



COLORADO STATE UNIVERSITY PUEBLO
School of Education



Be an Educator!

TRADITIONAL LICENSURE PROGRAM HANDBOOK

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Table of Contents

School of Education Mission, Vision, & Values	3
Student Outcomes	3
Teacher Quality Standards & Program Dispositions	3
Program Dispositions.....	4
Conceptual Framework – <i>Building and Bridging Communities of Learners</i>	5
Accreditation/Authorization	6
Governance	6
Educational Partnerships.....	6
Preservice Teacher Education Programs	6
Program Course Requirements	7
Advising and Program Planning	7
<i>Faculty Advising</i>	7
<i>The CSU Pueblo Student Data Management System</i>	7
<i>Dated Courses</i>	7
<i>Course Substitutions or Waivers</i>	7
<i>Transfer Students</i>	8
<i>Post-Baccalaureate/Degree-Plus Students</i>	8
Student Rights	8
Technology & Teacher Education	9
<i>Artificial Intelligence Usage</i>	9
<i>Acceptable File Formats for EdD Coursework</i>	10
Writing Proficiency.....	10
Field Experiences.....	12
Admission to Education.....	16
Retention in Education Prior to Student Teaching	19
Procedures for Removal from the School of Education	20
Admission to Student Teaching.....	21
Student Teaching	23
Program Completion.....	26
Services and Resources.....	27
School of Education Faculty	28

This handbook is designed to be a comprehensive guide for students in traditional educator licensure programs at Colorado State University Pueblo. The *Handbook* describes available programs that lead to educator licenses/added endorsements, criteria and procedures for admission and retention, as well as the services and resources available to students.

The School of Education at CSU Pueblo conforms to the regulations of the Colorado State Board of Education, the Colorado Commission on Higher Education, and the Colorado Department of Education. Students planning to teach in another state are advised to consult with that state's department of education to find out what is needed for educator licensure.

Students have the responsibility to read this handbook and official announcements and otherwise be informed completely regarding admissions and retention criteria, programs of study, and other facts relating to teacher education.

School of Education Mission, Vision, & Values

Mission: To engage and empower our community of learners and develop professional educators who respect diversity, advance social justice, and promote academic excellence through immersion in equitable exploration.

Vision: To be the peoples' choice for excellence in educator preparation, development, and leadership through building and bridging communities of learners using a delivery of innovative instruction to establish professionals able to provide equitable opportunities for diverse populations.

Values: Change Agents, Research, Relationships, Reflection, Collaboration, Compassion, Democratic Ideal, Equity, Knowledge, Perseverance.

Student Outcomes

The Traditional Licensure Programs follow a standards-based model of education. Student outcomes are the foundation of the program, upon which the curriculum, instruction, and assessment are aligned and implemented. Based on its mission to produce educators of quality and distinction, the program has adopted the Teacher Quality Standards (TQS) that have been developed by the Colorado Department of Education and a set of teaching Program Dispositions. Each TQS has been articulated into a series of performance-based elements that all students must achieve before completing the program. Faculty members across campus have organized course requirements and assignments to ensure that students can meet these elements, standards, and dispositions at high levels.

Admission and program completion policies are aligned with these standards, and students should become familiar with them to evaluate their own ongoing success in educator preparation. Proficiency in all standards is required for successful completion of our program and recommendation for state licensure.

Teacher Quality Standards & Program Dispositions

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.

ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.

ELEMENT F: Teachers model and promote effective communication.

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

ELEMENT A: Teachers demonstrate high standards for professional conduct.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.

Program Dispositions

Key to Evaluation



Cruise Control! Excellent performance on the disposition.

Go! Satisfactory performance on the disposition.

Caution! Growth opportunity on the disposition.

Stop! Severe Concern on the disposition.

Parked. No opportunity to observe the disposition.

A. Growth Mindset

1. Approaches situations with an open mind.
2. Demonstrates flexibility in thinking and behavior.
3. Views challenges as opportunities.
4. Focuses on the process, not the end result.
5. Is inspired by others' success.
6. Learns and grows from failures.
7. Steps out of comfort zone.

B. Professional Behaviors

1. Aware of program policies and professional practices.
2. Demonstrates the emotional intelligence required of professional educators.
3. Models an excitement for teaching and learning.
4. Engages in critical inquiry related to the teaching and learning community.
5. Is well-groomed and dresses professionally, appropriate to the site and content.
6. Models democratic ideals personally and professionally.

C. Work Ethic

1. Attends on time and remains for the duration.
2. Engages throughout.
3. Works effectively with appropriate supervision.
4. Takes initiative.
5. Advocates for self.

D. Responsiveness

1. Responds in a caring manner towards K-12 students, peers, and other learning community members.
2. Articulates own opinions, feelings, and needs while demonstrating sensitivity to others' opinions, feelings, and needs.

E. Communication

1. Uses professional oral expression in public settings (including digital media).
2. Uses professional written expression in public settings (including digital media).
3. Practices active listening.
4. Respects the input of others.

Conceptual Framework – *Building and Bridging Communities of Learners*

A *Conceptual Framework* is a guide for how a teacher education program is planned and organized. A coherent conceptual framework is a program's platform, summarizing its philosophical views of the roles of teaching and learning and its essential understandings of how students become teachers. A conceptual framework gives an educational program its own distinct emphasis, a vision of the kind of program it wants to be and the characteristics of the teachers it hopes to develop. It simply describes for everyone what the program is all about.

