



AAQEP Annual Report for 2025

Provider/Program Name:	Colorado State University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Teacher Licensure at Colorado State University

Colorado Department of Higher Education (CDHE) accredits all the University's educator preparation programs, and the Colorado State Board of Education (SBE) approves the content of these licensure programs. Higher education is coordinated by the CDHE, which is responsible for admission standards, resources, and program/degree approval. CSU is one of 22 Colorado institutions of higher education approved to offer professional education programs. Thirteen institutions are public and eight are private. The professional education program at CSU is the responsibility of the School of Education, one of eight academic units in the College of Health and Human Sciences (CHHS), led by Dean Lise Youngblade. Dr. Mary Pedersen is the Director of the School of Education. Dr. Daniel Birmingham is the Associate Director of Educator Preparation. Dr. Birmingham and Juliana Searle are the University Licensure Officers. The work of those in Educator Preparation within the School of Education focuses on both undergraduate and graduate education in a broader educational context, using a Professional Development

School (PDS) model of educator preparation. Both undergraduate and graduate programming focus specifically on teacher and principal preparation.

Program Offerings

CSU's Teacher Licensure Program delivers nine (undergraduate) and 11 (post-bachelor) initial program options in secondary education, four K-12 program options in Art, Music, Foreign Language, and Instructional Technology (Computing), and one Early Childhood Education (ECE) program option at the undergraduate and post-bachelor levels. Program options at the undergraduate and post-bachelor levels include Agricultural Education, Business Education, Distributive (Marketing) Education, and Family and Consumer Sciences. Post-bachelor teacher candidates at CSU are served not only through the "regular" program that results in a teaching license only, but also through a master's degree program specifically designed for post-bachelor candidates.

The **three options** for the Teacher Licensure Program at CSU are *Undergraduate Licensure with a Content Area Major*, *Licensure Only for Post-Bachelor Candidates*, and *Licensure with a Master's Degree for Post-Bachelor Candidates*. Teacher education candidates complete at least 33 credits of professional educator coursework and over 800 hours of field experience designed around state and national pedagogical standards.

The *Undergraduate* and *Post-Bachelor* options are designed in a four-phase structure. The unique phase system allows candidates to gradually build upon their increasing knowledge of teaching and schools and successfully complete their capstone student teaching experience. Any university student can take the classes in Phase I to explore teaching as a career option. If students wish to continue in the licensure program to Phase II, they must formally apply and be admitted to the program before being allowed to register for classes in Phase II. The program model for undergraduates and post-bachelor students is below. This model includes **both** the teacher licensure curriculum for the secondary/K-12 and early childhood education (ECE) programs. As described, coursework differs for ECE students in Phases II and III of the undergraduate program.

The Colorado State University Teacher Licensure Program is designed and delivered as a developmental progression of coursework and field experiences that carefully guide candidates through the initial process of learning to teach and culminates in the final recommendation for teacher licensure. The program is reinforced throughout by a consistent philosophical and programmatic core of learning based on **standards** (national, state, and institutional), by extensive and intensive **partnerships** between and within the university and with local school communities, and by maximizing the **experiential learning** opportunities for candidates. This design is based upon the work of the National Council for Accreditation of Teacher Education (NCATE) Professional Development School (PDS) Model (2001; 2014). PDSs are innovative institutions formed through intentional partnerships between professional education programs and school districts (NCATE, 2014). This model implements a 4-fold mission of 1) Educator Preparation, 2) Faculty Development, 3) Inquiry Directed at the Improvement of Practices, and 4) Enhanced Student Engagement; with the overall intent to create 21st Century *Centers of Pedagogy* (Zimpher & Howey, 2013). Centers of Pedagogy "are university-based hubs devoted entirely to supporting all practices and innovations, laboratory and clinical, necessary for

creating high-quality teachers (and leaders). It is both a laboratory site and a satellite site for clinical classroom placements” (Zimpher & Howey, 2013, p. 409).

