



**COLORADO**  
Department of Education  
Department of Higher Education

# Colorado

## Educator Preparation Programs and the Educator Pipeline

By:

Colorado Department of Education  
Colorado Department of Higher Education

April 2022

Carolyn Haug, Ph.D., Director of Research and Impact  
Colleen O'Neil, Ed.D., Associate Commissioner of Educator Talent  
Colorado Department of Education, Educator Talent Division  
6000 E. Evans Avenue, Building 2, Suite 100  
Denver, CO 80222

Brittany Lane, Ph.D., Director of Educator Preparation  
Colorado Department of Higher Education, Student and Academic Affairs  
1600 Broadway, Suite # 2200, Denver, CO 80202



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## Introduction

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Amid existing educator workforce concerns, COVID-19 created upheaval in schools that has had a significant impact on learners, educators and preservice teacher candidates. The pandemic has increased attention to the issue of developing and sustaining a high-quality educator workforce. A shortage of teachers is a national problem that Colorado continues to grapple with as the population grows, demographics change and enrollment in teacher preparation decreases (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Teacher shortages are more concentrated in some Colorado geographical areas and in some teaching content and specialty areas than others (Colorado Department of Education, 2021). At the same time, many states, including Colorado, have mandated more rigorous educator quality standards and performance evaluation systems as part of an effort to differentiate and improve teacher performance (Aragon, 2018). Additionally, Colorado and several other states link educators' outcomes to the preparation programs to lend transparency to contributions of preparation programs (Teacher Preparation Analytics, 2018). Amid these existing educator workforce issues, the COVID-19 pandemic caused a tremendous and immediate change to how teachers do their jobs and how future teachers are trained. For some student teachers completing their preparation programs in spring 2020, fall 2020 and spring 2021, much of their clinical experience has been in a remote teaching environment. This has impacted both preparation programs and school districts. Many forecast a downturn in the number of individuals interested in becoming teachers (Lachlan, Kimmel, Mizrav and Holdheide, 2020). Like learners in schools who will need intentional, targeted responses to make up for lost in-person learning opportunities, new teachers completing programs during this time will need ongoing support to make-up for opportunities missed during preparation.

A key focus of the state is to develop, deploy and support educator talent strategies for preparation programs, school districts and schools so that the most effective educators are in every school and classroom and all students are prepared for college, career and life. The realization of this goal is, in part, dependent upon a knowledgeable and skilled educator workforce emerging from Colorado's educator preparation programs. Traditional educator preparation programs, which include public and private university programs, are authorized and overseen by the Colorado Commission of Higher Education, Colorado State Board of Education, CDHE and CDE, and alternative educator preparation programs are authorized and overseen by the Colorado State Board of Education and CDE. The Colorado Educator Preparation Programs Report (EPP Report) is jointly produced by these entities to share information with preparation programs to inform curriculum and program improvements by providing these outcome data and informing the public of trends in educator preparation and employment. For new teachers, this report portrays a talent pipeline that begins with enrollment in a preparation program and tracks cohorts<sup>1</sup> into the classroom and through retention over time.

Required under Colorado Revised Statutes §22-2-112(1)(q) and §23-1-121(6), this EPP Report examines outcomes of preparation programs' contributions to Colorado's workforce. The EPP Report contains enrollment and completion metrics and metrics that follow new teachers into the workforce in Colorado public schools. Job performance outcomes include employment statistics, contextual information about the districts and schools in which teachers are employed, teacher effectiveness ratings and retention and mobility statistics. This year's EPP Report contains metrics related to candidates' and completers' licensure exam pass rates and completers' initial licensure application and approval rates. The updated [EPP report](#) also presents the programs' unique mission statements and links to each program's website for further information.

### 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, once the program is completed, applying for licensure. State law, C.R.S. §23-1-121, grants CDE and SBE the authority to approve educator preparation programs 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 as alternative licensure educator preparation programs, 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 the additional coursework and training in pedagogy.

