

SCHOOL OF EDUCATION

STUDENT HANDBOOK

UNDERGRADUATE &
POST-BACCALAUREATE



TO-DO LIST FIRST SEMESTER

- ❑ **Read this student handbook!** You will be required to turn in an acknowledgement slip at orientation.
- ❑ **Establish a CU-Boulder e-mail account and check it regularly.** Email is the official means of communication at CU-Boulder and within the School of Education. We and the university-at-large will send e-mail only to your CU account.
- ❑ **Obtain and submit fingerprints.** You are required to submit fingerprints within your first semester in the program. Obtain a fingerprint card from the Colorado Department of Education, be fingerprinted by an appropriate law enforcement agency, and submit your completed card and money order or cashier's check for \$39.50—payable to the Colorado Bureau of Investigation—to the Office of Student Services, EDUC 151) by September 15.
- ❑ **Read the Buff Teacher e-mail newsletter.** You will be added to the listserv before your first semester so that you may receive messages important to all teacher licensure candidates. See [page 27](#) for more details.
- ❑ **Review your Program of Studies Checklist** to determine remaining course requirements. Meet with the Director of Advising to sketch out a plan.
- ❑ **Make sure you have satisfied the Basic Skills requirements.** If not, they must be satisfied by the end of your first semester in the program.
- ❑ **Register for courses.** If you need assistance with course selection, please make an appointment with the Director of Advising by calling (303) 492-6555.
- ❑ **Attend the mandatory New Student Orientation.** The date and time are provided in your admission letter. Faculty advisors and the Director of Advising will be available at the orientation to answer your questions.
- ❑ **Meet your Faculty Advisor.** Contact information for your advisor is mailed to you before you begin the program. If you have misplaced this information, call (303) 492-6555.

HOW TO OBTAIN CU-BOULDER E-MAIL & COMPUTING ACCOUNTS

If you are a new student at the university, your e-mail, web, and IdentiKey accounts were created for you before you arrived on campus. You also created passwords for each during the TOTALComm@CU 123 registration process. For more information, go to www.colorado.edu/totalcomm/. If you need assistance with your accounts, call ITS at **303-735-HELP** (5-4357 from an on-campus phone).

You will have three computing accounts:

1. **An IdentiKey account:** Consists of your CU login name and a password (that should be different from your computing account password) and allows you to dial into CU-Boulder's modem pools from off-campus locations, to use ITS computing labs on campus, to access CBT (computer-based training) for software programs, and to access CU Connect (<https://cuconnect.colorado.edu/uPortal/index.jsp>).
2. **A CU-Boulder e-mail account on mail.colorado.edu:** Your e-mail address will be **firstname.lastname@colorado.edu**. You have the option of forwarding this address to any other e-mail address such as a hotmail or yahoo address, but you are still required to check it regularly. To change where you receive e-mail, log into CU Connect and select the PLUS tab.
3. **An account for personal web pages on either ucsu.colorado.edu or ucsb.colorado.edu.** Each account consists of your CU login name and a unique password.

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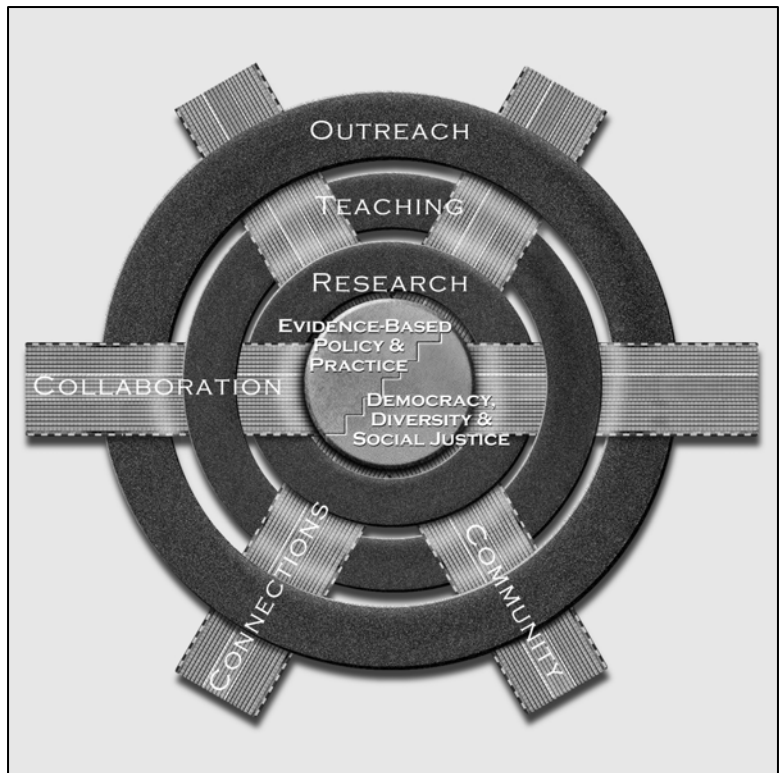
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PROGRAM GOALS

OUR COMMITMENT TO THE NEXT GENERATION OF TEACHERS

Our aim in the School of Education is to prepare teachers who have the knowledge, skills, and dispositions to foster *all* candidates' learning. We are committed to introducing you to *evidence-based research and practice*. Like other professions, there is an established knowledge base that guides best teaching practice. Through your courses and field experiences, you will learn knowledge shared by the teaching profession as a whole. This knowledge base reflects what is known through experimental studies (scientifically-based research), through studies of the wisdom of practice, and through conceptual scholarship. We are also committed to bringing *issues of democracy, diversity, and social justice* to the foreground in our discussions about who learners are, what they need, what should be taught, and how the social, political, cultural and historical contexts of schooling shape what happens in classrooms.

The teacher education programs at CU-Boulder are performance-based and anchored in both state standards and our specific program goals.



PERFORMANCE BASED PROGRAM

The School of Education will recommend you for an initial teaching license if you have *satisfied* each of the Performance-Based Standards for Colorado Teachers. These standards, adopted by the State Board of Education, describe what a new teacher must know and be able to do in the following eight domains: (1) literacy, (2) mathematics, (3) standards and assessment, (4) content, (5) classroom and instructional management, (6) individualization of instruction, (7) technology, and (8) democracy (see Appendix A). The majority of these standards are *satisfied* during the student teaching semester; to *satisfy* a standard, you must either demonstrate understanding or the ability to perform independently at the level expected of a first-year teacher. In your courses and practicum experiences before student teaching, you will be *introduced* to the knowledge base for each standard element and have opportunities to *develop and practice* the skills and dispositions associated with each standard element. Course syllabi are annotated to show the specific Performance-Based Standards addressed and at what level (D/P=developed and practiced; S=satisfied) in that particular course.

ANCHOR IN STATE STANDARDS

Each program is anchored first and foremost in state standards. Each program has been carefully designed to prepare you to teach K-12 candidates to meet the *Colorado Model Content Standards*. The Colorado Department of Education's website [http://www.cde.state.co.us/index_stnd.htm] outlines Colorado's model content standards for grades K-12, suggested grade level expectations for most subject areas, and additional information on the standards-based education effort in Colorado.

As mentioned above, our programs are also carefully designed to prepare you to satisfy each of the Performance-Based Standards for Colorado Teachers (see Appendix A).

ANCHOR IN TEACHER EDUCATION PROGRAM GOALS

The program goals are reinforced throughout Education courses and field experiences. To achieve these goals, you will engage in a planned sequence of courses and accompanying field experiences in community and school sites. The Teacher Education Program goals focus on the preparation of novice teachers in three overlapping areas as described in the table below.

<p>KNOWLEDGE OF SUBJECT MATTER AND PEDAGOGY</p>	<p>CU-Boulder teacher candidates will be knowledgeable about subject matter and adept at teaching it. To meet this goal, you will:</p> <ul style="list-style-type: none"> ◆ Learn teaching strategies based on current research that are culturally and linguistically appropriate ◆ Use interdisciplinary approaches to learning ◆ Develop authentic classroom assessments ◆ Use pedagogical content knowledge that incorporates rich content and ways to teach it ◆ Learn instructional management strategies ◆ Develop lesson plans that address Colorado Model Content Standards for K-12 candidates and the Performance-Based Standards for Colorado Teachers
<p>EDUCATION OF CANDIDATES IN A DIVERSE SOCIETY</p>	<p>You will learn to incorporate multicultural and diverse perspectives into your own teaching and learning. You will be able to organize classroom instruction to meet the needs of a variety of learners, including linguistically different, ethnically diverse and exceptional learners. This goal is accomplished by:</p> <ul style="list-style-type: none"> ◆ Placing you in diverse community and school sites ◆ Providing instruction in multicultural and second language approaches to teaching and learning ◆ Providing instruction in legal issues and classroom strategies designed to serve special needs children in the regular classroom
<p>PROFESSIONAL OBLIGATIONS AND DISPOSITIONS OF TEACHERS IN A DEMOCRACY</p>	<p>In order to develop K-12 candidates' competence as citizens, workers and family members in a democratic society, you need to understand the contexts which contribute to and detract from equality and democratic participation in schools. This learning will be reinforced through:</p> <ul style="list-style-type: none"> ◆ Class readings and discussions ◆ Involvement in school and community settings ◆ Knowledge about the ethical and legal obligations of teachers ◆ Adoption of reflective, critical stances about your own and others' classroom practice and about the broader educational and social issues that impact schools ◆ Exposure to different educational traditions and reflection on those traditions ◆ Collaboration with peers and colleagues to develop a sense of your roles and identities in the professional community ◆ Development of communication and human relations skills and peer and professional collaboration through course work, student and faculty interaction, and field experiences

ADVISING

You should seek ongoing advising to ensure that you will be able to complete your program in a timely fashion, to obtain a teaching credential, and to discuss your educational goals and professional development. The candidate is responsible for seeking advising through the appropriate channels, which are described below. The School is not responsible for difficulties that arise from a candidate's failure to follow published policies and guidelines or who seek advice from anyone other than the appropriate School officials.

ADVISING RESOURCES

The School offers two primary advising resources to all teacher education candidates: the Director of Advising (or Student Advisor) and a faculty advisor. Each resource offers expertise in specialized areas as described below. Complex issues may require that a candidate seek information from both sources.

