCES (alternative) were granted full, unconditional reauthorization for each endorsement area. Regis University (traditional) was conditionally reauthorized in two endorsement areas and, thus, was requested to make specific improvements. A year later the state review team conducted a follow-up review on these endorsement areas and found they had been brought into compliance with state endorsement standards. As a result, all endorsement areas at Regis University have full reauthorization status.

In academic year 2021-2022, teams comprised of state staff and peer reviewers conducted four reauthorization reviews. All four EPPs undergoing review received reauthorization, although only one, University of Colorado Colorado Springs, received full, unconditional reauthorization in each endorsement area. Each of the other three EPPs were conditionally reauthorized in one or more endorsement areas and required to make targeted program improvements. The conditionally approved EPPs included Colorado State University Global (traditional), Colorado River BOCES (alternative) and University of Colorado Denver (traditional). A state team will conduct follow-up targeted reviews of conditionally reauthorized areas in spring 2023. Once the EPP has brought these endorsement areas into full compliance with state endorsement standards, these areas will receive full reauthorization, as well.

Explore the Interactive Dashboards

In addition to the highlights provided in this summary, the interactive dashboards (<http://www.cde.state.co.us/educatortalent/edprepprogram-report>) that accompany this summary provide a wealth of information specific to each endorsement area, cohort year and/or educator preparation program.

⁶ More information on authorization and reauthorization can be found at <https://www.cde.state.co.us/educatortalent/preparation>.



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Appendix A

Definitions

Academic Year. The Academic Year includes a 12-month, three semester and/or four quarter period of time running from September through August, fall semester through summer semester, and/or fall quarter through summer quarter and representing all initial licensure completers from authorized Colorado educator preparation programs during that period. For example, the 2017-18 cohort is the group of new teachers who completed its preparation programs during the time period of September 2017 through August 2018, fall semester 2017 through summer semester 2018 and fall quarter 2017 through summer quarter 2018.

Added Endorsement or Advanced Endorsement. An endorsement area that is added onto an existing educator license. Note that some endorsement areas can only be added. Please see the list in Appendix C for more detail.

Alternative Educator Preparation Program. A one-year or two-year program of study and training for teacher preparation for a candidate holding a bachelor's degree and an alternative teacher license. Alternative programs must be authorized by the Colorado State Board of Education.

Cohort. The Cohort represents all initial licensure completers successfully finishing an authorized Colorado educator preparation programs during that period. For example, the 2017-18 cohort is the group of new teachers who completed its preparation programs during the time period of Sept. 1, 2017, through Aug. 31, 2018; fall semester 2017 through summer semester 2018; and fall quarter 2017 through summer quarter 2018.

Cohort Year. The Cohort Year is the 12-month, three semester, and/or four quarter period of time beginning and ending in any of the following terms: Sept. 1 through Aug. 31, fall semester through summer semester, and fall quarter through summer quarter.

Designated Agency (DA). A school district, an accredited nonpublic school, a board of cooperative services, an accepted institution of higher education or a nonprofit organization, or any combination thereof, which is responsible for the organization, management and operation of an approved alternative educator preparation program.

Endorsement Area. The designation of grade levels, subject matter and/or service specializations for which the candidate is being or has been prepared to teach or provide services.

Initial Teaching License. A teaching license issued to a first-time teacher who does not currently hold an initial or professional teaching license. An initial teaching license is referred to as an "initial license" throughout the EPP report.

In-State Placement Rate. The proportion of a cohort completers who obtains teaching positions in Colorado public schools the year after they complete their preparation programs. The In-State Placement Rate is not the same as a total job placement rate because the in-state placement rate only reflects the completers who obtain teaching positions in a public school in Colorado and does not include completers who may be teaching out-of-state or teaching in private schools.

Retention. The occurrence of a teacher remaining in a teaching position in the same school, district or state from one Academic Year to the next.

Traditional Educator Preparation Program. A program of study and training for educator preparation operated by an institution of higher education in which candidates do not serve as educators of record in the role for which they are being prepared during the program.