The conceptual framework of teacher education at the Colorado State University Pueblo is *Building and Bridging Community of Learners*. The organizing theme of *learning communities* focuses the attention of faculty and students on the essential nature of teaching and learning: How does community shape learning and achievement? What are the roles of successful learners and teachers? What social interactions are necessary for both learning and community? How is the definition of a learning community changing in an increasingly technological age? What is the relationship between the concept of learning community and the democratic ideal of American education?

For faculty at CSU Pueblo the vision of quality education requires a learner-centered environment in which learning (not teaching) is at the core. All learners will achieve in communities in which learning is publicly and constructively discussed, a positive climate surrounds all members, and support exists to scaffold all learners' individual growth and development.

Inclusive, equitable communities require constant attention to the nature of relationships among teachers and students. CSU Pueblo students will be prepared to participate as learners and teachers in overlapping and expanding learning communities – from the university classroom to preK-12 settings, the professional education community, distributed communities created by technology, and cultural, economic, and political communities of students and their families.

To become beginning teachers, students must change their perceptions of themselves as learners and students of teaching. As students progress through our program, they will skillfully assume a variety of roles, including those of master learners, instructors, collaborators, apprentices, models, coaches, colleagues, and mentors. It is the mission of the CSU Pueblo teacher education program to prepare teachers and learners of quality and distinction by exposing students to quality communities of teaching and learning.

Accreditation/Authorization

The Traditional Licensure Programs are authorized by the Colorado Department of Education and the Colorado Commission on Higher Education. The Traditional Licensure Programs also conform to the regulations of the Colorado State Board of Education. The music education program is accredited through the National Association of the Schools of Music (NASM). The Early Childhood Education and Elementary Education programs are accredited by the [International Dyslexia Association](#).



Governance

The School of Education is the unit of the university with responsibility for educator preparation. It is this unit that has primary responsibility for developing and evaluating all educator preparation programs. With consultation from others across campus, it develops the program's philosophy and overall goals and establishes the criteria for admission and retention in education programs, as well as program completion criteria. It is the responsibility of faculty in the education program to approve students for admission to education and admission to student teaching.

However, at Colorado State University Pueblo educator preparation is a university-wide responsibility. The *Teacher Education Board (TEB)* is an interdisciplinary group of faculty in education and in other departments with teaching majors. Two students within the program are also members of this group. Changes in criteria for admission to education, for admission to student teaching, for retention in the program, and for program completion are approved by the Teacher Education Board. The TEB assures involvement and collaboration across disciplines to plan an effective education program.

The School of Education also has an external Advisory Board comprised of representatives from regional school districts who also partner with us in educatory preparation (see next section). The Advisory Board has current teachers, HR representatives, principals, alumni, and other stakeholders. The Board advises the School of Education on all aspects of educator preparation, especially as they pertain to our partnerships.

Educational Partnerships

The Colorado State University Pueblo has established collaborative relationships with school districts throughout southern and southeastern Colorado. Approximately 20 school districts, 4 community colleges, two Pueblo chambers of commerce, and the Pueblo Hispanic Education Foundation currently make up the partnerships.

Preservice Teacher Education Programs

The Traditional Licensure Programs collaborate with other academic units to offer programs leading to an initial Colorado Teaching License in several endorsement areas. Completion of each licensure program requires 1) foundational course work in liberal arts (General Education), 2) a concentration of courses in the endorsement area(s) related to the endorsement, and 3) courses in the professional education core. Advising forms for each program can be found on the program website. Information on requirements for common general education and for professional education requirements are included in the following lists.

Endorsement Areas

- Art/Visual Arts (K-12),
- Early Childhood Education (birth-age 8)
- Elementary Education (K-6)
- English (7-12)
- Mathematics (7-12)
- Middle School Mathematics (6-8)
- Music (K-12)

- Physical Education (K-12)
- Science (7-12)
- Social Science (7-12)
- World Language: Spanish (7-12)

The university also offers added endorsements in Computer Science (K-12), Culturally & Linguistically Diverse Education (K-12), Gifted Education Core (K-12), Principal (K-12), and Special Education Generalist (ages 5 to 21) for teachers who have completed an initial teaching endorsement.

Program Course Requirements

Full details of program course requirements can be found in the [Academic Catalog](#) under the respective program chosen by the student.

Advising and Program Planning

Although it is the mission of the School of Education to assist students in planning their educational program, **it is ultimately the responsibility of students to understand all program requirements and to plan their program.** Read this *Handbook* carefully; ask questions over information you do not clearly understand (and inform us so we can improve these materials for others).

Faculty Advising

During the freshman year, all students will meet with an advisor in the Pack Center. After the freshman year, students are assigned an advisor in their academic major. Students should meet with their advisor at least once each semester. It is the responsibility of the advisor to 1) analyze students' transcripts in the area of professional education and develop a plan of program requirements; 2) assist students with long term planning; 3) maintain records of student visits, including a student's plan for program completion; 4) assist students in short-term planning for semester course enrollment; and 5) serve as an advocate for the student throughout the student's program. During the semester when students complete the application for admission to education, they should complete a long-term plan, detailing when requirements will be completed before student teaching.

Education advisors are assigned in the Education Office. Please contact the office (549-2681) for the name of a faculty member who can help with academic advising related to education program requirements. Requests for changes in advisors must be approved by the Associate Dean.