Director of Advising (Student Advisor)

1. Advises teacher education candidates on course options, pre-requisites, and completion of program requirements.
2. Clarifies university and School policies, procedures, programs, and expectations and/or assists candidates in finding answers to university and School policy, procedural, programmatic, and expectation questions.
3. Monitors and enforces School policy on academic and professional standing and counsels with faculty and other administrators on candidates who are identified as having problems meeting academic or professional standards, [page 18](#).
4. Determines student teaching eligibility for each candidate prior to student teaching, meets with each candidate to review his/her eligibility and any stipulations or permissions pursuant to his/her eligibility status, and monitors compliance with stipulations and permissions up to student teaching.
5. Recommends candidates to the Colorado Department of Education for licensure upon the successful completion of all program requirements, answers questions about licensure procedures and policies, and completes institutional verifications for out-of-state licensure.
6. Guides and oversees teacher licensure admissions and prospective candidate advising under the auspices of Assistant Dean for Teacher Education.
7. Is available to candidates year-round through appointments and walk-in times. Walk-in appointments are restricted to 20 minutes. Appointments are 30 minutes.

Faculty Advisors

1. Give substantive advice about content area course options and teacher education program structure.
2. Approve course waivers for all candidates requesting an exception in an area of study for which the faculty has content expertise.
3. Provide general career counseling, professional advice, and clarification on educational and professional goals.
4. Counsel candidates in intervention meetings who are identified as having problems meeting academic or professional standards, [page 18](#).
5. Make referrals to the Academic Learning Center or Office of Disabilities when appropriate.
6. Participate in new student orientations and host annual fall term advising nights.
7. Invite their candidate advisees to meet with them every spring term.
8. Assist PBA-to-MA candidates in the selection of a master's program within the School of Education.

CANDIDATE RESPONSIBILITIES

Teacher education candidates are expected to take the initiative to seek advice from the Director of Advising and their faculty advisor. Advising is a relationship. Each party has responsibilities that if met, will contribute to positive outcomes. The responsibilities of our School officers are described above. Candidates also have responsibilities in the advising relationship. They are as follows:

1. To review published materials that describe program requirements, policies, guidelines, and expectations and to seek clarification from an advisor or appropriate School official if any element is not understood.
2. To know the program requirements for licensure in your program.
3. To schedule courses in accordance with policy and program requirements, and to be knowledgeable about course pre-requisites and how these may affect progress toward completion.
4. To observe academic and administrative deadlines.
5. To inform the Director of Advising about changes in career goals, major, attendance, health, financial, or other factors that may affect your ability to participate fully in your academic work and make reasonable academic progress or to comply with licensure requirements.
6. To adhere to university procedure for registration and schedule maintenance.
7. To be knowledgeable about course assignments, expectations, and policies by reading each syllabus.
8. To participate fully in all courses for which you are enrolled, including adherence to field experience components and placements arranged for you by School officials.
9. To observe Director of Advising appointment guidelines and attend walk-ins with quick issues only (issues that can be resolved in 15 minutes or less).
10. To observe faculty office hours or make special arrangements with one's faculty advisor for meetings.

Special Note for Undergraduate Candidates

All Undergraduates in the School are expected to meet regularly with their College of Arts and Sciences (A&S) or College of Music advisor. These advisors will assist you with degree requirements, in the exploration of other academic opportunities, and in the navigation of university policy and services. They will not assist you in planning and policy for the School of Education teacher licensure programs. For more information on advising in A&S, see the Academic Advising Center website: <http://www.colorado.edu/aac/index.html>.

HOW TO SEEK ADVISING

- ◆ **E-mail:** Ask general questions through Ed-Advise: edadvise@colorado.edu.
- ◆ **The Buff Teacher:** This resource is sent to you monthly from the administrative staff to alert you to important events, deadlines, and opportunities. It is sent to your Colorado.edu account only. Candidates will be held responsible to the information provided in The Buff Teacher.
- ◆ **Appointments with the Director of Advising:** Call (303) 492-6555 to schedule an appointment or find out when walk-ins appointments are available; walk-ins are reserved for issues that can be discussed in 15 minutes or less — not for substantive advising on one's progression or fulfillment of program requirements. Or, come to the Office of Student Services in EDUC 151 to view the appointment book. E-mail is an acceptable means of communication; however, it should be used only for the kinds of issues that could be discussed in a walk-in meeting.
- ◆ **Appointments with your Faculty Advisor:** Your faculty advisor's identity and contact information were mailed to you in the Welcome letter. This information is kept in the Office of Student Services. Call (303) 492-6555 to obtain contact information and office hours. If you have this information, please contact your faculty advisor by phone or e-mail to make arrangements.

COURSE REQUIREMENTS

All teacher candidates must complete the following:

1. Specific Arts & Sciences Core/liberal arts and content area course work required for teacher licensure.
2. An academic major and bachelor's degree program. (For Undergraduates, this must be done in a CDHE-approved major. For Post-BA, this means that you completed a bachelor's degree in an appropriate area of study from an accredited institution of higher education.)
3. Education course work and field work requirements.

LIBERAL ARTS & CONTENT AREA REQUIREMENTS

Undergraduate

CU-Boulder College of Arts and Sciences (A&S) and College of Music (Music) undergraduates must complete a minimum of 120 semester hours for a degree. See your A&S advisor for the residency requirements and advising on how to complete your major. All undergraduates must complete the A&S Core Curriculum (or BME Core, if Music), major requirements, and the School of Education's licensure requirements. The licensure requirements include academic preparation components as well as education course work components. These requirements may intersect with core requirements and/or major requirements. You should consult with our Student Advisor and your A&S advisor regularly to ensure that you will fulfill core, major, and education requirements. Meet with your A&S advisor prior to meeting with the Director of Advising when seeking registration advising. This is to ensure all requirements for teacher education and the degree will be met in four years.

Undergraduate Majors

Select a major approved for your teaching field. If possible, consult the Director of Advising or A&S advisor (or Music advisor) before selecting a major and courses to meet core requirements.

Approved Elementary Education Majors for Undergraduates				
Anthropology	Economics	Mathematics		
Astronomy	English	Physics		
Communications	Geography	Political Science		
Distributed Studies-CHEM	History	Psychology		
Distributed Studies-EBIO	Humanities	Spanish		
Distributed Studies-GEOL	Linguistics			
Approved Secondary Education Majors for Undergraduates				
English	Foreign Lang.	Math	Science	Social Studies
Communications	French	Math	Astronomy	Anthropology
English	German		Chemistry	Economics
Linguistics	Italian		Distributed Studies—CHEM	Geography
Humanities	Japanese		EBIO	History
	Latin		Physics	International Affairs
	Russian			Political Science
	Spanish			
Approved K-12 Music Majors for Undergraduates				
Music Education				

Post-Baccalaureate

Post-Baccalaureate candidates must fulfill liberal arts content area requirements that meet Colorado standards for teacher licensure. Most Post-Baccalaureate candidates find that even though they have degrees, they usually have to take a few more liberal arts classes along with education courses to meet state licensure requirements.

Elementary Post-BA Teacher Education candidates must have 40 semester hours of liberal arts, which include:

- ◆ Six semester hours of college-level Mathematics
- ◆ Twelve hours in the Social Sciences (includes 3 hrs Geography, 3 hrs Political Science)
- ◆ Six hours in the natural sciences (includes 3 hrs Biology, 3 hrs Physical Science)
- ◆ Six hours in Literature and Writing
- ◆ Foreign language proficiency at the 3rd semester college-level, which is not counted toward the 40 semester hour liberal arts requirement

Secondary Post-BA Teacher Education candidates should be aware that in most subject areas the teaching field requirements are greater than the requirements for the academic major. All subject areas are required to complete the following:

- ◆ Three semester hours in college-level Mathematics
- ◆ Three hours in Writing
- ◆ Three hours in Humanities
- ◆ Six hours in Science
- ◆ Six hours in Social Sciences
- ◆ Prescribed course work in your content field (usually equivalent to a major in that field)

See your Program of Studies Checklist to determine what additional liberal arts content area requirements you need to fulfill.

LENGTH OF PROGRAM

Undergraduate

Undergraduates concurrently complete course requirements for A&S Core, their major, and teacher education. If a candidate declares a state-approved major in his/her freshman year and plans his/her courses with teacher education in mind, then a candidate may complete all requirements in four years. However, some candidates may require additional time to meet teacher education requirements. Reasons for a lengthened program include: late application and admittance to program, study abroad, change in major, leave of absence, lack of knowledge regarding program requirements, and/or failure to seek appropriate advising. Teacher education leads to certification rather than a degree and so may be continued following graduation from a bachelor's degree program. Undergraduates who are considering study abroad should consult with the Director of Advising before finalizing plans, [see page 23](#).

Post-Baccalaureate

Post-Baccalaureate candidates complete course requirements for teacher education while, in many cases, concurrently completing courses to satisfy liberal arts and/or content area requirements for licensure. The Post-BA program is a minimum of one and a half years, including three fall/spring semesters and typically one Mayme-ster. Program length may grow by whole semesters, depending upon the ability of a candidate to attend full-time and the number of liberal arts and/or content area courses required to fulfill licensure requirements. Meet with the Director of Advising to discuss program length.

PROFESSIONAL COURSE WORK IN EDUCATION

Course work in the teacher education program is designed to provide a coherent learning experience that culmi-

nates in a successful student teaching semester.

Several courses have co-requisite practicum requirements. Experiences in schools and communities provide opportunities to work with candidates, teachers, and families where you develop the practices and habits of mind that characterize effective teachers. Practicum experiences range from four hours per week to a full day per week in a classroom in one of our partner school districts. In each semester, candidates may take up to two courses with co-requisite practicum requirements; therefore, careful planning is necessary to ensure efficient progress. Candidates should meet with the Director of Advising to develop a plan to meet all core, major, and education requirements in four years.

Elementary Teacher Licensure Program

CHANGES FOR CANDIDATES ADMITTED FOR FALL 2007

Beginning fall 2007 all newly admitted elementary education students must take EDUC 4800 Elementary Reading Assessment & Intervention. We strongly recommend that you enroll in EDUC 4321 Integrated Reading and Writing in the first semester because it is a pre-requisite for the newly developed reading course.

The following courses are no longer required: EDUC 3621 Art for the Elementary Teacher, EMUS 3203 Music for Classroom Teachers, and PHED 4200 Physical Education and Health in the Elementary School. **IF YOU SUCCESSFULLY COMPLETED THESE COURSES IN SPRING 2007 OR EARLIER, WE WILL GRANDFATHER IN THE COURSES AND YOU WILL NOT BE REQUIRED TO COMPLETE EDUC 4800 Elementary Reading Assessment & Intervention..**

If you have not yet taken the Art, Music, and PE courses, do not enroll in them in fall or any other future terms. The courses will not count toward your education requirements and you are not considered eligible for grandfathering. Please note that you will see the courses in the registration system as course option over the 2007-2008 academic year. We will continue to offer the courses over the year so that students admitted for spring 2007 or earlier may complete their requirements. These courses may be taken as elective credit, but may not replace required education courses.