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<sup>1</sup> A cohort consists of all initial licensure preparation program completers in a given academic year, and the "cohort name" is the academic year of completion; e.g., the 2019-20 cohort is the group of new teachers who completed preparation programs in the 2019-20 academic year.



Alternative teacher and principal candidates receive instruction while they are working in a school as the principal or as a teacher of record with lead responsibility for student instruction and learning.

### **Suggestions for using the Educator Preparation Program Report**

The term EPP Report is used to refer both to this written executive summary and the [web-based interactive dashboards](#), which display visuals based on the full set of data. 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 useful 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 easily locate useful historic and comparative data to tailor discussions during the reauthorization site visit.

A second primary goal of the report is to provide other stakeholder groups, such as school districts, policymakers, community groups, advocacy groups, prospective education candidates and researchers, with access to program-specific and statewide educator workforce information. School district hiring offices have access to aggregate information about graduates from specific preparation programs and in specific endorsement areas to help inform recruitment efforts and other decision areas. Policymakers have a richer portrayal of the teacher 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 drill directly from the dashboards into any specific EPP for further information about application requirements, costs, etc. The availability of downloadable data files containing the data displayed in the web-based dashboards allows researchers easy access to publicly available data.



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## Methodology

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The majority of 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 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 cycles<sup>2</sup>.

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.

New to the EPP Report this year are disaggregated licensure exam pass rate metrics<sup>3</sup>, as required by [House Bill 21-1010](#). Statute requires reporting first-attempt pass rates, in addition to highest-score-pass rates that have been reported in the past. Each of these metrics must be 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 released in January 2020 and a smaller advisory committee was brought together to provide feedback on the changes pursuant to H.B. 21-1010 released in winter 2022. Their feedback has been incorporated into the EPP Report.

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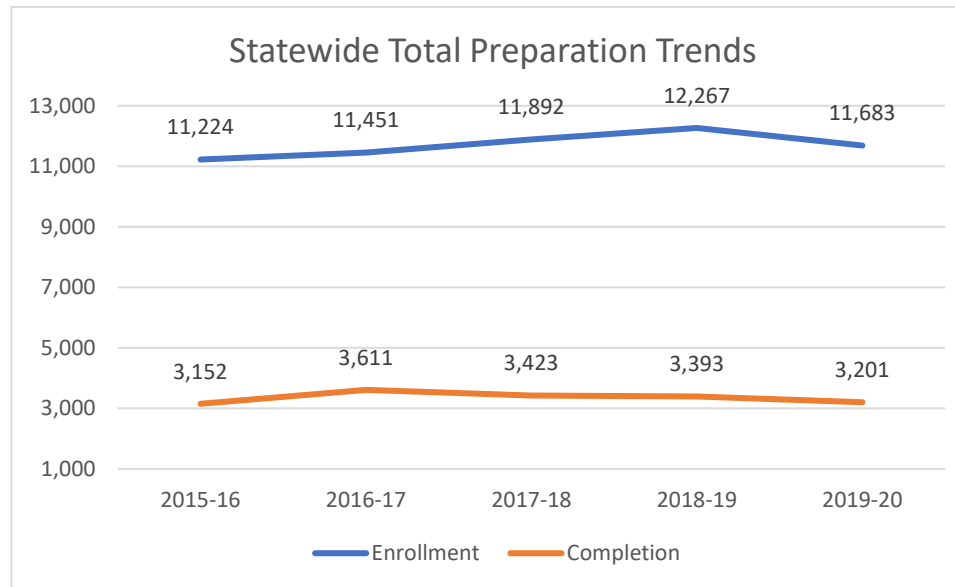
<sup>2</sup> Relatedly, the summer 2020 traditional EPP enrollment is finalized in October 2021, and so on. Due to this pattern of term-matching and collection timelines, the EPP reports are anticipated to be released in Winter annually and the most recent enrollment and completion data will be from two years earlier. In this case, the 2019-2020 cohort.

<sup>3</sup> Licensure exam scores and pass status is provided to CDE by the testing vendor, ETS, through secure file transfer.