As reported by Goodlad, Soder, and Sirotnik (1990), faculty members in teacher education have a responsibility to future teachers to not only transmit information, but to also model what their candidates are expected to do. To build appropriate competencies, the professional education faculty at Colorado State University is committed to teaching and modeling effective instructional practice creating an invitational environment and translating critical theory to classroom practice. Through experiencing and reflecting on these practices and environments, teacher licensure students will better comprehend the role of the teacher as a facilitator of student success. Goodlad et al. (1990) remind us that “faculty of the school must come together to plan the array of teaching methods to be demonstrated in the program, the kinds of faculty-student interactions to be modeled for and replicated by their students, and the ways in which students are to participate in evaluating the teaching they observe and the curriculum they experience” (p. 290). This concept of effective modeling is similarly addressed in Vygotsky’s (1986) concept of relational imitation and through Dewey’s (1938) notion of learning through direct experiences. In their endeavor to identify specific instructional features promoting meaningful growth in teacher education candidates, Jensen and Winitzky (1999) examined more than 40 studies on educational improvement. Thirty-two of these investigations reported meaningful learning in candidates with teacher training programs which emphasized course content used in context, repeated reflection, and modeling by faculty and other professional educators.

As Goodlad et al. (1990) surmised, “We recommend, then, that the responsible faculty plan not just a sequence of courses and field experiences but deliberate demonstration of pedagogical procedures their students will be expected to use in the practice part of their preparation programs” (p. 291). The program of teacher preparation is developmental in its phase design, with courses and field experiences designed to address the progressive stages of learning to teach. Skills, knowledge, and dispositions in each program phase are built on those that precede and on the developing skills and understandings of pre-service candidates. The conceptual framework of the initial licensure program supports the development of new teachers who understand how best to facilitate student learning based on their roles as learners, collaborators, and leaders. The components of this theme are grounded in a strong knowledge base developed from research and best practice.

The master’s option with a teaching license has coursework at the graduate level. It focuses on the development and licensing of teachers who have already received their undergraduate degrees in a specific content area. Areas of licensure include Early Childhood Education, Social Studies, Business, English, Family and Consumer Science, Foreign Languages, Marketing, Speech, and special consideration for Science, Technology, Engineering and Math (STEM). The master’s program is described below.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.chhs.colostate.edu/soe/center-for-educator-preparation/>
<https://www.chhs.colostate.edu/soe/about-education/accreditation/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Academic Year 2024-2025: Enrollment and Completers

Programs that lead to initial teaching credentials

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)	2024-2025 Enrolled & Completed
Bachelor of Science	Agriculture and Renewable Natural Resources Education	6	5	11
N/A - Post Bachelor	Agriculture and Renewable Natural Resources Education	2		2
Master of Education	Business/Marketing Education		1	1
Bachelor of Science	Computer Science	1		1
Master of Education	Computer Science		2	2
Bachelor of Science	Dance Education	1		1
Bachelor of Science	Early Childhood Education	46	15	61
Master of Education	Early Childhood Education	1	9	10
Bachelor of Arts	English Language Arts	23	19	42
Master of Education	English Language Arts		3	3
Bachelor of Science	Family and Consumer Sciences	7	8	15
Bachelor of Science	Mathematics - Secondary	12	6	18

Master of Education	Mathematics - Secondary		1	1
Bachelor of Music	Music	16	9	25
Master of Music	Music	2	1	3
Bachelor of Science	Science	8	5	13
Master of Education	Science		5	5
N/A - Post Bachelor	Science	1		1
Bachelor of Arts	Social Studies	32	19	51
Master of Education	Social Studies		12	12
Bachelor of Fine Arts	Visual Arts	20	7	27
Master of Education	Visual Arts		5	5
Bachelor of Arts	World Languages	4		4
N/A - Post Bachelor	World Languages	1		1

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
Programs that lead to initial teaching credentials			
Total for programs that lead to initial credentials		183	132
Programs that lead to additional or advanced credentials for already-licensed educators			
		N/A	N/A
Total for programs that lead to additional/advanced credentials		N/A	N/A
Programs that lead to P-12 leader credentials			

		N/A	N/A
Total for programs that lead to P-12 leader credentials		N/A	N/A
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
		N/A	N/A
Total for programs that lead to specialized professional or no specific credentials		N/A	N/A
TOTAL enrollment and productivity for all programs		183	132
Unduplicated total of all program candidates and completers		183	132

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Recall, in 2024 we recently launched two new licensure pathways to meet school and district needs (i.e., Computer Science and Dance Education). In 2025, we are in the process of developing a new Elementary Education undergraduate program. In following both university and state guidelines, proposals have been submitted and are currently in review.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
183
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
132