REQUIRED ELEMENTARY COURSES

EDUC 3013-3 School and Society. Candidates take this course prior to admission or in the first semester; it also satisfies the cultural and gender diversity A&S Core requirement.

EDUC 3023-3 Teaching in American Schools. (Pre-or Co-requisite: EDUC 3013.) Includes up to 5 hours per week of school-based practicum in a diverse school. Focus: Fostering and managing effective classroom learning communities and supporting *all* learners, including English language learners and candidates who have special needs.

***EDUC 3621-1 Art for the Elementary Teacher, EMUS 3203 Music for Classroom Teaching and PHED 4200-1 Physical Education & Health—Elementary School.** No longer required. See section above for information on grandfathering.

EDUC 4311-3 Children’s Literature and Literary Engagement. (Pre-or Co-requisite: EDUC 3013.) Includes up to 1 hour per week reading with a child. Focus: Children’s literacy development and planning and implementing sound instructional practices for literacy.

EDUC 4321-5 Integrated Reading and Writing for Elementary Schools. (Pre-or Co-requisite: EDUC 3013.) Includes up to 4 hours per week of school-based practicum. Focus: Children’s literacy development and planning and implementing sound instructional practices for literacy.

EDUC 4331-3 Social Studies for Elementary Schools. (Pre-or Co-requisite: EDUC 3013.) Includes up to 4 hours per week of school-based practicum. Focus: Social studies content and its connection with social action and/or service learning projects.

Note: Candidates admitted for summer or fall 2007 who take this course in fall 2007, spring 2008, or Maymester 2008 will complete the co-requisite practicum in EDUC 4331. Candidates admitted for

summer or fall 2007 who take this course in fall 2008 or after are not required to complete the co-requisite practicum.

EDUC 4800-3 Elementary Reading Assessment & Intervention. (Pre-requisite: EDUC 4321.) Includes up to 4 hours per week of school based practicum. Focus: Continuation of children's literacy development with an emphasis on assessment and intervention for struggling readers. Note: This course number will change in fall 2008. This course is mandatory for those who did not complete Art, Music, & PE successfully by the end of spring 2007.

The following three courses must be taken *concurrently* and should be taken in the semester immediately *preceding student teaching*. Includes a full school day per week of school-based practicum. Focus: Planning and implementing sound instructional practices in science and mathematics and understanding the organization and integration of a full day in an elementary classroom .

EDUC 4411-3 Educational Psychology in Elementary Schools

EDUC 5205-3 Elementary Mathematics Theory and Methods

EDUC 5215-3 Elementary Science Theory and Methods

Secondary Teacher Licensure Program

EDUC 3013-3 School and Society. Candidates take this course prior to admission or in the first semester; it also satisfies the cultural and gender diversity A&S Core requirement.

EDUC 3023-3 Teaching in American Schools. (Pre-or Co-requisite: EDUC 3013.) Includes up to 5 hours per week of school-based practicum in a diverse school. Focus: Fostering and managing effective classroom learning communities and supporting all learners, including English language learners and candidates who have special needs.

EDUC 4112-3 Educational Psychology and Adolescent Development. (Pre-or Co-requisite: EDUC 3013.) Candidates take this course prior to admission or any semester in the program.

EDUC 4122-3 Principles and Methods in Secondary Education. (Pre-or Co-requisite: EDUC 3013.) Includes up to 5 hours per week of school-based practicum. Focus: Planning and implementing sound instructional practices in the secondary classroom. This course typically meets off-site at a secondary school.

EDUC 4232-3 Language and Literacy across the Curriculum. Explores the relationship between language and learning with the goal of developing teaching practices that engage students in using language as a tool for understanding and constructing meaning across the curriculum. Explores how language/literacy take on different forms and functions in different social contexts and academic disciplines. Must be admitted to the secondary or K-12 teacher education program. Note: Secondary English candidates will take a special section of this course to be offered in spring terms only, beginning with all students admitted for fall 2007.

EDUC 53X5-4 Methods and Materials in the teaching field (mathematics, English, science, social studies, etc.). (Pre-or Co-requisite: EDUC 3013.) (Pre-requisite for English and social studies: EDUC 4122.) Includes up to five hours per week in a school-based practicum. Focus: Planning and implementing sound instructional and assessment practices in the content area.

Additional Courses by Subject Area

Secondary English

EDUC 5325-3 Literature for Middle/Secondary Teachers (Fall only)

EDUC 4342-3 Composition for Teachers (Spring only)

Secondary Science

EDUC 5315-3 Nature of Science & Science Education (Fall only)

Secondary Mathematics

EDUC 5317-3 Nature of Mathematics & Mathematics Education (Fall only)

Secondary Social Studies

EDUC 5316-3 Nature of Social Studies Education (Fall only) (Post-BA only, but highly recommended for Undergraduates.)

FIELD EXPERIENCES

Field experiences are an important component of our teacher education programs, since they provide you with practical applications of course content. Licensure candidates participate in a minimum of 800 hours of field experiences. These consist of *practica*, or placements made prior to student teaching, and *student teaching*, a full time school placement in the final education semester.

The School of Education's conceptual framework clearly supports connections between theory and practice and recognizes that field experiences provide the opportunity to support those links. The process of changing roles from teacher candidate to professional educator is a complex one. The transition takes place over a period of time, in small increments. Field experiences are a critical step in the process. You are provided experiences to schools and students in a setting in which you might someday teach. Field experiences allow you to enter the K-12 school situation to apply the theories and practices suggested in the university classroom as well as to gain valuable initial teaching experience. You are introduced to field-based experiences early in your program. A hierarchy of experiences is woven throughout the program and are crucial component of various courses.

Both you, course instructors at CU Boulder, and partnership districts have much to gain from the collaboration involved in a successful field experience. You benefit from the opportunity to become directly involved in the life of the classroom. Through your classroom visits, you have opportunities to observe a variety of effective teaching practices, develop individual teaching skills, and initiate professional relationships with master teachers and other school staff. The field experience provides practicum teachers with skilled classroom aides as well as the opportunity to develop professionally through their supervision and observation of future teachers. Finally, the field experience provides the course instructors with an important link to area schools and ongoing practice.

GENERAL EXPECTATIONS FOR SUCCESSFUL FIELD EXPERIENCES

Field experiences provide you with the opportunity to demonstrate the dispositions, knowledge and skills expected of professional educators. To that end:

- ◆ We expect you to enter the field experience with an open mind, and with a willingness to learn, grow and change.
- ◆ With each field experience, you are expected to become more engaged in the practice of teaching. This emphasis on teaching reflects CU Boulder's commitment to providing our candidates with classroom-based opportunities designed to promote professional growth and reflection.
- ◆ We expect you to actively reflect on what you see and do in the cooperating classroom. To support this process, you will complete practicum-based assignments in each course that is linked to a field experience.
- ◆ We expect you to know and respect the norms of the practicum school and classroom. Field experiences mark the beginning of your professional role in the classroom, and you should plan to follow the school's code of professional conduct. Typically this means arriving promptly, signing in at the main office, providing advance notice of cancellations, and following school dress codes for faculty. Schools vary in their specific requirements and conventions and you are responsible for seeking in advance the school and classroom policies.
- ◆ We expect you to communicate frequently with both your course instructor and the practicum teacher. We encourage you to seek opportunities to discuss constructively your observations with professional staff and to strive actively to make the field experience a useful part of your profes-

sional training. We also expect you to display initiative and make a full contribution to student achievement. If, for any reason, you do not feel that your field experience is contributing positively to your professional program, you should communicate your concerns to your course instructor.

PRACTICUM PLACEMENT PROCEDURES

Practicum placements are made by the Director of Field Experiences to ensure the practicum schools provide the educational opportunities required by the School Education and the Colorado Department of Education. The Director of Field Experiences works closely with your course instructor to secure quality practicum placements. You are not allowed to set-up your own practicum placements.

At the start of the semester, the Director of Field Experiences will visit your practicum linked course and explain the expectations of your practicum experience, or the course instructor will explain the expectations in some cases. Courses require specific placements with partnering schools/districts where field experiences are assigned. You will be placed in one of as co-requisites to many of your education courses. The practica placements are designed to balance grade levels (e.g., middle and high school for secondary, primary and intermediate for elementary) and diversity (e.g., at least one school practicum placement must be in an ethnically diverse setting).

To maximize the practicum experience, you will typically be placed in a school with at least four other students from your course. This will allow you to create a professional learning community with your classmates and lessen the travel schedule of the faculty liaison assigned to your practicum school.

Once a placement has been secured for you, the placement information will be communicated via your Colorado.Edu account and by your course instructor. You will start your practicum experience by the third week of the semester. On rare occasions, you may be asked to begin your practicum in the fourth week.

As a practicum student, you are responsible for your transportation to and from your practicum school. This is not the responsibility of the School of Education. Most of the schools we work with are accessible by public bus. This works well for many candidates and the public bus system and can be effectively utilized with proper planning. You are also encouraged to carpool with other candidates.

Each practicum placement requires three to eight hours in the field every week. Acceptable performance in practica is required for satisfactory completion of the associated courses and is a prerequisite to student teaching.

GETTING READY FOR SUCCESS

Before the first semester begins

- ◆ Activate your Colorado.edu email and learn how to effectively use it. All communication will come to you via Colorado.edu e-mail only. Check it everyday.
- ◆ Read and understand the School of Education Student Handbook.
- ◆ Complete the fingerprinting requirement.
- ◆ Attend the New Student Orientation and arrive with questions.

The first week of the semester

- ◆ Read and understand your course syllabus. Successful completion of the practicum is required in order to pass for the class.
- ◆ Read and understand the practicum expectations outlined in this handbook and your syllabus.
- ◆ Read and understand the practicum progress report. (See Appendix C.)
- ◆ Read and understand CDE's Performance Based Standards for Colorado Teachers. Identify the standards met in each class in which you are enrolled. (See Appendix A.)
- ◆ Obtain your CU name badge distributed at the New Student Orientation. Please seek assistance in the Office of Student Services (OSS) if you need a replacement badge.

- ◆ Map out your practicum time and assignment deadlines on your calendar.
- ◆ Transportation is your responsibility. Arrange a back-up plan so you can reach your placement should you experience transportation problems. Discuss such a possibility with other candidates.
- ◆ Compose your letter of introduction. Your instructor may collect this as an assignment or review it. (See Appendix B.)