The CSU Pueblo Student Data Management System

The School of Education has developed a comprehensive system for tracking student progress across their career at the Colorado State University Pueblo. The system (called TEIMS) allows students and their advisors access to information about student progress in meeting standards and completing all program requirements.

Dated Courses

Professional education courses completed more than ten years before the student has been admitted to the School of Education will not be accepted, even those courses completed at Colorado State University Pueblo. Courses in other disciplines are accepted at the discretion of the academic discipline.

Course Substitutions or Waivers

All requirements in the educator preparation programs have been planned to meet the current standards of the education profession and the Colorado Department of Education. Within the university, each program has been approved through the university course approval process, as detailed in the *CSU Pueblo Faculty Handbook*. At the state level, program requirements are approved by the Colorado Commission on Higher

Education and the Colorado Department of Education. Substitutions of any course or requirement in a program can only be done if the substitution meets the same content standards as the CSU Pueblo course.

In no case will students be allowed to substitute among courses at CSU Pueblo unless it can be documented that the coursework to be substituted meets all of the standards in the first course. For example, a course in art history may not be substituted for the required course in visual dynamics in the Elementary Education major or a course in southwestern history may not be substituted for a course in Colorado history, even by the chairs of departments in those majors. Program accreditation with the State of Colorado rests on completion of a specific program of study, approved by the Colorado Department of Education and the Colorado Commission on Higher Education. Course substitutions, unless verification that all standards are met, jeopardize a student's recommendation for licensure. The CSU Pueblo Licensure Officer (a.k.a. Associate Dean) cannot accept substitutions without verification.

Similarly, external course substitutions must be approved by the appropriate CSU Pueblo faculty member(s). If the course is in the professional education block, the only individual able to make the decision about substitution is the Associate Dean of the School of Education. If the course is a major or a general education course required for education (e.g., ENG 102), the chair of the department in which the CSU Pueblo course is housed must make the decision (e.g., the English Department) AND approved by the Associate Dean of Education (to check for standards alignment).

Transfer Students

All transfer students should meet with an education advisor and an advisor in the major to analyze work completed at the former institution(s) and plan a program at CSU Pueblo. Transfer students will need unofficial copies of all transcripts when meeting with the advisor.

Educator preparation programs at other colleges and universities meet state field experience requirements in different ways. Students who transfer into CSU Pueblo may have completed a course but not the field experiences contained in a CSU Pueblo course. For example, a student may complete a course in elementary math methods at another institution. If that course matched CSU Pueblo's content but did not require 30 hours of math field experiences in an elementary math classroom, the course would substitute but the student would be required to complete the field experience. This would be arranged with the Associate Dean of Education and requires completion of a log and formal evaluation by the cooperating teacher. Both documents will become a part of the student's permanent file. These field experience hours must be completed before student teaching.

Post-Baccalaureate/Degree-Plus Students

Post-baccalaureate students must complete all professional education requirements, and all coursework required to meet content standards in their endorsement area. However, some CSU Pueblo courses required for the undergraduate degree are not required for non-degree seeking students. Refer to the appropriate advising sheets for full details.

Some courses in the major and/or professional education block may be completed at either the undergraduate or graduate levels. Please check the CSU Pueblo course offerings for these opportunities. Completion of graduate-level work usually requires additional work on the part of the graduate student. Graduate courses and their equivalent requirements in the education programs are listed in the CSU Pueblo Catalog and on advising sheets available on the School of Education website or in the Education Office. Taking courses at the graduate level may help students make progress toward a graduate degree in education!

Student Rights

As stated in the *CSU Pueblo Catalog: The Colorado State University Pueblo is committed to providing an environment free from unlawful forms of discrimination, including sexual harassment, against any person*

based upon race, color, ethnic background, religion, gender, age, sexual orientation, disability, or status of veteran of the Vietnam Era.

The university has adopted strong policies prohibiting discrimination and protecting students and employees from sexual harassment. CSU Pueblo is committed to affirmative action and equal opportunity for the entire CSU Pueblo community. Copies of CSU Pueblo policies are included in the *CSU Pueblo Student Handbook and University Catalog*, available free in many campus buildings and on the CSU Pueblo website. All students should read these documents and become aware of their rights as students. The *Handbook/Catalog* also describes the grievance procedures available to students at CSU Pueblo.

For concerns not governed directly by the Student Handbook and/or University Catalog, students should first make an appointment with course instructors or academic advisors as appropriate. If needed, the student can then make an appointment with the Associate Dean of Education, who can then advise the student about additional paths to resolve problems as appropriate for the issue at hand (e.g. meet with the Dean, etc.).

Technology & Teacher Education

CSU Pueblo is committed to preparing teachers to use technology as a tool to raise student achievement and to manage many planning and assessment tasks of teaching. All students are encouraged to complete an instructional technology class before admission to education (ED 280/ED 520), in which they learn, among other applications, to develop personal websites. Throughout their teaching preparation, students will elaborate on the website as they develop their electronic teaching portfolio. All education classes model state of the art applications of technology, and students are required to utilize technology in planning and assessment activities through the program.