C. Number of recommendations for certificate, license, or endorsement included in Table 1.											
132											
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.											
<i>Our expected timeframe for UG graduation is 4 years, and 1.5 times that is 6 years. For our graduate programs, the expected timeframe is 12 months, with 1.5 times being 18 months.</i>											
E. Summary of state license examination results , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.											
<i>Beginning in 2023, the Colorado Department of Education clarified with Educator Preparation Programs (EPPs) across the state that PRAXIS exams are optional for all content areas except Early Childhood Education, Special Education, and Elementary Education. As such, CSU has chosen to no longer require PRAXIS exams for content areas outside Early Childhood Education. When the undergraduate Elementary Education program begin accepting students (Fall, 2026), we will require students to complete PRAXIS exams.</i> <i>HB 22-1220 provides state funding for required exams for those enrolled in Early Childhood Education programs at CSU (both undergraduate and graduate). Distributing vouchers during the 2024-2025 AY allowed us to track the number/percentage of students needing to re-take exams. Our analysis of this data notes that more undergraduate students need to retake one or both required PRAXIS exams. In response to the need for some students to re-take one or both exams, PRAXIS study sessions were offered by the ECE program coordinator. The study sessions were optional. The table below notes our analysis.</i> Percent of ECE majors needing ONE retake for their PRAXIS exam <table> <tr> <th></th><th>Undergraduate Students (N = 43)</th><th>Graduate Students (N = 10)</th></tr> <tr> <td>5024 – Educating Young Children</td><td>7% (3/43)</td><td>0%</td></tr> <tr> <td>5205 – Teaching Reading: Elementary</td><td>5% (2/43)</td><td>0%</td></tr> </table>				Undergraduate Students (N = 43)	Graduate Students (N = 10)	5024 – Educating Young Children	7% (3/43)	0%	5205 – Teaching Reading: Elementary	5% (2/43)	0%
	Undergraduate Students (N = 43)	Graduate Students (N = 10)									
5024 – Educating Young Children	7% (3/43)	0%									
5205 – Teaching Reading: Elementary	5% (2/43)	0%									
F. Explanation of evidence available from program completers , with a characterization of findings.											
Career Development Seminar Each semester we provide a Career Development Seminar, inviting HR Directors and building principals from across the region to engage with those who are in their final semester of the teacher training program. The purpose of the Seminar is to help 'soon-to-											

be' graduates experience the interview process by speak with HR Directors and building principals regarding hiring practices. In addition, our soon-to-be graduates engage in mock interviews with HR Directors and building principals. Finally, the event provides an informal space for teacher candidates to learn more about what they might expect during the first year of teaching.

Results from Spring and Fall 2025 indicate participants (students, HR Directors, building principals) found the event beneficial in the five following ways:

1. Direct Interaction with Administrators and Hiring Personnel

Participants consistently valued the chance to speak one-on-one or in small groups with principals, assistant principals, and HR staff. These conversations helped them understand what hiring leaders look for in teacher candidates and build confidence about the application process.

2. Resume Review and Personalized Feedback

Many participants highlighted resume discussions and individualized guidance as highly beneficial. They appreciated learning what to include, what to change, and how to make resumes stand out to hiring committees.

3. Interview Tips and Practice Guidance

Advice on interview strategies, potential red flags, and example questions was frequently mentioned. Participants felt this helped them prepare more effectively and reduced anxiety about upcoming interviews.

4. Access to Resources, Links, and Career Tools

Attendees found the shared links, materials, and career development resources useful for preparing applications and interviews beyond the seminar itself.

5. Supportive and Collaborative Breakout Sessions

The breakout rooms—especially those led by administrators like Carey from PHS—were praised for their welcoming atmosphere and in-depth discussions. Participants valued the opportunity to ask specific questions and hear multiple perspectives from school leaders and peers.

Differentiation

Based upon our 2022 Quality Assurance Report (QAR), we noted that an area to explore more in-depth is the preparation of our graduates to *differentiate* to meet their students' needs. Four questions from our NExT Exit Survey ask those who are near the end of their student teaching experience to share their perceptions of how well prepared they felt in this area. There was a total of 36 (27%) participants for the timeframe noted, with 35 completing the questions below.