Appendix B

Data Sources

Reporting Elements and Data Sources			
Reporting Elements	Source Agency	Collection Name	Field Details
Enrollment and completion of education candidates in traditional preparation programs	CDHE	Student Unit Record Data System (SURDS)	See Educator Preparation at https://highered.colorado.gov/Data/Docs.html
Enrollment and completion of education candidates in alternative preparation programs	CDE	Designated Agency Data Collection (DADC)	http://www.cde.state.co.us/datapipeline/per-dadc
New teacher employment, including district, school, subject area and grade level in which teaching; in-field status; and retention statistics	CDE	Human Resources	http://www.cde.state.co.us/datapipeline/snap_hr
New teacher employment context, including proportion of English-language learners, students in poverty and minority students	CDE	Student October Pupil Enrollment	http://www.cde.state.co.us/datapipeline/snap_studentoctober
District accreditation ratings	CDE	Performance Framework Reports	http://www.cde.state.co.us/accountability/performanceframeworks and http://www.cde.state.co.us/schoolview/datafiles
New teacher performance evaluation ratings	CDE	Human Resources	http://www.cde.state.co.us/datapipeline/snap_hr
Initial licensure exam pass rates	CDE	ETS Data Manager	Records available only to state licensing agencies



Preparation program authorization and reauthorization data	CDE & CDHE	NA	Records maintained internally at state agencies
Preparation program mission and vision statements	Preparation Programs/ CDE	NA	Targeted collection of narratives (conducted in 2019) and subsequent EPP-specific updates



Appendix C

Colorado Endorsement Areas

Colorado Initial and Advanced Endorsement Areas and Special Services Provider Areas (as of Fall 2022)			
Endorsement Area*	Available as Initial License	Available as Added (or Advanced) Endorsement	Special Services Provider**
Adapted Physical Education (<i>approved fall 2022</i>)		X	
Administrator	X	X	
Agriculture, Food and Natural Resources	X	X	
Audiologist, School	X	X	X
Business and Marketing Education	X	X	
Computer Science (<i>approved fall 2022</i>)	X	X	
Counselor, School	X	X	X
Culturally and Linguistically Diverse Bilingual Education Specialist		X	
Culturally and Linguistically Diverse Education		X	
Dance Education	X	X	
Drama Theatre Arts	X	X	
Early Childhood Education	X	X	
Early Childhood Education Special Education	X	X	
Early Childhood Education Special Education: Specialist	X	X	
Elementary Education	X	X	
English Language Arts	X	X	
Family and Consumer Sciences	X	X	
Gifted Education, Core		X	
Gifted Education, Director		X	
Health	X	X	
Instructional Technology (<i>sunset fall 2022</i>)	X	X	
Instructional Technology Specialist (<i>sunset fall 2022</i>)		X	
Mathematics	X	X	
Middle School Mathematics	X	X	
Mentor Teacher		X	
Music	X	X	
Nurse, School	X	X	X



Occupational Therapist, School	X	X	X
Orientation and Mobility Specialist, School	X	X	X
Physical Education	X	X	
Physical Therapist, School	X	X	X
Principal	X	X	
Psychologist, School	X	X	X
Reading Specialist		X	
Reading Teacher (<i>sunset fall 2022</i>)		X	
Science	X	X	
Social Studies	X	X	
Social Worker, School	X	X	X
Special Education Specialist: Deaf/Hard of Hearing	X	X	
Special Education Specialist: Visually Impaired	X	X	
Special Education, Director		X	
Special Education, Generalist	X	X	
Special Education, Specialist		X	
Speech (<i>sunset fall 2022</i>)	X	X	
Speech/Language Pathologist, School	X	X	X
Teacher Librarian		X	
Technology Education	X	X	
Visual Arts	X	X	
World Language (American Sign Language, French, German, Italian, Japanese, Latin, Mandarin Chinese, Russian, Spanish)	X	X	
<i>Trade and Industry Education (sunset fall 2019)</i>	X	X	
<p>*Specific endorsement requirements available at http://www.cde.state.co.us/cdeprof/endorsementrequirements. **Special Services Provider endorsements are issued only on Special Services Provider licenses and are not offered as add-ons to teacher licenses.</p>			