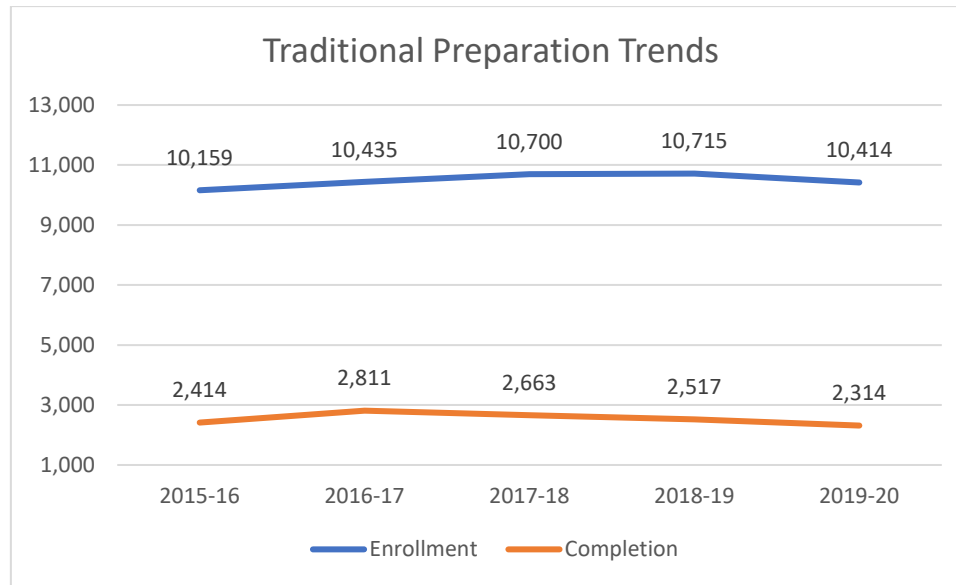
## Enrollment and Completion Trends

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.



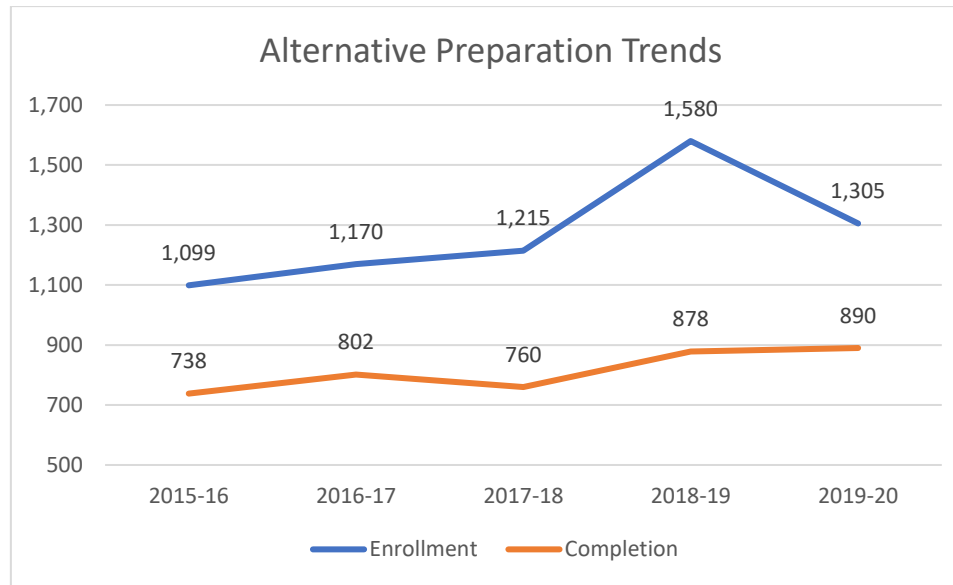
Overall enrollment in Colorado educator preparation programs has increased over the past five years from 11,224 in 2015-16 to 11,683 in 2019-20, representing an increase of 4.1%. Increases in K-12 student populations during this period (1.6%) make the rise in the production of teachers a priority. However, nationwide, fewer high school students are interested in seeking majors in education (ACT, 2015).