CSU Pueblo has developed many technology resources for student and faculty use:

- All education classrooms are equipped with multimedia presentation systems, computers with popular K-12 software and access to the Internet.
- Faculty and students have access to a portable computer lab for any education classroom. The lab allows use of laptop computers and access to the Internet with no individual computer hook-ups.
- Faculty and students have access to a state-of-the-art distance classroom, with connectivity to partner and other schools. The classroom is used to bring in expertise and to connect student groups during student teaching.
- Faculty and students have access to a variety of telecommunication tools for use in classrooms, field experiences, and student teaching.
- The Curriculum Resource Center (CRC) includes a large range of software used in PK-12 classrooms, including tutorial, simulation, drill, management, and assessment software. Software is used in education classes, may be reviewed in the CRC, and is available for checkout for field experiences and student teaching.
- Computer workstations with web-design and other software are available in the Curriculum Resource Center for student use in development of websites and curricular materials for course assignments and field experiences. Also available at these workstations are scanners, video editing equipment, printers, as well as a variety of software.
- CSU Pueblo has additional open labs across campus for student use for word processing and other technology applications.
- Technical assistance is available upon request. Students will receive support in using technology on campus (in the Curriculum Resource Center) and in field experiences and student teaching in local schools. Students may need to arrange appointments and should not assume that staff will be available on demand.

Artificial Intelligence Usage

Generally speaking, students are not authorized to use artificial intelligence to produce work for this program EXCEPT on assignments that have been identified and for which students receive significant guidance

on appropriate use of such technologies. Instructors will provide more information about the specific assignment(s) when the time is appropriate within the course. Students may not construe this limited use as permission to use these technologies in any other facet of the courses.

When instructors allow the use of AI, it can be a valuable tool that assists in coursework, but must not be used to submit AI-generated content as original work. Here are the School of Education guidelines for using AI in your assignments, when it is allowed:

1. **Maintain Originality:** All written assignments, including journals, discussions, papers, and any other written work, must be your own original writing.
2. **Revision & Enhancement:** You are encouraged to revise and enhance your writing based on AI's valuable suggestions.
3. **Save Original Work:** If you use AI-generated content to enhance your writing, you must keep a copy of your original work.
4. **Submission of Originals:** When submitting assignments that utilize AI assistance, you must include your original, unaltered writing as appendices.

Acceptable File Formats for EdD Coursework

In all EdD courses, assignments must be submitted in a file format that:

1. is able to be opened by a typical Windows Computer with Microsoft Office (e.g. no .pages files), and
2. remains static and unchangeable after submission (such as a .pdf and NOT a shared file like OneDrive or Google docs), allowing for accurate grading and feedback.

Any deviations from this must be approved by the course instructor.

Writing Proficiency

Strong writing skills are essential for all teachers. To assure that all CSU Pueblo teacher education graduates develop professional writing skills, teacher education has implemented a writing across the curriculum program. The program includes 1) goals and standards for quality writing required for students at admission to education, admission to student teaching, and program completion; 2) instructional strategies for writing growth; 3) a plan of ongoing assessment of student progress; 4) assistance for students with special writing needs.

I. GOALS AND STANDARDS

CSU Pueblo Teacher Quality Standard III, Element F, states that all *pre-service teachers model and promote effective communication*. Writing at a professional level requires graduates to:

- A. Present arguments, ideas, and instructions in a clear and logical manner.
- B. Demonstrate a professional level of proficiency (i.e., that required of teachers) in the mechanics of writing: spelling, grammar and word usage, sentence structure, punctuation, paragraphing.
- C. Demonstrate flexibility in writing style to address various audiences in education (parents, students, the public, for publication in professional educational materials).
- D. Write clearly and accurately in spontaneous writing activities.
- E. Edit their own and others' written work.

II. INSTRUCTIONAL STRATEGIES

- A. All courses in education, including courses in reading, will require a strong writing component. The program will articulate the writing requirements to assure they include a range of writing genres consistent with the requirements of the education profession. Teachers must be able to write clearly and spontaneously, and CSU Pueblo education graduates must be prepared to succeed in graduate level writing tasks.

- B. Models of appropriate writing on assignments in education courses will be available for students in the Curriculum Resource Center and in the Program Portfolio on the education website.
- C. Faculty will expect quality writing in all written assignments, including an evaluation of writing as part of grades on written assignments. It is the responsibility of all faculty to be writing teachers and to give useful feedback to improve the quality of student writing.
- D. Students will complete self-evaluations of their own writing and participate in planning any activities required to improve the quality of their writing.

III. ASSESSMENT

- A. Screening: Instructors in ED 202 (Foundations of Education) and ED 280 (Educational Technology and Media) will utilize writing assignments from these courses to screen for students needing assistance. These students will be referred for writing support.
- B. Admission to Education: Formal evaluation of writing occurs as the student applies for admission to teacher education and consists of a variety of measures: completion of two composition courses with grades of C or higher, recommendations of faculty familiar with the student's writing, passing scores on a test of basic writing skills, passing performance on a writing sample assessment, and a student's self-evaluation of writing. Information on these measures will determine whether the student is recommended for admission to teacher education. If appropriate, faculty may suggest specific goals, deadlines for achieving them, and an action plan for improvement in writing before admission, even though a student passes all basic admission criteria. These goals would be established because of concerns that the student has only minimally passed requirements and needs support in order to be successful in classes and field experiences after admission. Upon review of the faculty, failure to achieve these goals may affect admission to student teaching and/or retention in the teacher education program.
- C. Ongoing Monitoring of Concerns: Throughout the education program, faculty will monitor student writing and share concerns with the student. A written description of concerns would be recorded in the student's file.
- D. Admission to Student Teaching: Formal evaluation of student's writing, including a review of recorded faculty concerns, successful completion of any intervention plans, and a review of portfolio materials will occur with the application to student teaching. The student must pass proficiency requirements for admission to student teaching, including writing proficiency, as specified in the admission criteria. When appropriate, faculty may suggest specific goals, deadlines for achieving them, and an action plan for improvement in writing, even though a student passes all basic admission criteria. These goals would be established because of concerns that the student has only minimally passed requirements and needs support in order to be successful in classes and field experiences after admission.
- E. Program Completion: During student teaching, the university supervisor and cooperating student will continue to evaluate writing using the criteria and assessment strategies developed for evaluating our writing standards. Successful proficiency is required for program completion and recommendation for licensure.