Questions	Tend to Agree/Agree	Tend to Disagree/Disagree
B1a - Differentiate assessment for all learners	83% (29/35)	17% (6/35)
B2b - Differentiate instruction for a variety of learning needs	66% (23/35)	34% (12/35)
B2c - Differentiate for students at varied developmental levels	83% (29/35)	17% (6/35)
B2d - Differentiate to meet the needs of students from various socioeconomic backgrounds.	83% (29/35)	17% (6/35)

When examining these data, an area of improvement is to increase the response rate for those participating in the NExT Exit Survey. Student teachers are given time and encouraged to complete this survey during the final seminar experience of the semester. We may want to explore pairing down or cycling the survey questions to help improve our response rate. Determining which questions to pose at the end of each academic year needs to be a collective decision of the faculty.

That said, we are pleased with the data noting an increase in how our student teachers feel about their level of preparation in working with students to differentiate assessment, differentiate based on developmental level, and differentiate for those from various socioeconomic backgrounds. Differentiating instruction for a variety of learning needs continues to be an area of tp examine.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

We are in the process of administering the Supervisor Survey for the upcoming data collection cycle and plan to deploy the survey June 2026. Current feedback is anecdotal and aligns with site visits (school district administrators value our partnerships; school district administrators believe our graduates are well-prepared to work in classrooms).

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings.

This section may also indicate rates of completers' ongoing education, e.g., graduate study.

We gather employments rates from our Transition to Teaching Survey (self-report) as well as through the state's [Educator Preparation Program \(EPP\) Dashboard](#). The dashboard provides information that can be disaggregated by EPP programs and notes only those graduates who are working within Colorado public school settings. The dashboard allows analysis of where CSU graduates are teaching within the state of Colorado. In addition, the dashboard allows EPPs to see where their new graduates may be teaching and gain an understanding of retention rates. The information within the dashboard is limited in that it notes only the program of graduation (i.e., transfer student data is not included).

***The state's EPP Dashboard is currently unavailable for traditional preparation programs. ***

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

A faculty member has taken over assessment and reporting requirements. The work complies with the faculty members' service load.

During summer 2025, the faculty member coordinating the Early Childhood Education undergraduate and graduate programs resigned their position. Due to this resignation, Associate Director Danny Birmingham has assumed the leadership role of the Early Childhood program during the 2025-2026 academic year. A search to replace this faculty member is underway. This will be a full-time, non-tenure track position. All other staffing has remained the same.

As part of the Comprehensive Program Proposal (CPP) for the *new* undergraduate Elementary Education program to be launched in the Fall of 2027, the case is made for an increase in staffing due to the capacity of current faculty. Over the first five years of the program, a total of four tenure track and five non-tenure track faculty are needed to deliver this new program. Additional support from three Graduate Teaching Assistants, one Human Resources Coordinator, one Academic Success Coordinator, and one Field Placement Coordinator are also included as part of the proposal.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<u>CEP Teacher Quality Standards</u> Student teaching observations seek information pertaining to AAQEP 1a <i>from three perspectives: university coach, mentor teacher, and teacher candidate.</i>	Target for success criteria is that students perform at the “Developing” level as indicated in the Cumulative Student Teaching Evaluation (see Student Teaching website), as our evaluation is aligned with state measures for in-service teacher effectiveness. This evaluation tool is coupled with coaching conversations, developmental feedback, and reflective teaching practices as they relate to teacher candidate growth and development.	
<u>NExT Exit Survey</u> In 2019, leadership from CEP joined the Network for Excellence in Teaching (NExT) Consortium of EPPs (Educator Preparation Programs) using the collection of NExT Surveys. This survey is <i>from the perspective of candidates at the end of their program.</i>	Growth Mindset (Dweck, 2008) as an approach to program evaluation. CEP faculty reviewed the data to identify areas of relative strength and areas of relative growth. This is determined by the highest areas of agreement and highest areas of diversity/skewness among responses. Areas of greatest alignment and greatest skewness become areas identified as part of the Self-Study.	Provide summary of Key Survey Questions from this past year A2 d.; B1a; B1b; B1e; B1g; B1r; B2b.