The second week of the semester

- ◆ Assemble your introductory packet. This will include: your letter of introduction, information from your course instructor on practicum assignments/assessments, and information from the Director of Field Experiences.
- ◆ Research the school and district of your tentative practicum placement. Review the End of the Year Report and the School Improvement Plan to understand the goals and initiatives of the school and district.
- ◆ Set practicum goals for yourself that align with the practicum progress report and the goals and initiatives of your tentative practicum placement. (See Appendix C.)
- ◆ Prepare questions for your practicum teacher and be ready to explain your learning goals, assignments, and ways to be a constructive contributor to the learning environment.
- ◆ Transportation is your responsibility. Arrange a back-up plan so you can reach your placement should you experience transportation problems. Discuss such a possibility with other practicum students at your practicum school or at nearby schools. If necessary, use public transportation or call a taxi.

First practicum visit

- ◆ This is time for you to make a good impression and contacts that could lead to a future job. Make this a valuable experience for yourself.
- ◆ Once you get your placement assignment, you will report to your practicum school.
- ◆ Take your introductory packet with you. This will include: your letter of introduction, information from your course instructor on practicum assignments/assessments, and information from the Director of Field Experiences on practicum's overview.
- ◆ If you have a specific assignment due for class, make sure that you give your practicum teacher plenty of advance warning.
- ◆ Arrange with your practicum teacher when you should arrive and leave each day. Punctuality is important. It is important to build in some time to talk and plan with your practicum teacher before or after classes. This is not always easy, but try to work out some time when you can talk to your practicum teacher to get feedback.
- ◆ Get your practicum teacher's official school e-mail address so we can send the practicum progress report electronically. Give this contact information to your course instructor as soon as you acquire it. If we do not get the correct information, you will not receive an assessment or grade for the course.
- ◆ Obtain a copy of your practicum teacher's schedule.
- ◆ Tour the practicum school. Find out where you should park, which bathrooms you may use, and where you may eat.
- ◆ You should treat your practicum responsibilities with all the seriousness you would give to your first teaching position. Absences are to be avoided except in the most serious circumstances, and you should expect to show up, regardless of weather conditions and transportation issues. The teachers

and students expect and count on you to be there. If you must miss a day (or part of a day), notify practicum teacher and instructor, and arrange to make up the missed practicum hours or days prior to the end of the semester.

- ◆ Be actively engaged in what's going on in the classroom. Be proactive and show initiative. Talk to your practicum teacher about the kinds of activities you need to be involved in while you're in the classroom and what your goals are for this experience. Find ways to work with students and support your practicum teacher's goals.
- ◆ Direct, honest, and calm communication is the first step in resolving professional misunderstandings or conflicts. Practice the professional assertiveness that you are going to need as a teacher. If you have any problems or concerns about your practicum placement, please contact your course instructor immediately. We want you to have a successful experience and will do what we can to assure that that happens.

During the semester

- ◆ Be prepared for any work your practicum teacher expects for you. Confer with your course instructor if you have questions or concerns about tasks you are asked to complete by the school.
- ◆ Avoid trying to be one of the students. Learn your students' names. Avoid touching students.
- ◆ Support appropriate behavior norms set up by the practicum teacher. Follow all school procedures. Be discreet with comments and opinions. Please.... No value judgments about the practicum teacher or students.
- ◆ Remember that your primary focus at all times should be the students and working with your practicum teacher; minimize idle chitchat with other candidates. Avoid checking email, surfing the internet, reading personal materials or other tasks that send the message that the practicum is not your top priority.
- ◆ Be sure to check-in/sign-in at the practicum school's main office and always wear your CU name badge. Wearing your nametag is important and complies with various safety regulations in the practicum school.
- ◆ Take advantage of learning opportunities at the practicum school. Attend special events such as parents' night, assemblies, conferences and extracurricular activities.
- ◆ Observe other teachers who teach within your grade level/content area.
- ◆ Observe other teachers who do not teach your grade level/content area.
- ◆ Ask your practicum teacher if it is appropriate for you to attend team, grade level or department meetings.
- ◆ Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the practicum assignment. If you know that you will want to keep some of the instructional materials for your own use, you must check the school's policy and then decide whether to purchase the necessary supplies outside of the school.
- ◆ Maintain a positive attitude, and always speak professionally about students and school staff members. Confine discussion regarding specific students to those who have professional contact with the student. When discussing classroom incidents in university classes, do not use student names.
- ◆ Pay attention to timelines and required deadlines. If you have a specific assignment due for class, make sure that you give your practicum teacher plenty of advance warning. Work with your course instructor to adjust syllabus deadlines if you need to accommodate your practicum teacher's curriculum.
- ◆ Your practicum teacher will evaluate your progress in your practicum and give you feedback. The

Director of Field Experiences will contact all practicum teachers at midterm to check your progress. Final evaluations will be completed on-line. The final evaluation report will be sent to your instructor before final grades are given for the course.

- ◆ Remember that we are guests in the school. We are there to learn from practicum teacher and students. You may see some teaching styles that do not necessarily match your own, but there is something to learn from everyone.

At the end of the semester

- ◆ Reflect on your work and experiences.
- ◆ Send thank you letters to your practicum teacher and the appropriate administrators, and support staff and the students.
- ◆ Return any instructional materials that you borrowed during your practicum experience.
- ◆ Update your resume.
- ◆ Review your teacher licensure plan. Make sure you are taking licensure courses in the proper sequence.
- ◆ Make sure your GPA meets licensure requirements.
- ◆ Review CDE's Performance Based Standards for Colorado Teachers. Identify the standards met in the course you completed. (See Appendix A)
- ◆ Prepare for the next semester.

SUGGESTIONS FOR PROFESSIONAL DRESS AND BEHAVIOR FOR TEACHER CANDIDATES

Professional dress for teacher candidates is clean, neat, and modest. Teacher candidates are required to observe the dress standards of the practicum schools for teachers as a minimum. Special occasions may require special dress such as shorts for field days or other events and teacher candidates will rely on the host school personnel for guidance in special occasions.

Professional behavior for teacher candidates is prudent, responsible, and beyond reproach. Community expectations for public school teachers guide teacher candidates. Teacher candidates are expected to be models for children in language, conduct, and demeanor.

Impressions do make a difference!

STUDENT TEACHING

At the end of your program you will student teach. This involves extended teaching in a school in *the Denver metro area*. You cannot be paid for this experience. Student teaching is done at the grade level and teaching field in which you are to be licensed. Your workload will resemble that of a full-time teacher in the school. Student teaching cannot be waived by any previous teaching experience.

Placement Process before Student Teaching

The semester before student teaching you will begin the placement process. You will seek to be assigned to one or several teachers, called *cooperating teachers*, in a school. Cooperating teachers have at least three years of teaching experience, are licensed in the teaching field you are pursuing, and serve as models and mentors during your student teaching experience. You will not be assigned to a cooperating teacher who is a friend or relative, or to a school in which you were a student or where a relative is currently a student. Please consult the Director of Field Experiences with questions on our placement policies.

Experiences during Student Teaching

As a student teacher you will work full-time in a school as an apprentice teacher and will gradually assume responsibilities for classroom instruction. You will receive the Student Teaching Handbook, which details expectations and responsibilities. While student teaching you will be supervised and observed by the cooperating teacher(s) and a university supervisor who will provide feedback, recommendations and evaluations of your performance. These evaluations will include assessments of your performance on required state standards for teachers.

During your student teaching semester, you will enroll in a course called “student teaching” and in a seminar with your university supervisor and other student teachers. In this seminar you will share experiences, troubleshoot issues, read pertinent materials, and prepare a teaching “work sample” in which you demonstrate proficiency on state standards. There is one mandatory School of Education meeting during student teaching. This meeting is called the Kick-Off meeting. At this meeting, you learn about the licensure process, teacher’s legal responsibilities, and meet with your university supervisor for the first time.

A final evaluation and recommendation of your performance, written by the cooperating teacher(s) and university supervisor, will be placed in your file in the Office of Student Services with a copy sent to the university Office of Career Services.

TEACHER EDUCATION PROGRAM STUDENT ACADEMIC & PROFESSIONAL STANDARDS & PROCEDURES

As a licensing institution, CU-Boulder has an obligation to the teaching profession and the citizens of Colorado to maintain high standards for our teacher education candidates. In addition to meeting academic standards, prospective teachers must also demonstrate attitudes and behaviors consistent with professional conduct and effective work with children.

Academic and intellectual integrity is a core value of the CU-Boulder campus and of the teaching profession. Commitment to the highest standards of intellectual honesty is a responsibility of every student and faculty member at the University of Colorado.

These standards and procedures apply to the all candidates in the Teacher Education Program. To remain in good standing in the School of Education’s Teacher Education Program (or “Program”), a candidate must make satisfactory progress toward program requirements, maintain satisfactory academic performance, and uphold the professional standards.

Candidates are subject to, and are also responsible for knowing and complying with other University of Colorado rules and policies, including the University of Colorado Student Honor Code (see <http://www.colorado.edu/academics/honorcode/>) and the “Student’s Rights & Responsibilities Regarding Standards of Conduct” (see <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html>).

Furthermore, candidates may also be subject to performance and conduct standards by the partner schools in the Teacher Education Program.

ACADEMIC AND PROFESSIONAL STANDARDS (UG/PBA)

To make satisfactory progress toward Program requirements, each semester candidates must enroll in at least one education course or at least one course in another department that meets Program requirements.

Academic performance is determined by grades. To maintain satisfactory academic performance, candidates must maintain a 2.75 grade point average (GPA). The GPA is calculated using all previous course work (including that completed at other institutions prior to admission) and CU-Boulder coursework (including core/liberal arts courses, education courses, and content area course work for secondary teaching fields).

In addition, to meet licensure standards, candidates must earn a grade of C- or higher in all education course work and a grade of C- or higher for all course work in the Arts & Science Core and liberal arts content requirements that meet Teacher Education Program requirements. In order to pass an education course, a candidate must *satisfy* all Performance-Based Standards for Colorado Teachers that are met in the specific course. Additionally, unsatisfactory performance in a field experience will result in not passing the associated education course.

The candidate must perform and conduct himself or herself in accordance with State of Colorado licensure standards.

Candidates must demonstrate attitudes and behaviors consistent with professional conduct and effective work with children.

SANCTIONS

Failure to meet any of the standards articulated above may result in any of the following sanctions: probation, suspension, or dismissal from the Program. Candidates will be notified in writing of any actions and will be allowed to appeal all decisions.

Candidates who are in field placement who are charged with harming the health and welfare of children may be summarily removed from the field placement.

PROBATION, SUSPENSION, & DISMISSAL RELATED TO ACADEMIC GPA AND SATISFACTORY ACADEMIC PROGRESS

If a candidate's cumulative GPA drops below a 2.75, or the candidate's semester GPA is less than 2.75, the candidate is placed on probation. If a candidate fails to make satisfactory academic progress, the candidate is placed on probation. Once placed on academic probation, the candidate must meet the terms of the probation sanction or s/he will be suspended or dismissed from the School of Education.