IV. ASSISTANCE

- A. Faculty will provide instruction and assistance on an individual basis. Feedback to students, assisting students in identifying specific needs, and providing students with more appropriate models are examples of assistance.
- B. Students with problems in writing may also be referred to university resources. Faculty referring students will follow-up to assure students take advantage of such assistance.
- C. Concerns about the student's writing will be relayed to the student's major advisor and to the education faculty, for input concerning the need for assistance.

An individualized plan for improving writing will be developed for the student, with a copy given to the student and one retained in the student's file in the Education Office. The student will develop the plan, with consultation with faculty and staff from education. The plan must include goal(s), a deadline for review and goal accomplishment, and strategies to assure success. Required strategies may include (but are not limited to) completion of activities with university support services, successful completion of additional course work in composition, review procedures with faculty, etc. A review of the plan's success will occur periodically, with a written update at the deadline for completion of the plan. Failure to follow up with an individualized plan will jeopardize a student's continual admission to teacher education. A copy of the plan and information on progress will be retained in the student's file.

Field Experiences

Field experience in pK-12 schools is integrated into courses throughout the program. These experiences provide teacher education candidates with regular opportunities to apply educational theory to practice. Students spend between 210-250 hours in structured field experiences prior to student teaching and, along with 590 hours in student teaching, meet or exceed the 800-hour requirement of the State of Colorado. All preservice teachers must submit a complete set of fingerprints for the purpose of obtaining a fingerprint-based national criminal history check before working with children in the schools. If the background check is flagged for any criminal history that is concerning, students may be removed from their field experience placement immediately. This would initiate a meeting with the Associate Dean and/or Director of Student Teaching and Experiential Programming to assess whether the student can be retained in the program (See [Retention in Education Prior to Student Teaching](#) section of this handbook).

Definition of Partner Schools

Without prior approval (which would only be granted in rare circumstances), all field placements must be in partner schools. These are schools with which the School of Education has a memorandum of understanding, a site coordinator, and a prior relationship. Built into the formation of these partnerships are the following tenets of our teaching mission (to prepare students to meet the needs of ALL students and to work in high-need schools) and the performance contract of the university with the Colorado Department of Education. The School of Education has established sufficient partnerships to meet the needs of its students and requires that all students complete field experiences and student teaching in these schools.

Guidelines for Fieldwork Selection

In completing your fieldwork across courses in the program, you must accomplish all of the following. Failing to do so will limit your opportunities for placement in student teaching. It is your responsibility to understand these rules and to plan your program. Please contact the Associate Dean for Education if you have a question.

1. Complete fieldwork in highly diverse schools. Although most partner schools meet these criteria, some do not. For example, Teacher Education partners with schools in Fremont County that serve low-income students but are not ethnically diverse. If a student completes the majority of early fieldwork in such schools, student teaching will be required in a school with a population with considerable ethnic diversity. This will be the case, even if the experience will require considerable travel. Plan your program to ensure diverse experiences. Note: just because a school meets Title I status does not mean that it will provide you with these experiences.
2. Complete fieldwork in a classroom in which the teacher remains present during the experience. This teacher needs to have an initial or professional Colorado teaching license. You may not use hours in which you are a substitute teacher towards fieldwork unless it is approved by the Associate Dean or Director of Student Teaching & Experiential Programming. If you are a paraprofessional/aide/worker in a school, and a placement is appropriate (e.g. correct student level and content area), you may complete the field experience

during those hours as long as a supervisor is present and willing to sign your log of hours and complete the required evaluations.

3. Do not begin fieldwork in any of the following circumstances. All may result in a conflict of interest for you or for faculty in the school:
 - A school in which you graduated in the last 5 years.
 - A school in which a family member is employed.
 - A school which your own children, siblings, or close family members attend.

The program is not able to monitor fieldwork choices at the beginning of a semester. If we become aware, at a later point, that you have completed fieldwork under circumstances that create a conflict of interest, you will be asked to redo these hours.

4. Complete fieldwork with different teachers and with students who are at different age/grade levels. Teacher Education is required to prepare you to understand the curriculum and to serve students across grade levels (K-6, 7-12, or K-12). Plan early field experiences to work with students at different grade levels. For example, if a student completes the majority of early fieldwork at one grade level (or, in the case of elementary education, at either the primary or intermediate levels), student teaching will be required in a classroom that “rounds out” this experience.
5. Fieldwork must be completed throughout an entire course (at least 10 weeks for a regular semester).
6. Students may take up to 120 hours of field work per semester, but only if it is for 2 courses. If a student is enrolled in 3 courses that require field work, the total number of hours may not exceed 90 field experience hours. Students may not enroll in more than 3 courses that require field experience per semester.
7. Students may complete no more than 60 field experience hours with the same teacher and no more than 2 placements in the same school. Completing all experiences in one school limits your exposure to diverse student populations and to diverse curricula and resources. Plan to attend a different school in different semesters. It is to your advantage to select placements in a variety of school districts.
8. Students may complete no more than 10% of the hours for a given course in professional development settings that do not include students of the same age as the license being pursued (e.g. a professional conference). These hours must be pre-approved by the Director of Student Teaching & Experiential Programming or the Associate Dean AND the instructor of the course. The instructor of the course always has the right to deny these hours or reduce the number being accepted according to the 10% rule.