Overall, completion in educator programs increased from 3,152 in 2015-16 to 3,201 in 2019-20, representing an increase of 1.6%. 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-educator completers has slightly increased in Colorado, there are yearly fluctuations, and from 2018-19 to 2019-20 the number of completers declined by 192. At the same time, the number of enrollees decreased by 584. The decrease in enrollment and completion coincided with the start of the pandemic, and it is too early to know if this is a temporary or persistent downward trend.



Traditional programs posted slight enrollment increases over the past five years from 10,159 in 2015-16 to 10,414 in 2019-20, an overall increase of 2.5%<sup>4</sup>. Although enrollment was somewhat higher, the completion rate was somewhat lower. Traditional preparation programs graduated 2,314 educators in 2019-20, which is a slight decrease (-4.1%) from five years earlier. Elementary education has had and continues to have the largest number of completers, although there was a small decrease in new elementary teachers in 2019-20 compared to 2018-19.

<sup>4</sup> The enrollment and completer data available through 2017-18 do not contain special services providers because these educators were 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 both enrollment and completion during the past five years. Alternative programs experienced high enrollment growth rates from 1,099 in 2015-16 to 1,305 in 2019-20, an overall increase of 18.7%. The completion rate in alternative licensure programs has increased from 738 educators in 2015-16 to 890 educators in 2019-20 (20.6%). Similar to traditional programs, elementary education continues to be the largest area for the production of new teachers in the alternative licensure route.

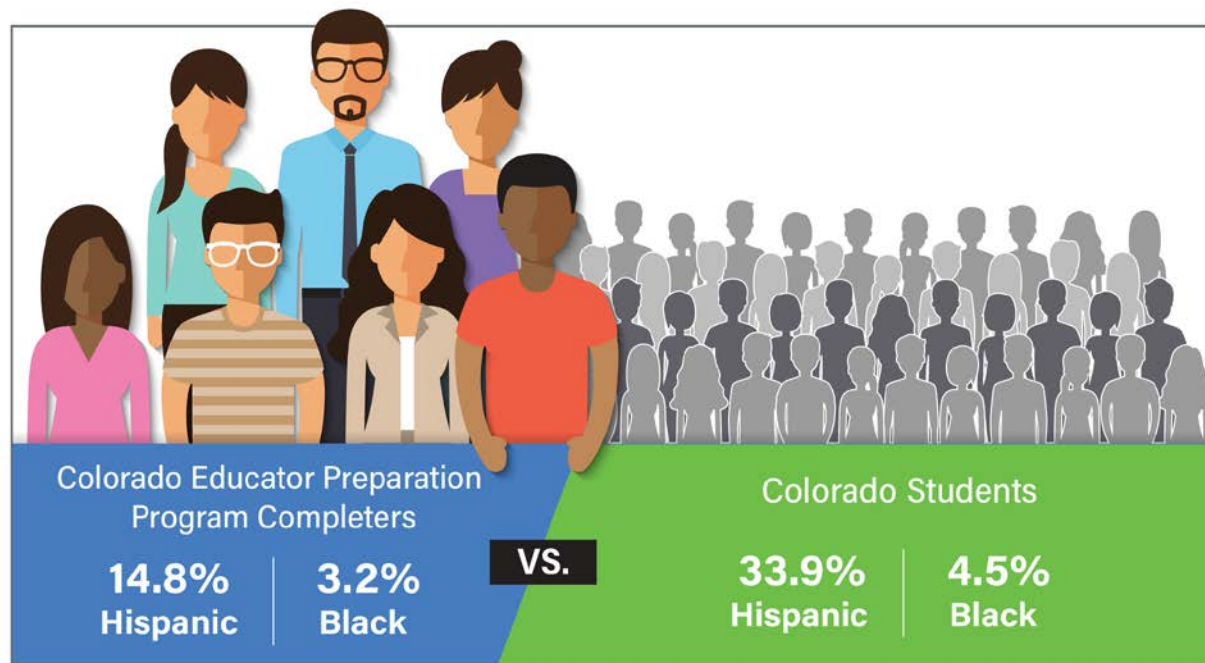
Note that it cannot be assumed that alternative preparation programs are enrolling individuals that might have otherwise been in traditional undergraduate or master’s preparation programs. Participation in an alternative program requires the prospective teacher to have already completed a bachelor’s degree and alternative programs cannot offer master’s degrees. 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. Similar to past years, Colorado’s pool of educators-in-training for 2019-20 continued to be predominately white and female. Preparation providers report attempting to actively recruit and prepare more diverse candidates and diversity of their student populations is slowly increasing. The proportion and total number of enrollees across Colorado identifying as Hispanic have increased from 13.5% (1,518) to 18.4% (2,155) from 2015-16 to 2019-20 and those identifying as two or more races increased from 2.6% (290) to 3.8% (440). Further, 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.