PROCEDURES TO UPHOLD ACADEMIC & PROFESSIONAL STANDARDS

Each semester the student advisor reviews all transcripts to ensure each candidate has made satisfactory progress toward program requirements and has achieved satisfactory academic performance. The Director of Field Experiences reviews all practicum and student teaching assessments completed by cooperating teachers and university supervisors. In addition, throughout the semester the Assistant Dean solicits information from the Director of Advising, Director of Field Experiences, and faculty about candidates' academic and professional performance and conduct. The Assistant Dean requests information regarding candidates who may have demonstrated behaviors, performances, or attitudes that could be potentially damaging to children or professional relationships in school settings.

For each candidate identified in the monitoring process described above, the Assistant Dean for Teacher Education may take any of the following actions: take no action, request to meet informally with a student, hold an intervention meeting, place the candidate on probation, suspend or dismiss the candidate from the Teacher Education Program.

During an informal meeting or intervention meeting, a support plan may be developed and placed in the candidate's file. If an intervention meeting is warranted, the candidate is notified in writing of the specific concerns raised about the candidate's performance, the purpose of the intervention meeting, the participants, and possible dates/times. The Assistant Dean for Teacher Education or Director of Field Experiences convenes the meeting. In addition to the candidate, other participants may include the course instructor, university supervisor, cooperating teacher. The candidate may request to bring his/her faculty advisor or other advocate. The purpose of the meeting is twofold: to identify issues and concerns regarding the candidate's academic or professional performance and to outline specific actions the candidate and other parties will take in response to these concerns, and the timeline for doing so. Typically, a support plan is developed and a follow up meeting is scheduled within the semester. The meeting convener (Assistant Dean or Director of Field Experiences) is responsible for ensuring a meeting summary or support plan is completed, sent to meeting participants via e-mail or by hand, and placed

in the candidate's file and communicated to faculty who work with the candidate in subsequent semesters. The Director of Advising is responsible for monitoring support plan completion.

If probation, suspension, or dismissal is warranted for failure to meet academic standards, the Director of Advising notifies the candidate in writing of the specific reason(s) for his/her probationary status, suspension, or dismissal. The letter outlines specific terms/conditions the candidate must meet in order to be taken off probation or reinstated/readmitted. The candidate may appeal this academic decision to the Assistant Dean for Teacher Education.

If probation, suspension, or dismissal appears warranted for going against professional standards and/or for a combination of low academic performance and ongoing serious concerns about professional standards, the Assistant Dean for Teacher Education will first convene a group comprised of the candidate's instructors and advisor to share and gather additional information. If, as a result of the discussion, this group determines that the concerns do not warrant probation/suspension/or dismissal, either an intervention meeting is scheduled or no other action is taken. If the Assistant Dean and the advisory group determine that further action is warranted, the candidate is notified in writing of the specific information indicating the possible need to take adverse action (probation/suspension/dismissal). The student is asked to attend a meeting to discuss this information. The candidate is notified of three potential meeting dates and is requested to respond by a specific date (with his/her choice of meeting date). In addition, the candidate will be referred to the appropriate section(s) of the Student Handbook on the School of Education website.

Meeting participants are a panel that includes the Assistant Dean of Teacher Education, the Director of Field Experiences, the candidate's teacher education advisor, the staff advisor of the Office of Teacher Education, or other individuals as deemed appropriate by the Assistant Dean. The candidate may bring a faculty advisor or representative from the Ombuds Office. At this meeting, the information is outlined and the candidate has an opportunity to address and respond to the information. All meetings involving the candidate will be taped. The candidate may request a 2nd meeting if there is not time to adequately address concerns. The candidate is informed of the committee's recommendations in writing. The candidate may appeal the decisions within ten (10) days of receipt of the decision; such appeals are made to the Dean of the School of Education. If the candidate does not appeal, the recommendations become final.

APPEAL

Students may appeal any academic decision, including admissions decisions and course grades. To appeal, students should first present their reasons for appealing to the original decision maker, i.e. faculty member, faculty committee, or administrator. If the student remains dissatisfied with the result of the appeal, s/he may appeal next to the Assistant Dean for Teacher Education (if enrolled in a teacher education program), the Associate Dean for Graduate Studies (if enrolled in a graduate program), or the Dean of the School of Education (if either the Assistant or Associate Dean was the original decision maker) by submitting a School of Education Petition Form (PDF) to the Office of Student Services. In the petition the student states the decision or program policy s/he is petitioning and his/her reasons for doing so. The Assistant Dean or Associate Dean will respond directly or convene a faculty committee to review the appeal and make recommendations. The student will be notified by e-mail of the decision/response. If the student remains dissatisfied with the result of the appeal, s/he may appeal next to the Dean of the School of Education, and then to the Dean of the Graduate School (graduate students only). Students may also utilize the Boulder Campus Ombudsman in Willard Hall. For information, see <http://www.colorado.edu/Ombuds/>.

REINSTATEMENT/READMISSION

A student dismissed from the Program may apply for reinstatement. Each request for reinstatement will be reviewed on a case-by-case basis. This process is the same as initial application but also includes a meeting with the Director of Advising and/or the Assistant Dean for Teacher Education. Persons readmitted to the Teacher Education program must satisfy the program requirements in effect at the time of reinstatement or readmission.

ADMISSION, CREDIT & ENROLLMENT POLICIES

PROVISIONAL ADMISSION

Provisional admission is offered to applicants who have not satisfied admission requirements for minimum grade point average (GPA) or who have not satisfied the Basic Skills requirement. Provisional admission is offered to applicants on a case-by-case basis. It is never offered to candidates who cannot raise their GPA to 2.75 within the semester immediately following admission or who have a cumulative, CU, education, or content (secondary teaching field) GPA below 2.5. Provisional admission stipulations are defined in the admission letter. Failure to resolve the admission provision(s) as described in the letter will result in dismissal from the Teacher Education Program.

DEFERMENT

Newly admitted Post-BA candidates may defer their admission for up to one year. Eligibility requires that new candidates have not enrolled in any courses. Once a candidate has enrolled, admission may not be deferred and the candidate may choose to withdraw from the university. Newly admitted candidates are not eligible for the university's Time Out program and so must withdraw. In this case, the candidate will have to reapply and submit new application materials. A written request for deferment must be sent to the Admissions Coordinator for Teacher Education Programs in the Office of Student Services.

ENROLLMENT RESTRICTIONS

The professional sequence of Education courses is restricted to Education candidates by program area with the exception of EDUC 3013 and the additional three hours in which a secondary candidate may enroll prior to admission to the school. Elementary candidates are not permitted to take secondary courses nor vice versa. Furthermore, courses may have additional pre- or co-requisite restrictions. Consult your Program of Studies Checklist for information about pre- and co-requisites. We review class lists during registration and at the start of each term to ensure that candidates are following the enrollment policy. Candidates who are not adhering to enrollment policy will be dropped from the inappropriate course(s) and notified by e-mail.

WAIT LISTS

If a course that you need is full, please put yourself on the waitlist. There is always the possibility that given enough candidate demand, we will open an additional section or increase the enrollment maximum. Candidate demand is judged by the number of candidates on a waitlist. Decisions about waitlists and demand are made in the weeks following registration but preceding the start of the next semester. Candidates will be notified of changes via e-mail.

NUMBER OF COURSES WITH CO-REQUISITE FIELD EXPERIENCES

Candidates may not enroll in more than two courses per semester that include co-requisite field experiences. For Elementary Education this includes EDUC 3023, 4321, 4331, 4800, and 4411/5205/5215 (courses share one practicum; counts as one practicum course). For Secondary Education this includes EDUC 3023, 4122, and 53X5 methods and materials course. Recognize that practicum courses will make additional demands on your time beyond the actual practicum time allotment in the schedule. Consider this additional responsibility when registering for major and core courses.

ATTENDANCE

Attendance in both courses and field experiences is both expected and essential for your learning.

Instructors rely on class time to model best practices and to provide opportunities for you to carry out teaching practices with their support; for example, you may collectively examine exemplars of candidate work to learn about sound assessment practices. If you miss a class, reading a colleague's notes is an inadequate replacement. Instructors communicate specific policies on attendance in their syllabi. For example, instructors, at their discretion, may lower your overall course grade if you miss more than one class, or they may not accept work if you are absent the day of an assignment. Instructors may outline procedures for contacting them in the event of an extreme emergency, i.e., significant illness, death in the family, car accident. Please read each syllabus to ensure you understand your instructor's attendance policy.

Attendance in practicum is required. Each practicum experience has a requisite number of field experience hours/days. If you miss practicum days or hours, you are expected to make them up. Absences that are not made up by the end of the semester may affect your practicum assessment, and therefore your course grade. In the event that it is necessary to miss a field placement day, you should contact your faculty liaison and practicum teacher(s) at least one week prior to the absence; arrangements should be made at this point to make up the absence. In the case of an emergency in which prior notification is impossible, you should contact the practicum teacher and the faculty liaison before the school day begins. You may also need to contact the school office personnel. This practice will vary by school site; you are responsible for following the school site's practices regarding teacher absence.

Specific policies with regard to attendance in student teaching are addressed in the Student Teaching Handbook, distributed in the student teaching semester.

INCOMPLETE GRADES

Incomplete grades are a contract between instructor and candidate to delay the posting of the final grade on the candidate's transcript for up to one year. Incompletes may be awarded for many reasons, including illness or family emergencies. Incomplete grades must be requested by the candidate and should not be awarded by the instructor for non-attendance. (In the case of non-attendance, the instructor should award the candidate the grade(s) s/he earned, usually an F.)

Procedure

If a candidate is in need of an incomplete grade(s), s/he should approach the instructor and request the grade. If the instructor approves, an [Incomplete Grade Contract Form](http://www.colorado.edu/education/pdfs/Incomplete%20Grade%20Agreement%20Form.pdf) must be completed. Contracts (available at www.colorado.edu/education/pdfs/Incomplete%20Grade%20Agreement%20Form.pdf) should be downloaded by the candidate and filled out with the instructor. The purpose of the contract is to provide protection for both candidate and the instructor and to clarify in writing all outstanding requirements, in order to eliminate confusion at a later date. The contract stipulates what work is needed to fulfill course requirements and outlines the timeframe for completion of said work. The contract must be submitted to the Office of Student Services, to be kept in the candidate's file for future reference, if needed.

There are two types of incomplete grades: an IF or an IW. An IW grade, if not completed, changes to a W when it expires and has no impact on the grade point average. An IF grade, if not completed, changes to an F when it expires and will impact the grade point average. The instructor determines which grade to award (IF or IW).

When the grade is changed to the final letter grade, the original incomplete notation (IF or IW) will remain on the transcript permanently, followed by the letter grade.