Steps in the Placement Process

Fieldwork placement will be assigned in your class during the first week of school. CSU Pueblo works with several partner schools and partner school districts where you will be placed, and you will be provided with optional sites for your field experience (if they exist – some classes require specific schools). At that class your instructor, with the assistance of the Director of Student Teaching & Experiential Programming will explain the process and rules for field experiences. You must be prepared to complete a schedule of possible dates and (when appropriate) to suggest a first and second choice of school placements. Actual placement is always subject to the availability of sites and of a match between the schedules of classrooms and field experience students.

You may not select your own placement for field experiences without prior approval from both the Director of Student Teaching & Experiential Programming or the Associate Dean AND your class instructor. These approvals need to be in writing and submitted with your written consent form to the School of Education office. The only acceptable reason for selection of a placement is if you are requesting a placement in your hometown in which the university does not have a partner school.

Each field experience requires:

1. Written consent of the building principal or designee and classroom teacher prior to starting the experience.

2. A log of date, time, and activities signed by the classroom teacher at each visit.
3. A formal evaluation of the student's performance completed by the classroom teacher (electronic format). In addition, the field experience teacher may provide written feedback on teaching experiences performed by the teacher education student during the field experience. These forms, when returned to the university, become part of the student's permanent record. Field experience must be documented to meet program requirements.

Field experience placement forms should be turned in to the School of Education Office immediately after they have been signed, but no later than the end of the 3rd week of classes. Individual professors may request a copy for their records as well. Students who submit their forms after the deadline **MUST** get any hours completed up to that point approved by his/her instructor and either the Director of Student Teaching & Experiential Programming or the Associate Dean of Education. In other words, if you are late submitting your field experience placements forms, your hours to that point may not count! Faculty members will check field experience placements by running a report for their classes; if inappropriate placements have been made, students will be asked to change placements and hours completed to date will not count. Even though this check may occur weeks into the semester after all placements have been made, changes will be required.

Conduct in the Schools

University faculty and students are **guests** in the public schools. The willingness of school personnel to participate in your professional preparation depends, in large part, upon your courteous and responsible behavior during field experiences. Students will be asked to leave a field experience if they are not meeting the expectations of a cooperating teacher, principal, and/or the professor of the course. Below are some basics for appropriate conduct in the schools:

First Initial Contact

1. Call Site Coordinator – Be professional.
2. Introduce yourself as a CSU Pueblo School of Education student and which education course(s) you are enrolled in for field experience.
3. If the site coordinator is not available, ask if there is a time to come in and meet with the site coordinator or a better time to call.
4. Leave a telephone number, preferably with voice mail, where you may be reached.
5. When you make contact with the site coordinator, he/she will assign your field experience teacher.
6. Ask site coordinator how they want you to establish a schedule with the field experience teacher.

Dress and Behave Professionally

1. Behavior during the field experience should be professional. University students are prospective teachers and, therefore, both appearance and manner should reflect favorably upon the teaching profession.
2. **Dress appropriately, starting with the initial contact. First impressions are very important.**
 - a. No tank tops or skin showing (midriff, cleavage, backside).
 - b. Closed shoes appropriate to a school setting.
 - c. Jeans are never appropriate.
 - d. No hats of any kind.
 - e. Cover Tattoos.
 - f. Remove body piercings.
 - g. Wording or slogans on shirts must be appropriate to a school setting.
 - h. Cell phones on silent mode and not visible or used during the field experience.

If you are in doubt about the appropriateness of a particular article of clothing, do not wear it until you ask the principal or participating teacher and review the district's dress code.

Respect School Procedures

1. Sign in at the school office each time you visit the school. Most schools maintain daily sign in/out sheets in the office for safety reasons.
2. Introduce yourself to the school principal, site coordinator, and secretary during your first visit.
3. Make yourself aware of the school rules and follow them! Ignorance is no excuse.
4. **Always wear your Field Experience Identification Badge**, which is your CSU Pueblo student I.D. with the appropriate clearance sticker from the School of Education.

Be Punctual and Reliable

1. When you have agreed to be present in the school at specified times, be punctual.
2. If illness or other unforeseen emergencies arise, notify the school and your cooperating teacher. This is imperative when you have been scheduled to engage in instructional activities, since your classroom teacher will need to make alternative arrangements.
3. Notify your university professor of your illness and your absence. Most have stringent policies regarding tardiness and absenteeism.
4. Read your course syllabus to be familiar with the rules and regulations of your field experience.

Prepare Your Cooperating Teacher

1. Review the introduction letter from your university professor with your prospective cooperating teacher **before** he or she signs your placement form. The teacher should understand the expectations **before** they agree to host you.
2. Ensure that your cooperating teacher understands the information about your course, the objectives, requirements, potential benefits, and specific due dates of the field experience.
 - a. Cooperating Teachers can earn CDE credit and/or CSU Pueblo graduate credit for hosting field experience students. Be sure to tell your host teachers about these opportunities!
3. Provide your cooperating teacher with information on how to access the evaluation. They fill out the form online and submit it back to the university.