As in previous years, in 2019-20 alternative licensure programs attracted a relatively high proportion of male candidates compared to traditional pathways: one out of three (33.3%) alternative licensure candidates were male compared to one out of five (21.3%) traditional route candidates.



## Addressing Content Shortage Areas

In a recent report, teacher shortage areas identified as statewide needs in 2020-21 include early childhood, K-12 special education generalist and secondary mathematics (CDE, 2021). In special education, the number of completers has increased substantially during the past five years. In this area, there were 222 completers in 2015-16 and 324 in 2019-20, an increase of 45.9%. A large part of this increase is due to the large special education enrollment in alternative programs where the number of completers grew from 69 to 152 during this period. In early childhood education, during these five years, the number of completers grew from 156 to 182, an increase of 16.7%. However, middle school and secondary mathematics teacher preparation experienced little change. Increased recruitment efforts are yielding positive results in certain endorsement areas.

## Licensure Exam Performance

New to the EPP Report this year are more detailed, disaggregated licensure exam pass rate metrics, as required by [House Bill 21-1010](#). Statute requires reporting first-attempt pass rates, in addition to highest-score pass rates that have been reported in the past, and that scores be 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. The passage of content exams can be used (in lieu of a degree in their content area) as a condition of program entry for graduate, post-bachelor's or alternative licensure programs.

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 2019-20 cohort, licensure pass rates on elementary education mathematics were 94.6% overall and 76.6% on the first attempt. For this cohort, the middle school math test pass rate was 96.2% overall and 80.8% on the first attempt, while the secondary math test (covering both middle and high school content) pass rate was 83.2% overall and 61.0% on the first attempt. The recently adopted middle school mathematics exam is successfully providing 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 2019-20 cohort year represents employment in the 2020-21 academic year.

The in-state placement rate of new teachers was 64% for the 2019-20 cohort, which is an increase from 61.9% five years ago, although a decrease from the previous year's high of 66%. 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 teaching in private settings.

For alternative licensure programs, the in-state placement rate has increased each of the last five cohorts from 68% for the 2015-16 cohort to 76% for the 2019-20 cohort, and it has been consistently higher than the rate for traditional programs (ranging from 53% to 62% during this time). This is not surprising when considering that alternative candidates must be employed as classroom teachers during their preparation program and are likely to continue in those positions once they complete their preparation. In contrast, the traditional program completers enter the job market seeking teaching positions, which are more available in certain parts of the state and certain content areas than others. As well, traditional 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 2019-20 cohort - the most recent data available - these five districts hired one of every five (20.1%) new teachers finishing at Colorado EPPs.

### In-state Placement Rate

- 64% of the 2019-20 cohort was hired by a Colorado public school in their first year after completing preparation
- Does not include teachers working 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). Similar to the national trend, Colorado's new teachers are employed disproportionately in the most highly impacted schools. Over one-third of new teachers in the 2019-20 cohort were hired by schools with high levels of poverty (36.7%), high proportions of students of color (37.9%) and/or high proportions of English-language learners (35.9%).

A comparison of school context for teachers prepared at traditional and alternative EPPs indicates that new teachers prepared through the alternative route are more likely to teach in high poverty schools (40.4%) than are new teachers prepared through the traditional route (33.7%).