<u>NExT TTS Survey</u> In 2019, leadership from CEP joined the Network for Excellence in Teaching (NExT) Consortium of EPPs using the collection of NExT Surveys. This survey is <i>from the perspective of candidates one year removed from program</i>.	Growth Mindset (Dweck, 2008) as an approach to program evaluation. CEP faculty reviewed the data to identify areas of relative strength and areas of relative growth. This is determined by the highest areas of agreement and highest areas of diversity/skewness among responses. Areas of greatest alignment and greatest skewness become areas identified as part of the Self-Study.	Provide summary of Key Survey Questions from this past year B1a; B1b; B1g; NTTS B1r; B2b
<u>PRAXIS Scores (where applicable)</u> CEP graduates take their content area PRAXIS exam prior to student teaching and must demonstrate their knowledge of content, pedagogy, and instructional skills for the classroom. *Content Matrices are available for review	Required state thresholds for ECE are indicated here. 5205: Teaching Reading: Elementary 5024: Educating Young Children	HB 22-1220 is allowing for tracking of the number of attempts. Data & Reporting Specialist collects this information and shares it with faculty.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<u>CEP Teacher Quality Standards</u> Teachers work collaboratively with the families and/or significant adults for the benefit of students.	Average rating of Developing to Proficient in cumulative Student Teaching Evaluation (see Student Teaching website)	CEP TQS 2d. Teachers work collaboratively with the families and/or significant adults for the benefit of students.

<u>NExT Exit Survey</u> In 2019, leadership from CEP joined the Network for Excellence in Teaching (NExT) Consortium of EPPs using the collection of NExT Surveys.	Growth Mindset (Dweck, 2008) as an approach to program evaluation. CEP faculty reviewed the data to identify areas of relative strength and areas of relative growth. This is determined by the highest areas of agreement and highest areas of diversity/skewness among responses. Areas of greatest alignment and greatest skewness become areas identified as part of the Self-Study.	Key Survey Questions NE B4 c
<u>NExT TTS Survey</u> In 2019, leadership from CEP joined the Network for Excellence in Teaching (NExT) Consortium of EPPs using the collection of NExT Surveys.	Growth Mindset (Dweck, 2008) as an approach to program evaluation. CEP faculty reviewed the data to identify areas of relative strength and areas of relative growth. This is determined by the highest areas of agreement and highest areas of diversity/skewness among responses. Areas of greatest alignment and greatest skewness become areas identified as part of the Self-Study.	Key Survey Questions NTTS B4 c
<u>Career Seminar</u> This seminar is designed to provide targeted support to teacher (and principal) candidates in preparing for and obtaining a teaching position.	Positive responses from a variety of stakeholders, as indicated on three cycles of survey data.	Participants are surveyed at the end of each Career Seminar Offering. Feedback is applied toward future offerings.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

For the 2025 calendar year, faculty engaged in the work of preparing future teachers from both within the School of Education as well as faculty from content area departments have focused on 1) a *program redesign of the Secondary Educator Preparation Program* and 2) the *development of a new Elementary Educator Program*.

Secondary Educator Preparation

Revisions for the *Secondary Educator Preparation program* began with faculty evaluating and providing feedback on the program during regular faculty meetings. Results of the previous year's NExT Survey data were used to guide initial areas of discussion (e.g., knowledge and skills working with students with disabilities). During summer 2025, two new courses were developed (EDUC 250 - Student Centered and Asset Based Teaching and EDUC 310 - Planning Asset-based Instruction and Assessment). These courses are in the university review process. Reenvisioning of EDUC 350 and 450 is the next phase in this work.

New Elementary Education Program

During spring 2025, the overall concept for the *new* Elementary Education program was envisioned and summer 2025 was spent developing 27 new classes. University faculty and K-12 teachers partnered to collaborate on designing courses that aligned with the four pillars: *Humanizing Educators, Pedagogical Expertise, Mental Health and Wellness, and Differentiated Expertise*. We are excited to highlight the innovation of incorporating mental health and wellness as part of the overall curriculum. All courses are at the college and university levels and are being reviewed for approval. The program was presented to the university provost and has been approved. The full program is currently being reviewed by the Colorado Department of Education.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Create new pathways for those attending CSU to consider teaching as a pathway for them.
Actions	Beginning March, 2025, our new Academic Advising and Recruitment Coordinator was hired. The updated role has a focus on recruitment and outreach both within and outside CSU. We will continue to monitor recruitment levels for Early Childhood Education and Secondary Education programs at both the UG and Grad levels.
Expected outcomes	We expect to see an increase in enrollments at both the UG and Grad levels. As the School of Education places Educator Preparation as one of its three pillars, additional resources have been put in place to continue to address the need for teachers and leaders across Colorado and nationally.
Reflections or comments	Colorado State University is switching to a new budget model based upon credit hours generated. This change affords increased funding for SOE courses offered as part of the All-University Core Curriculum (i.e., Liberal Arts curriculum).
Standard 2	
Goals for the 2025-26 year	Improve our data collection processes and results for those who have been teaching for at least one year and for those who supervise them.
Actions	1. We will invite graduates from fall 2022 through spring 2024 to participate in the NExT Transition to Teaching Survey (TTS).