Be Prepared for Active Participation

1. While pre-student teaching field experiences do not demand the preparation expected during student teaching, they do require appropriate competence and responsible preparation for assigned tasks.
2. Make sure you are actively engaged in the classroom. Plan with your cooperating teacher so you know how to make the most of your field experience. "Observation" hours do not count.
3. The tasks may include:
 - a. obtaining and creating classroom materials
 - b. making bulletin boards
 - c. planning and teaching a complete instructional activity
 - d. tutoring individual students
 - e. working with small groups of students needing extra support
 - f. helping facilitate hands-on activities taking place in class
 - g. supporting students during guided practice or independent work

Be Guided by the Professional Ethics of Confidentiality Both In and Out of School

1. While in the schools you may become aware of sensitive information or situations involving pupils, their families, or classroom teachers. Such information must be treated with professional confidentiality – *what occurs at the school, stays with personnel who have a need to know.*
2. A breach of ethical behavior is serious and could be grounds for immediate removal from the School of Education.

3. Be aware of what you say and to whom you say it in verbal, written, and/or electronic formats. Professionalism must be practiced at all times.

Course Syllabus Statement

The following statement should appear in all syllabi for courses that require field experience for educator preparation. It sets the expectations and policies that will be followed for issues arising with fieldwork.

Field Experience Expectations & Policies

Students are required to complete field experience for this course. If students are employed by a school and have their own classroom (e.g. alternative licensure student or TEE candidate), that will typically be acceptable for the placement. Students must confirm this with their instructor, though, to be sure. All other students must go through the approved process for placements. Trying to set up your own placements is not allowed and risks damaging our relationship with our partner districts.

Students are expected to read and understand all of the information contained in the Field Experience Expectations & Policies document. Students will be asked to leave their field experience and this course if they are not progressing with course requirements as expected by the cooperating teacher, principal, and/or the instructor. Common infractions include not showing up for fieldwork, being late to fieldwork, failure to be prepared enough to impact student learning, failure to prepare and fulfill the requirements of teaching demands, relationship conflicts with the field experience teacher, lying, cheating, plagiarism, and other unprofessional behavior as noted in the School of Education's Program Dispositions. If a problem is brought to the attention of the instructor, the student will be placed on a formal support plan for one week. If progress is not made within 1 week, the student will be removed from field experience. Students cannot complete the course if they have been asked by the cooperating teacher, school, or university instructor to leave the field experience placement. Students may withdraw from the course if the timing of the dismissal allows it. However, if the dismissal happens after the withdrawal date, students will earn a failing grade (F). Individual courses may have additional requirements/expectations related to field experiences that will be described in the course syllabi.

Admission to Education

Admission requirements are established to ensure that students entering teacher education are prepared for success in education courses and field experiences. In addition, requirements are based on the CSU Pueblo Standards for Preservice Teachers, and students are required to document success in mastering those standards throughout their career. At three points in the program, a formal evaluation of progress occurs: admission to education, admission to student teaching, and completion of student teaching (program completion). At each point the student submits a portfolio of materials demonstrating proficiency on standards.

Students complete the admission to education process as they complete ED 305/505: Frameworks of Teaching. The entire process for gathering information and submitting it to faculty is completed during this course. Many (but not all) of the requirements of the course are directly linked to requirements for admission. Below are the steps to completing the process.

Six types of materials will be submitted with the portfolio: 1) transcripts and official documents demonstrating student performance in university classes, 2) materials developed in university classes which demonstrate proficiency on specific education standards, 3) recommendations and evaluations from cooperating teachers, 4) materials used in field experiences and videos of teaching, 5) personal reflections and summaries about progress, and 6) results of formal tests.

The following are requirements that must be met to be admitted to teacher education. No exceptions can occur to these requirements:

1. Cumulative grade point of 2.600 or greater. Maintaining 2.600 while enrolled in program.
 - a. *For the purpose of admission to the School of Education, a student's GPA is defined as one of the two cases below depending on the circumstances that apply.*
 - i. *For students who are currently enrolled and have at least 12 credit hours completed at CSU Pueblo, their GPA is the cumulative CSU Pueblo GPA for that current admission status.*
 - ii. *For all other students, the GPA is the cumulative GPA of all higher education institutions attended.*
2. Completion of ENG 101 and 102 with grades of C or better.

3. For students pursuing secondary or K-12 licensure, completion of math course required by major field with a grade of C or better. For students pursuing elementary or early childhood education: completion of one course that meets General Education requirements with a C or better.
4. Completion of CID 103 or CID 221 with a grade of C or better.
5. Completion of ED 305/505 with a grade of C or better.
6. Completion of a formal, standardized test during ED 305 such as the Proficiency Profile and a writing sample.
7. Meeting the fingerprint background check requirement by the Colorado Department of Education (as outlined in 22-60.5-103 C.R.S.).

What is a Portfolio?

A portfolio is simply a well-organized collection of items selected to demonstrate a student's expertise, experiences, and talents as a teacher. It also includes reflections on the contents, helping evaluate his/her teaching proficiency and guide future learning efforts. As students plan their portfolios, they should remember that the reviewer will be using the materials included to evaluate what they know about teaching, what they can do as a beginning teacher, and whether they will continue to learn and develop as a teacher. A great many items are not needed to demonstrate proficiency. Items should be chosen carefully, avoiding redundant materials. All items selected should indeed demonstrate the specific standards for which they have been chosen.