Time Limit

The university allows candidates to take up to one year to fulfill requirements, but the instructor may specify a shorter time period. If a one year timeframe is agreed upon, then all work must be submitted to the instructor well before the last day of classes, so the instructor will have time to read the materials and submit the grade change paperwork to the Office of Student Services before grades are due. It is the candidate's responsibility to find out from the instructor when the work must be submitted in order to resolve the grade.

Candidates may resolve IF or IW grades by submitting the outstanding work to the instructor within the agreed upon timeframe. The instructor determines what is necessary to complete the grade. Candidates with IF grades may re-enroll in the course within one calendar year to resolve the grade, but the course must be taken with the same instructor or else the IF will convert to a F grade. Candidates with IW grades who wish to keep a W grade off of their transcript and who want to repeat the course from the beginning should also re-enroll with the same instructor.

Please note: If the Change of Record Form(s) is not submitted before the last day of classes, the incomplete grade will expire and will not be eligible for change to a letter grade.

Therefore, candidates must submit outstanding work well in advance of the last day of classes, so instructors will have time to read and grade the materials. For candidates who re-enroll in IF or IW courses, instructors may either indicate the grade change on the end of term grade sheet or complete a Change of Record Form.

Change of Record

Change of Record Form(s) are available in the Office of Student Services for instructors to pick up and complete for their candidates. Due to security reasons, staff will not release Change of Record Form(s) to candidates; instructors must pick them up or make special arrangements with the Office of Student Services. All completed Change of Record Form(s) should be submitted to the Office of Student Services.

PASS/FAIL COURSES

At CU-Boulder candidates have the choice of taking courses Pass/Fail. However, courses with Pass/Fail do not count toward CU-Boulder Teacher Education Program requirements. All course work to be applied toward requirements in the Teacher Education Program must be graded. The only exception is course work in which the candidate has no choice about whether the course is P/F or a “graded” course. For example, some candidates transfer to CU-Boulder from an institution in which all courses are Pass/Fail courses. In this case, we will evaluate which of those courses count toward specific requirements. Candidates must prove that a C– grade or better would have been earned in the course.

COURSE WORK AT OTHER INSTITUTIONS

Courses taken at accredited institutions other than CU-Boulder are evaluated toward requirements for teacher education by the staff in the Office of Student Services when you apply to the program. If necessary, you will be referred to faculty for individual course approval. Restrictions that apply to course work taken at other institutions are a) recency of credit (see below), b) minimum grades, c) grades received in the course(s), and d) equivalency of course content.

STUDY ABROAD COURSE WORK

Course work taken abroad cannot fulfill *any* professional education course requirements, including foreign language methods courses. Study abroad experiences should be chosen carefully in consultation with your A&S advisor and the Director of Advising. Candidates are strongly encouraged to select a CU-Boulder approved study abroad program and to be prepared to provide course descriptions and other primary sources about course content. Candidates should consider course pre-requisites and other restrictions, such as spring/fall only offerings, when selecting his/her study abroad term.

COURSE REPLACEMENTS AND WAIVERS

Candidates may apply for a course waiver if they think they have met a licensure requirement that was identified in the admissions process as a deficiency. Waiver determinations are made by a faculty member whose field of expertise encompasses the subject specific to the license requirement. Candidates should allow 4-6 weeks for a decision.

For liberal arts and/or content area requirements, newly admitted or continuing candidates file a waiver form. Waiver forms are available in the Office of Student Services. Documentation on the course to be waived must accompany the form. Documentation includes: a syllabus (must be from professor, semester and year in which the course was taken), a course description (from catalog year when the course was taken), and a concise written statement from the candidate explaining why this course is appropriate for the specific requirement.

For education courses, up to six hours of education course work may be waived. Newly admitted or continuing candidates file a waiver form. Documentation on the education course to be waived must accompany the form. This includes: a syllabus (must be from professor, semester and year in which the course was taken) and work samples (upon request).

CORRESPONDENCE OR ONLINE COURSE WORK

Correspondence course work should be approved in advance by the School of Education Director of Advising.

Consult the correspondence study booklet available through the Colorado Consortium for Independent Student via Correspondence available from the Division of Continuing Education, University of Colorado, Boulder, CO 80309-0178, telephone (303) 492-8756 or (800) 332-5839; or online at <http://www.colorado.edu/cewww/>. In order for a CU-Boulder correspondence course to appear on a transcript for a given semester, it must be completed at least five weeks prior to the end of that semester.

REGENCY OF CREDIT AND EVALUATION OF EXISTING COURSE WORK

Education course work more than ten years old is *not accepted* for current requirements in any of the Teacher Education Programs. Also, those seeking secondary licensure whose academic course work in their teaching field is more than five years old must take six additional semester hours of course work in their field of specialization. The course work must be within the five years immediately preceding program completion.

USE OF GRADUATE LEVEL CREDIT

Graduate level (5000-level) credits are built into the initial teacher education tracks above. These credits may be used toward a Master's of Arts in Education earned at the CU-Boulder School of Education. Undergraduates may use these credits toward a master's degree *only if* the credits were not used to satisfy bachelor's degree requirements. Not all master's programs or program configurations within the school accept these credits toward degree requirements. No additional graduate level credits may be applied toward a master's degree. See the Director of Advising for more information.

CHANGES IN REGULATIONS AFTER YOU HAVE BEEN FORMALLY ADMITTED

The requirements which apply to you are those which are in effect *the semester for which you are admitted to the Teacher Education Program*. Occasionally, changes mandated by licensure regulations must be implemented before you can complete the program for which you were admitted. Every effort will be made to help you meet the any new requirements as expediently as possible.

If you withdraw, graduate, or complete the Teacher Education Program and wish to continue to take courses, you must re-apply for admission to the Teacher Education Program and/or university. You are subject to the requirements in effect at the time of your re-admission.

CHANGING PROGRAMS

Candidates who wish to change Teacher Education Programs are required to reapply, except when undergraduate candidates opt to complete their education program following completion of their degree program and have maintained continuous enrollment. Examples of cases in which a candidate must reapply include switching from Elementary to a Secondary field (or vice versa) and switching from one Secondary field to another (e.g., Math to Social Studies). Candidates interested in switching programs should meet with their faculty advisor and the Director of Advising.

CONTINUOUS ENROLLMENT/TIME OUT PROGRAM

Once admitted to an education program, you are expected to continue to enroll in classes every fall and spring term until you complete the program. If you need to take some time off from school but you wish to continue in the program, you should apply for the *Time Out Program (TOP)* by contacting the Office of the Registrar, Regent 125. The TOP program essentially holds your space in the university for up to one calendar year. When you receive the application for the Time Out Program, you should make an appointment with the Director of Advising to discuss your options. The Office of Teacher Education must approve the request for Time Out.

If you do not continue to enroll while in the Teacher Education Program and do not apply for the TOP, will be dismissed for failure to progress. To re-activate your enrollment, you must re-apply and you will be required to follow the program in effect at the time of re-admission. In this case, you would make an appointment with the Director of Advising in the Office of Student Services in order to review the current requirements.

WITHDRAWAL

There are two ways to withdraw from the University of Colorado: Candidates must either complete the registrar's withdrawal procedure (registrar.colorado.edu/students/students.html#withdrawal), or withdraw by default (by never registering or not re-registering after dropping all Boulder main campus classes). Candidates that are enrolled through the Division of Continuing Education and Professional Studies must withdraw from that campus separately. Nonattendance DOES NOT constitute withdrawal, nor is it the responsibility of a professor to drop a candidate from a class for nonattendance. If a candidate stops attending a class, the candidate remains liable for all applicable tuition and fees and will receive a failing grade.

Undergraduates who wish to discontinue their enrollment in the Teacher Education Program, but who wish to remain enrolled on the CU-Boulder campus should write a letter of withdrawal to the candidate advisor. This letter should state your intention to withdraw, effective date, and be dated and signed by you. Intent to withdraw letters may be left in the advisor's box in the Office of Student Services. Undergraduate candidates who withdraw will be dropped from any education courses in which they may be registered for in subsequent terms. Candidates are expected to complete current education courses unless they withdraw from the university as described above.

DISABILITY REASONABLE ACCOMMODATIONS

If you qualify for accommodations because of a disability, please submit a letter to your professor(s) in a timely manner from Disability Services so that your needs may be met over the semester. Faculty will respond to the issue with respect and understanding and provide reasonable accommodations as outlined in the letter from Disability Services. To seek advice or assistance on disability accommodation, please contact Disability Services at (303) 492-8671; go to Willard 332; or, go online to <http://www.colorado.edu/disabilityservices/>.

RELIGIOUS REASONABLE ACCOMMODATIONS

Faculty will make every effort to deal reasonably and fairly with all candidates, who because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advanced notification of the conflict is given. Whenever possible, candidates should give at least two weeks advance notice to request special accommodation. For additional information on this policy, go online to www.colorado.edu/policies/fac_relig.html.

OTHER POLICIES FOR LICENSURE

LICENSURE EXAMS

To be eligible for student teaching, **all candidates must PASS a state-approved content area licensure exam prior to the semester in which they student teach.** The two approved exams are PLACE and PRAXIS II. The PRAXIS II is not approved for all licensure areas. Foreign language and Music candidates may take PLACE only. Candidates are required to report their licensure exam scores to the school and to the Colorado Department of Education (CDE).

We strongly recommend the following time frames for taking the exams. If you intend to student teach in a fall semester, then you need to take an exam by December of the preceding year. If you intend to student teach in a spring semester, you need to take an exam by March of the preceding year.

For registration information, go online. PRAXIS II: www.ets.org/praxis PLACE: www.place.nesinc.com

LICENSURE AREA	PLACE Exam (Test #)	PRAXIS II TEST NAME (Test #)
Elementary	Elementary (01)	Elementary Education Content Knowledge (10014)
Secondary English	English (07)	English Language, Literature and Composition Content Knowledge (10041)
Secondary Mathematics	Mathematics (04)	Mathematics Content Knowledge 10061)
Secondary Science	Science (05)	General Science Content Knowledge (10435)
Secondary Social Studies	Social Studies (06)	Social Studies Content Knowledge (10081)
K-12 Music	Music (29)	Not approved for licensure in Colorado
Secondary French	French (08)	Not approved for licensure in Colorado
Secondary German	German (10)	Not approved for licensure in Colorado
Secondary Italian	Italian (11)	Not approved for licensure in Colorado
Secondary Japanese	Japanese (15)	Not approved for licensure in Colorado
Secondary Latin	Latin (12)	Not approved for licensure in Colorado
Secondary Russian	Russian (14)	Not approved for licensure in Colorado
Secondary Spanish	Spanish (09)	Not approved for licensure in Colorado

FINGERPRINTING & CRIMINAL BACKGROUND CHECK

The Colorado Department of Education (CDE) requires all applicants for a teaching license to submit a completed CDE finger print card. **You are required to submit fingerprints to the Colorado Bureau of Investigation (CBI) within your first semester in the program.** The fingerprint card may be obtained from the CDE (www.cde.state.co.us/index_home.htm). The fingerprint card must be completed in black ink and the fingerprinting must be performed by a qualified law enforcement agency (e.g., CU-Boulder Campus Police). **Completed fingerprint cards should be submitted to the Office of Student Services with a money order or cashier's check payable to the Colorado Bureau of Investigation in the amount of \$39.50. Failure to submit fingerprints will result in a probationary stop on your registration until the materials are received.**

The fingerprint card is used to perform a criminal background check. The CDE Investigator will report to us on any candidate for whom the background check exposes a criminal record. Furthermore, criminal offense records will be run against the fingerprint records by the CBI and any new offenses will be reported to the school through the CDE. The school reserves the right to dismiss any candidate from the Teacher Education Program whose offense precludes them from obtaining licensure or contact with youth.