The most recent Colorado data shows that 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." Twenty-eight (less than 1%) of new teachers work in a district that is required to have a "Priority Improvement Plan."

## 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 2019-20 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 due to CDE yet. The 2019-20 cohort was first evaluated in 2020-21 and their evaluation ratings will be collected late in the 2021-22 academic year. These evaluation ratings are classified as "not collectable." In contrast, evaluation ratings for the 2018-19 cohort were not required to be reported to CDE because of the pause to the evaluation system issued by Governor Polis in spring 2020 during the beginning of the COVID-19 pandemic. Evaluation data for the 2018-19 cohort are classified as "not rated." As a result, the most recent evaluation ratings in the EPP Report are for the 2017-18 cohort.

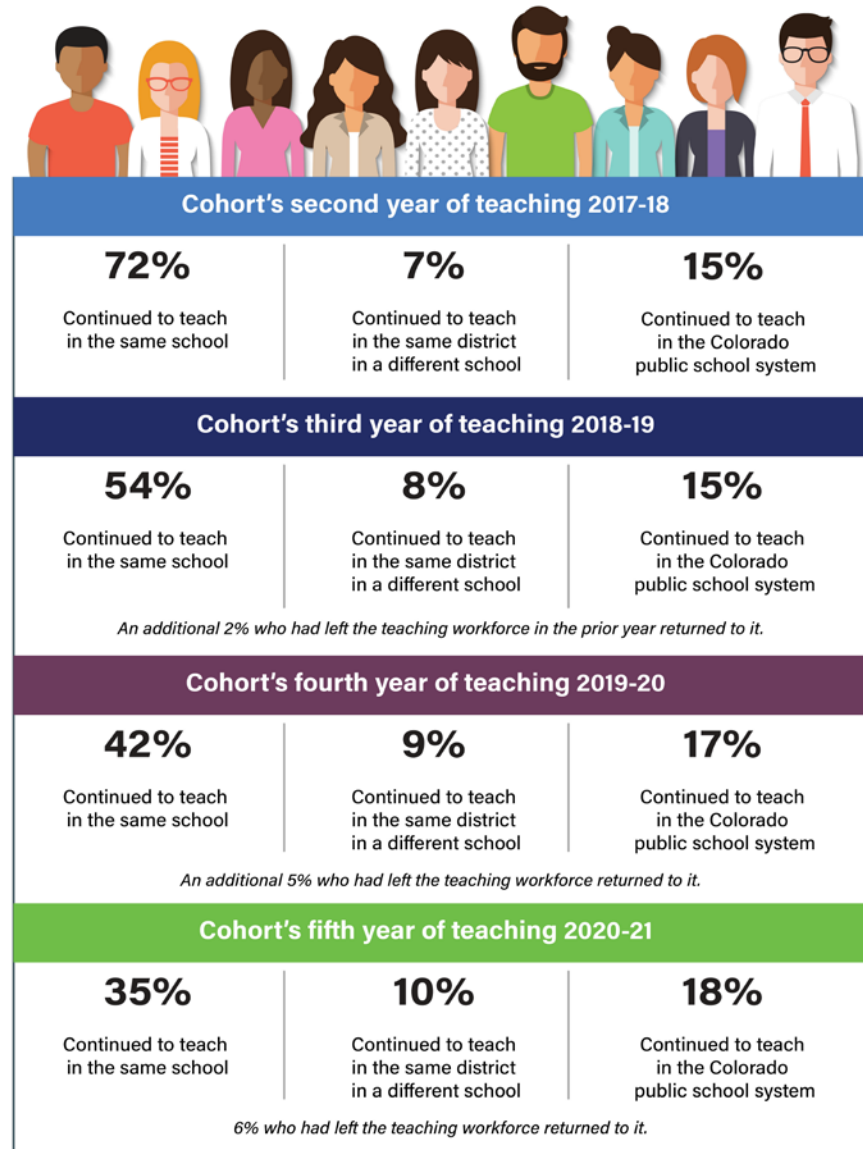
### School Context for New Teachers

Over one-third of new teachers in the most recent cohort (2019-20) were hired in schools with high levels of poverty (36.7%), high proportions of minority students (37.9%) and/or high proportions of English-language learners (35.9%).