	2. In June 2026 we will administer the NExT Supervisor Survey, seeking more formal feedback on our graduates from those who employ them.
Expected outcomes	We ask students teachers to update their personal email addresses on our Student Teaching Tracker prior to graduation. These email addresses are used when deploying the TTS. As part of the TTS, participants are asked to note the name and email address of their supervisor, thus providing us with a pool of participants for the NExT Supervisor Survey.
Reflections or comments	Beginning January 2025, a new Data Analyst was hired for the School of Education. Due to their getting up to speed with state and federal reporting requirements, we will administer the NExT Transition to Teaching Survey (TTS) spring 2026.
Standard 3	
Goals for the 2025-26 year	Engage in a review and update of the Secondary teacher preparation curriculum with the perspective of graduating future teachers who are <i>critical social justice educators</i> , who work with a variety of learners.
Actions	Continuation of the redesign for the Secondary Education program (e.g., EDUC 250 - <i>Student Centered and Asset Based Teaching</i> , and EDUC 310 - <i>Planning Asset-based Instruction and Assessment</i>). Monitor participant responses to course surveys and in NExT Exit survey data questions.
Expected outcomes	The two new courses (EDUC 250 and 310) will be approved. EDUC 350 will be updated to provide a greater focus on creating relational classrooms and curriculum that focuses on working with students with special needs at the secondary level. EDUC 450 will continue with a focus on assessment and differentiation and will build off the new two courses 250 and 310.
Reflections or comments	We believe we are taking intentional steps to intentionally align the secondary program to better address our goal of improving graduates' feelings of efficacy related to differentiation of all students.
Standard 4	

Goals for the 2025-26 year	Program expansion to address the state's teacher shortage through the development of a <i>new</i> undergraduate Elementary Education program.
Actions	As a School of Education, we will continue to collectively work to develop and begin offering the <i>new</i> undergraduate Elementary Education program with a fall 2027 start. In addition, ONE tenure-track faculty member will be hired during this timeframe.
Expected outcomes	Expect to begin advertising the program in 2026 and begin offering some courses. Will begin enrolling UG students for the program fall 2027.
Reflections or comments	We believe the time is right for an elementary education program at Colorado State University for several reasons. First, we believe this program will help address the teacher shortage in our state and beyond through workforce development. Second, preparing high-quality educators promises to positively impact retention issues in schools which has been identified as a main contributor to the national teacher shortage (LPI, 2024). Third, student data from national sources and our own student surveys reveal opportunities for growth in an elementary education program as well as an opportunity to meet students' educational interests. Finally, an elementary education program fills a gap in the School of Education's program offering. Currently we offer pathways to teacher licensing in secondary (6-12) and early childhood (birth – 8 years-old) areas, but do not offer preparation for elementary teachers.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

We continue to follow our data quality goals as established in 2022 and within Colorado's Departments of Higher Education and Education via the [Best Practices Report](#):

- Practice 5A: Teacher preparation programs use data to monitor graduates' performance, make improvements, and ultimately drive success.
- Practice 5B: Programs meaningfully engage stakeholders in data sharing and continuous improvement.
- Practice 5C: Teacher preparation programs engage in strategies to improve the P-20 education system and meet local needs.

Beginning January 2025, a new Data Analyst was hired for the School of Education. Their focus has been getting up to speed with state and federal reporting requirements.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We believe the time is right for an elementary education program at Colorado State University for several reasons. First, we believe this program will help address the teacher shortage in our state and beyond through workforce development. Second, preparing high-quality educators promises to positively impact retention issues in schools which has been identified as a main contributor to the national teacher shortage (LPI, 2024). Third, student data from national sources and our own student surveys reveal opportunities for growth in an elementary education program as well as an opportunity to meet students’ educational interests. Finally, an elementary education program fills a gap in the School of Education’s program offering. Currently we offer pathways to teacher licensing in secondary (6-12) and early childhood (birth – 8 years-old) areas, but do not offer preparation for elementary teachers.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Daniel Birmingham, Associate Director of Educator Preparation	Dr. Mary Pedersen, Director, School of Education

Date sent to AAQEP:	
---------------------	--