The School of Education requires all applicants to declare criminal convictions to the school when applying to the Teacher Education Program. Undergraduate students cannot assume that notification to the university is equivalent to notifying the School. Additionally, a student is expected to notify the Office of Student Services immediately should a conviction or arrest for a serious offense occur during his/her enrollment in the program. A serious offense is murder, rape, intent to sell/distribute illegal drugs, or any other crime in which direct harm—intended or not—is afflicted upon a minor child.

If an applicant to or a current student in the Teacher Education Program has or incurs a felony or misdemeanor conviction, the applicant or current student must submit official court documentation regarding the nature of the offense and the disposition of the case to the Office of Student Services. A committee will review the nature of the offense and the circumstances surrounding the event. The committee will include the Director of Advising, Director of Field Experience, and Assistant Dean for Teacher Education, but may include others who have expertise relevant to the review (the dean or university legal counsel).

One or more of the following may occur upon review:

1. The applicant or current student may be denied admission, have his/her admission revoked, dismissed from the program, or be asked to withdraw.
2. The current student may be allowed to continue in the Teacher Education Program with the understanding that:
 - ◆ A school district or individual school may refuse the student access to its schools and/or classrooms for required field experiences, including student teaching;
 - ◆ The Colorado Department of Education may refuse to issue the student a teaching license, though the student successfully completed the Teacher Education Program;
 - ◆ The Colorado Department of Education may issue the initial license to the student, but a school district or schools may refuse to hire the student in consideration of the criminal offense.

COMMUNICATION POLICIES

CANDIDATE E-MAIL

E-mail is the official means of communication within CU-Boulder. Therefore, we will send communications to candidates in this format and will expect that those communications will be received and read in a timely fashion.

Information Technology Services (ITS) will assign an official university e-mail address (see p. 2 How to Obtain a UCB Email account). It is to this official address that the university will send e-mail communications; this will be the address listed in the university's Enterprise Directory for that candidate.

A candidate may have e-mail electronically redirected to another e-mail address. If a candidate wishes to have e-mail redirected from his or her official address to another e-mail address (e.g., @aol.com, @hotmail.com, or an address on a departmental server), he/she may do so, but at his or her own risk. The university will not be responsible for handling of e-mail by outside vendors or by departmental servers. Having e-mail redirected does not absolve a candidate from the responsibilities associated with communication sent to his or her official e-mail address.

Candidates are expected to check their official e-mail address on a frequent and consistent basis in order to stay current with university communications. The campus recommends checking e-mail once a week at a minimum, in recognition that certain communications may be time-critical. The School of Education recommends checking your e-mail account two to three times each week, including while on breaks.

Faculty may determine how e-mail will be used in their classes. It is highly recommended that if faculty have e-mail requirements and expectations, they specify these requirements in their course syllabus. Faculty may expect that candidates' official e-mail addresses are being accessed, and faculty may use e-mail for their courses accordingly.

In general, e-mail is not appropriate for transmitting sensitive or confidential information unless its use for such purposes is matched by an appropriate level of security.

BUFF TEACHER

The School of Education communicates general announcements for all teacher education candidates through an on-line newsletter, the *Buff Teacher*. Essential information regarding topics such as student teaching information nights, scholarship and employment opportunities, licensure exam dates are communicated on the *Buff Teacher*. Issues of the *Buff Teacher* are considered official e-mail communication. It is your responsibility to read and respond to the *Buff Teacher*.

FORMAL LETTERS AND CONTRACTS

Your letter of admission, Program of Studies Checklist, student teaching contract, scholarship award letters, and other written materials sent to your permanent address are official communications of expectations and require-

ments to complete the program or to receive benefits. It is your responsibility to review all materials mailed to your official address and to review all documents before signing them.

CONCERNS

Whenever possible, attempt to resolve a concern about a course grade, instructor/supervisor, practicum experience, or program requirement by conferring with the course instructor or staff member where the concern arises:

- ◆ Assignment or course grade, course expectations and grading policy: Course Instructor
- ◆ Practicum Placement Concerns: Course Instructor or Director of Field Experiences
- ◆ Student Teaching Concerns: University Supervisor or Director of Field Experiences
- ◆ Course or program requirement: Director of Advising

In those rare cases when it is inappropriate to speak directly with an instructor/staff member OR when such a conversation has taken place without reaching an acceptable resolution, contact the Assistant Dean for Teacher Education.

OBTAINING A TEACHING LICENSE

LICENSURE

When you complete the CU-Boulder Teacher Education Program, you meet the requirements for a CU-Boulder recommendation for a *Colorado Provisional License*, the license issued to all first-year Colorado teachers. This license is valid for three years and may be renewed once. During this provisional period, you will participate in state-required induction programs in your school districts to assist you in making the transition to the teaching profession. After satisfactorily completing induction, you will be issued a *Professional License*.

COURSE WORK AT CU-BOULDER

In order to be recommended for a teaching license by CU-Boulder, candidates are required to complete a minimum of 30 semester hours of course work at CU-Boulder, including a minimum of 20 semester hours in professional education.

TEACHER LICENSING IN OTHER STATES AND RECIPROCALITY

Because the Teacher Education Program at CU-Boulder is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), completion of the Teacher Education Program at CU-Boulder makes it highly likely that you will be able to receive a teaching license in any state. To obtain a teaching license in another state, you must apply for the license with the Department of Education in that state. In some states you may be required to take additional courses or tests, but we know of no case where the entire professional education sequence had to be repeated for licensure in another state. Some states have existing teacher licensure reciprocity agreements that allow you to be issued a teaching license in that state if you have a teaching license in the other state. Thus it may be to your benefit to obtain a Colorado Teacher License even if you intend to teach elsewhere. If you intend to teach elsewhere upon completing the program, but may return to Colorado at some later date, it is to your benefit to obtain a Colorado Teacher license upon completion of the CU program.

FINDING EMPLOYMENT

PARTNERS IN EDUCATION (PIE)

After you complete your licensure program, you may decide to seek a position as a Partners in Education (PIE) teacher. In this program first-year teachers obtain teaching positions in local partnership school districts and participate in an intense induction program which includes starting a master's degree program through the School of Education. Although you take a pay reduction, you receive 15 hours of free CU tuition, nine of which

are earned during the academic year and are connected to your teaching. Also, you receive intensive coaching and mentoring 1/2 day each week from an expert district teacher assigned to you.

You will receive more information about the PIE Program during your student teaching semester.

CAREER SERVICES

CU-Boulder Career Services offers teacher candidates excellent resources and assistance before and during the job search process. These include:

- ◆ Resume writing workshops
- ◆ Job search and interview strategies
- ◆ Resume critiques and practice video interviews
- ◆ Job search handbooks
- ◆ Job fair information, on-campus interviews, and access to online job listings
- ◆ Access to special web sites, books, and publications for prospective teachers

More information about ways you can access resources through Career Services is available on the Career Services bulletin board (outside of Education room 151 near the Office of Student Services) and on the Career Services Web site (<http://careerservices.colorado.edu>), or at their offices in Willard Administrative Center.

CANDIDATE ORGANIZATIONS

TEACHERS FOR SOCIAL CHANGE (TSC)

As a new member of the education community, we encourage you to become a member of Teachers For Social Change (TSC), the School of Education teacher education organization. TSC sponsors special events for prospective teachers, that focus on issues of equality and social justice. Contact Jennifer O'Neill at (303) 492-2559 or jennifer.oneill@colorado.edu, if you would like more information; or go online to www.colorado.edu/education/students/organizations.html.

LEAD ALLIANCE – EDS NEIGHBORHOOD

The CU Leadership, Excellence, Achievement, and Diversity (CU-**LEAD**) Alliance is a set of multidisciplinary academic neighborhoods whose candidates, faculty, and staff are united to promote diversity and educational excellence for our campus through access for candidates of color and first generation candidates. These neighborhoods build community by providing academic enrichment, leadership activities, scholarships, small group classes and computer labs, personal links to faculty and staff, a gathering place, counseling and mentoring, and opportunities for community service. The School of Education is proud to support the Education Diversity Scholars neighborhood. For more information, contact Anissa Butler at (303) 735-0241, or go online to

SCHOLARSHIPS & OTHER FUNDING OPTIONS

SCHOLARSHIPS

A limited number of scholarships and awards are available through the School of Education for second- and third-year candidates within the School of Education to support study at the master's and undergraduate levels. Each year a list of available scholarships is published by the Office of Student Services, usually at the start of the spring semester. Candidates select the scholarships they wish to apply for from the list and submit an application materials for each scholarship selected. Applications are due in March to the Office of Student Services, Education Room 151. For more information, go online to <http://www.colorado.edu/education/students/financialaid.html>. The university Office of Financial Aid can help determine what other scholarships or types of aid are available to you. Their phone number is (303) 492-5091, or 2-5091 from any phone on campus.

LOAN REPAYMENT AND FORGIVENESS RESOURCES

State and federal programs are available for loan cancellation or forgiveness for Colorado teachers of certain subjects or who teach in designated schools serving candidates from low-income families. Information about cancellation or deferment of federal loans is available at <http://studentaid.ed.gov/PORTALSWebApp/candidates/english/teachercancel.jsp?tab=repaying>, or contact the Federal Student Aid Information Center at 1-800-433-3243. Information about Colorado's Loan Incentive Program for Teachers (LIFT) is can be found at <http://www.collegeinvest.org/default.aspx?pageID=63>.