## 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 fifth 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, another 8.3% continued to teach in the same district, but in a different school and 14.6% taught elsewhere in Colorado's public schools. 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), 42.0% were still teaching in the same school, another 8.8% were teaching in a different school in the same district and 17.2% were teaching elsewhere in Colorado. An additional 4.5% who had left the teaching workforce returned to it. In this cohort's fifth year of teaching, 34.9% continued to teach in the same school and another 9.8% continued to teach in the same district. An additional 17.8% continued to teach in Colorado's public schools and 5.8% who had left the teaching workforce returned to it. In all, slightly over two-thirds (68.3%) of the 2015-16 cohort were still teaching in Colorado public schools five years later in 2020-21.



## 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.



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## Appendix A

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### 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

Reporting Elements and Data Sources			
Reporting Elements	Source Agency	Collection Name	Field Details
Enrollment and completion of education candidates in traditional preparation programs	CDHE	SURDS	See Educator Preparation at <a href="https://highered.colorado.gov/Data/Docs.html">https://highered.colorado.gov/Data/Docs.html</a>
Enrollment and completion of education candidates in alternative preparation programs	CDE	DADC	<a href="http://www.cde.state.co.us/datapipeline/per-dadc">http://www.cde.state.co.us/datapipeline/per-dadc</a>
New teacher employment, including district, school, subject area and grade level in which teaching; in-field status; and retention statistics	CDE	Human Resources	<a href="http://www.cde.state.co.us/datapipeline/snap_hr">http://www.cde.state.co.us/datapipeline/snap_hr</a>
New teacher employment context, including proportion of English-language learners, students in poverty and minority students	CDE	Student October Pupil Enrollment	<a href="http://www.cde.state.co.us/datapipeline/snap_studentoctober">http://www.cde.state.co.us/datapipeline/snap_studentoctober</a>
District accreditation ratings	CDE	Performance Framework Reports	<a href="http://www.cde.state.co.us/accountability/performanceframeworks">http://www.cde.state.co.us/accountability/performanceframeworks</a> and <a href="http://www.cde.state.co.us/schoolview/datafiles">http://www.cde.state.co.us/schoolview/datafiles</a>
New teacher performance evaluation ratings	CDE	Human Resources	<a href="http://www.cde.state.co.us/datapipeline/snap_hr">http://www.cde.state.co.us/datapipeline/snap_hr</a>
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



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Preparation program mission and vision statements	Preparation Programs/ CDE	NA	Targeted collection of narratives in summer 2019 and subsequent EPP-specific updates
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## Appendix C

<b>Colorado Initial and Advanced Endorsement Areas and Special Services Provider Areas</b>			
<b>Endorsement Area*</b>	<b>Available as Initial License</b>	<b>Available as Added (or Advanced) Endorsement</b>	<b>Special Services Provider**</b>
Administrator	X	X	
Agriculture, Food and Natural Resources	X	X	
Audiologist, School	X	X	X
Business and Marketing Education	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 (ECE) Special Education	X	X	
ECE 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	
Gifted Education, Specialist		X	
Health	X	X	
Instructional Technology	X	X	
Instructional Technology Specialist		X	
Librarian, Teacher		X	
Mathematics	X	X	
Middle School Mathematics	X	X	
Mentor Teacher		X	
Music (K-12)	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		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	X	X	
Speech/Language Pathologist, School	X	X	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 (discontinued, fall 2019)</i>	X	X	
<p>*Specific endorsement requirements available at <a href="http://www.cde.state.co.us/cdeprof/endorsementrequirements">http://www.cde.state.co.us/cdeprof/endorsementrequirements</a>.</p> <p>**Special Services Provider endorsements are issued only on Special Services Provider licenses and are not offered as add-ons to teacher licenses.</p>			