AMERICORPS

The AmeriCorps program aims to support service in high need areas throughout the country. Nationally and locally, some K-12 schools have been identified as high-need based on their Title I status, free and reduced lunch percentages, mobility rates, drop-out rates, or by content area such as math & science, special education, and ESL/bilingual education. The hours spent providing academic support at these sites, from direct instruction to enrichment activities, can be classified as AmeriCorps hours if a student chooses to participate in this national service program. Candidates who enroll in AmeriCorps as part of their field experience program will receive an education award, or voucher, upon completion of their service hours. The voucher is good for up to seven years and may be used to pay tuition costs, pay back student loans, or may apply for continuing education or graduate credits.

COLLEGE OPPORTUNITY FUND (COF)

Beginning fall 2005, the Colorado State Legislature established a new way to provide state tax dollar support for higher education at the undergraduate level. This method of funding is the **College Opportunity Fund (COF)**, which applies only to candidates paying undergraduate resident (in-state) tuition. This means that Post-BA candidates are eligible to use COF toward tuition. This is not an automatic process. You must complete the following steps or you will be responsible for paying the total in-state tuition, including the portion that would have been covered by the College Opportunity Fund. This is not an aid program, but a funding program that uses your tax dollars to support higher education. COF cannot be transferred to other candidates.

To apply for COF, go to <https://cofweb.cslp.org/cofapp/>. This is a one-time application. Once you've applied for COF, you'll be asked to authorize CU access to these funds as you register for courses each semester. If you choose not to authorize COF for that term, the COF stipend will NOT be credited toward your tuition and fees for that term. (NOTE: If you register for courses before you apply for COF, you'll need to come back to web registration approximately 48-72 hours after you apply and select the COF Authorization tab and follow the instructions in order to have the COF stipend applied to your tuition and fee bill for the term.)

If a COF eligible student adds a course after the deadlines indicated below, according to CDHE COF policy, the student will pay full tuition for the course, including the amount normally paid by COF, and the course will not be credited to COF hours used. To find out the add deadlines under COF or what exceptions may be applied to this policy, see the Registrar's Office website: http://registrar.colorado.edu/students/registration/registration_packet/cof.html.

APPENDIX A: PERFORMANCE-BASED STANDARDS FOR COLORADO TEACHERS

Adopted on 1/13/2000 by the Colorado Department of Education.

http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

STANDARD 1: KNOWLEDGE OF LITERACY.

The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

- 1.1 Plan and organize reading instruction based on ongoing assessment.
- 1.2 Develop phonological and linguistic skills related to reading including:
 - ◆ Phonemic awareness.
 - ◆ Concepts about print.
 - ◆ Systematic, explicit phonics.
 - ◆ Other word identification strategies.
 - ◆ Spelling instruction.
- 1.3 Develop reading comprehension and promotion of independent reading including:
 - ◆ Comprehension strategies for a variety of genre.
 - ◆ Literary response and analysis.
 - ◆ Content area literacy.
 - ◆ Student independent reading.
- 1.4 Support reading through oral and written language development including:
 - ◆ Development of oral English proficiency in candidates.
 - ◆ Development of sound writing practices in candidates including language usage, punctuation, capitalization, sentence structure, and spelling.
 - ◆ The relationships among reading, writing, and oral language.
 - ◆ Vocabulary development.
 - ◆ The structure of standard English.
- 1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

STANDARD 2: KNOWLEDGE OF MATHEMATICS.

The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

- 2.1 Develop in candidates an understanding and use of:
 - ◆ Number systems and number sense
 - ◆ Geometry
 - ◆ Measurement
 - ◆ Statistics and probability
 - ◆ Functions and use of variables
- 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

STANDARD 3: KNOWLEDGE OF STANDARDS AND ASSESSMENT.

The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:

- 3.1 Design short and long range standards-based instructional plans.
- 3.2 Develop valid and reliable assessment tools for the classroom.
- 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
- 3.5 Use assessment data as a basis for standards-based instruction.
- 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.
- 3.7 Prepare candidates for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.
- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

STANDARD 4: KNOWLEDGE OF CONTENT.

The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

The teacher has demonstrated the ability to:

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.
- 4.3 Apply expert content knowledge to enrich and extend student learning.
- 4.4 Integrate literacy and mathematics into content area instruction.

STANDARD 5: KNOWLEDGE OF CLASSROOM AND INSTRUCTIONAL MANAGEMENT.

The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of candidates, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that candidates can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to candidates, parents, guardians, professionals, administrators, and the community.

STANDARD 6: KNOWLEDGE OF INDIVIDUALIZATION OF INSTRUCTION.

The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable

about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative, teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in response to, diagnosed student needs, including the needs of exceptional learners and, English language learners.
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these candidates.
- 6.4 Teach candidates within the scope of a teacher's legal responsibilities and candidates' educational rights, and follow procedures as specified in state, federal and local statutes.
- 6.5 Develop and apply individualized education plans.
- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

STANDARD 7: KNOWLEDGE OF TECHNOLOGY.

The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct candidates in basic technology skills.

STANDARD 8: DEMOCRACY, EDUCATIONAL GOVERNANCE & CAREERS IN TEACHING.

The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated the ability to:

- 8.1 Model and articulate the democratic ideal to candidates, including:
 - ◆ The school's role in developing productive citizens.
 - ◆ The school's role in teaching and perpetuating the principles of a democratic republic.
- 8.2 Model, and develop on the part of the candidates, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.
- 8.3 Understand and respond to influences on educational practice including:
 - ◆ Federal and state constitutional provisions.
 - ◆ Federal executive, legislative and legal influences.
 - ◆ State roles of the governor, legislature and State Board of Education.
 - ◆ Local school districts, boards of education and boards of cooperative educational services.
 - ◆ Non-traditional and non-public schools, including: charter schools,
 - ◆ religious schools and home schooling.
 - ◆ Public sector input from business, advocacy groups, and the public.
- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.
- 8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.

APPENDIX B: LETTER OF INTRODUCTION TO YOUR PRACTICUM TEACHER

This assignment is based on requests we have received from practicum teachers at participating practicum sites. Your practicum teacher would like to know a little bit about you before you arrive in his or her classroom for your field experience. A letter of introduction is your opportunity to introduce yourself and make a good impression.

The letter should be typed in a standard letter format. It should be one page in length, upbeat, and friendly but not overly informal.

This letter should reflect both the university's goals and objectives for the practicum in which you are enrolled and your objectives for this experience.

You should include the following in your letter:

- ◆ Include your full name, your phone number and Colorado.edu e-mail address
- ◆ Introduce yourself and explain where you are in your program, i.e. is this your first practicum experience? Where else have you had experience working with students?
- ◆ Indicate the days and times you will be working at the school.
- ◆ Identify the focus of this particular practicum experience.
- ◆ Identify any specific goals you may have for this experience.
 - In keeping with the university focus for this particular practicum experience, are there any specific areas you would like to observe or work in (e.g., visit a music classroom, work one-on-one with a student, try large group instruction, etc)?
- ◆ Let your practicum teacher know the name of your instructor for the co-requisite course, and how to reach her/him, should questions arise.

Use your letter to make a good first impression. Keep it positive; **do not** make negative comments about other experiences, teachers, or classrooms. **Be sure to proofread your letter carefully. Then, ask someone else to look it over.**

APPENDIX C: PRACTICUM PROGRESS REPORT

Name of Practicum Student:

Name of Cooperating Teacher:

Name of School:

Attendance: Has the practicum student's attendance been consistent each week for the required time? (Yes or No)

If the practicum student's attendance has not been consistent, have they taken responsibility for absences and arranged to make up missed hours/days? (Yes or No) Please note any concerns with the practicum student's attendance and/or punctuality.

Please keep the following definitions in mind when assessing the practicum student's level of professionalism and teaching practice:

3 = SATISFACTORY: This candidate acts appropriately in nearly all situations, seeks guidance when needed, and responds positively to feedback. This person is ready for student teaching.

2 = NEEDS IMPROVEMENT: Candidate needs guidance to know what is appropriate. This is an area of concern that needs to be addressed before student teaching.

1 = UNACCEPTABLE: Candidate does not act appropriately and/or does not respond positively to guidance. This is an area of concern that needs to be addressed immediately.

0 = NOT OBSERVED

With regard to PROFESSIONALISM, compared to a teacher candidate who is "ready" to student teach, please evaluate this practicum student in each of the following areas using the rating scale above.

Item	3	2	1	0
APPEARANCE: Dresses appropriately.				
COMMUNICATION: Listens actively to students and teachers; clearly articulates ideas; interacts appropriately with students, school staff, and parents/family members.				
COLLABORATION: Contributes constructively to group discussions/tasks and works well with colleagues.				
INITIATIVE: Identifies appropriate teaching opportunities; asks for help when needed; exerts effort productively; assumes control in appropriate situations.				
RESPONSIBILITY: Demonstrates reliability, dependability, commitment, courtesy. Upholds teacher's legal responsibilities.				
HIGH EXPECTATIONS: Has high expectations for all learners.				
ETHICS: Maintains high ethical and professional standards.				
VOCATION: Demonstrates a commitment to teaching as a worthy profession and form of service to others.				
REFLECTION: Evaluates appropriately his/her performance and seeks to improve teaching practice.				

In the context of one-on-one, small group, or whole class interactions, compared to a teacher candidate who is "ready" to student teach, please evaluate this practicum student's TEACHING PRACTICE in each of the following areas using the rating scale above:

Item	3	2	1	0
CONTENT KNOWLEDGE: Demonstrates sound content knowledge and is able to represent concepts and content to learners in developmentally appropriate ways.				
MANAGEMENT: Maintains a positive learning environment through engaging purposeful activities, giving clear directions, fostering respect among all students, and using time effectively.				
PLANNING: Specifies standards-based learning targets/objectives. Plans appropriate teaching practices and assessments of student learning.				
INSTRUCTION: Uses a variety of appropriate teaching practices that engage all learners and promote understanding.				
ATTENTION TO STUDENT LEARNING: Demonstrates awareness of what students learned and discusses appropriate next steps in learning process. Provides effective feedback to further student's learning.				
TECHNOLOGY: Effectively applies technology to the delivery of standards-based instruction.				

Please comment on the practicum student's strengths.



Student Handbook Acknowledgement Contract

I, _____, have read and understand the policies and guidelines described in the *School of Education's Advising Handbook*.

Note: Failure to read the Advising Handbook and returning this form completed to the Office of Student Services will result in an academic stop on your ability to register for courses!

Signature _____ Date ____/____/____

Mo. Day Yr.

Date of Birth ____/____/____

Please contact the Office of Student Services, Education Building (Rm. 151) if any of your contact information has changed and needs updating.



UNIVERSITY OF COLORADO/BOULDER

SCHOOL OF EDUCATION

UCB 249, BOULDER CO 80309 (303) 492-6555