Steps in Completing the Process

Information on how to complete the application process occurs in ED 305/505. The purpose of the portfolio in this process is to allow students to demonstrate beginning proficiency on important teaching standards and benchmarks. Students will build upon this portfolio throughout their program, submitting it again at admission to student teaching and at program completion. Important steps in completing the portfolio include:

- Understanding the Portfolio Requirements. Read the *Handbook* carefully and ask questions when information is unclear.
- Gathering Materials for the Portfolio. Begin to gather some materials immediately (e.g., those materials from classes completed in earlier semesters). Others will be accomplished later in the semester as you complete required Education courses. If materials completed in an earlier class are submitted (e.g., a philosophy of education paper), use faculty feedback to improve content and appearance. Keep electronic copies of your papers and other documents. An electronic file of a paper can be easily added into the electronic portfolio.
- Gaining Recommendations. Although some recommendations may need to wait until later in the semester when faculty and teachers know you better, start early.
- Organizing and Adding Materials As You Proceed. Do not wait until the week before the application is due – that's too late to start the process.
- Completing Reflections and Summaries. As sections of the portfolio are completed, compose the reflection for each area.
- Submitting the Portfolio on Time. Portfolios are submitted in two parts. The exact date that portfolios are due will be posted outside the Education Office, on the Education web site, on the Blackboard site for ED 305/505, and will be announced in ED 305/505. Usually this will be the ninth and thirteenth weeks of class.

All students will be informed of admission once all portfolios have been evaluated.

Portfolio Requirements

For the electronic portfolio, follow the template provided in ED 305/505. Please organize the paper materials in a small folder.

Organization of the Paper Material

Part 1 Checklist – with your name and demographic information

1. Transcripts
2. Faculty recommendations
3. Advising forms
4. Long-term planning form

Organization of the Electronic Portfolio

The School of Education has developed an online eportfolio. You will access the portfolio and upload all required documents as directed in ED 305/505. The eportfolio lists all required materials.

Reflections

For each goal area (4 in all) complete a one page reflective statement. This statement should include the following.

- ☐ The standards being addressed in this section of the portfolio. List the standards and briefly explain the significant skills it covers.
- ☐ A brief explanation of how your experiences have shaped you to develop skills related to the standards. Give the reviewer insight into your point of view concerning this standard.
- ☐ A self-evaluation of your proficiency related to this standard. What are your strengths and weaknesses? Please review the documents you have submitted and evaluations and recommendations in completing this reflection.
- ☐ A professional goal related to this standard that you have for the future.

Video Clip

The video clip should demonstrate your teaching in the ED 305/505 fieldwork placement and should be related to a specific teaching standard. With the video clip, you may attach a file with a statement explaining to the reviewer the aspect of teaching that you are demonstrating in this clip. Assistance with video clips can be obtained from the Curriculum Resource Center.

Denial of Admission

Students will receive notification in writing if they have been denied admission to education and the reasons for denial. Students will also be made aware of their right to appeal this decision. Upon notification of denial, students have thirty calendar days to request a meeting with the education faculty to review the decision. Prior to that meeting, students should schedule a meeting with the Associate Dean to discuss the decision. At all times, students have the right to view all written materials in their education files.

If a student desires a meeting with the faculty, that meeting must be requested in writing, and it will be the responsibility of the Associate Dean to schedule that meeting as quickly as possible, but within five working days of receiving written notification. If the written notice is received during semester break, an attempt will be made to schedule a meeting within five working days; however such a meeting can only be scheduled if faculty are available. After meeting with the student, the faculty will determine whether the decision to deny admission remains or whether the student is admitted. The student will receive written notice of the decision of the faculty within five working days, including their right to appeal this decision.

If the student is denied admission after meeting with the faculty, the decision may be appealed to the Teacher Education Board (TEB). If the student desires a meeting with the TEB, that meeting must be requested

in writing within thirty calendar days of receiving notification. It will be the responsibility of the Associate Dean to schedule that meeting as quickly as possible, but within five working days of written notification. If the written notice is received during semester break, an attempt will be made to schedule a meeting within five working days; however such a meeting can only be scheduled if faculty are available. After meeting with the student, the TEB will determine whether the decision to deny admission remains or whether the student is admitted. The student will receive written notice of the decision of the TEB within five working days. The decision of the TEB is final.

Both the student and Associate Dean must inform one another of the individual(s) that each is inviting to an appeals meeting prior to the conference.

Retention in Education Prior to Student Teaching

To continue in good standing in the School of Education, students must maintain an overall GPA of 2.600 and continue to make progress towards program benchmarks. The faculty in education will make every attempt to assist students in successfully completing the program. If faculty determine that a student is not making sufficient progress, a *Support and Expectation Plan* may be developed with the faculty and student. The plan would outline goals, available supports, expectations, and a deadline for review for meeting all goals. Such a plan may require activities such as involvement in tutoring, extra sessions with faculty, or identification of additional course work. In the most severe cases, the completion of goals may be established as conditions for admission to education, continued retention in teacher education, or admission to student teaching. Students may ask faculty for assistance in developing a *Support and Expectation Plan* at any time in the program.

Below are some indicators of student needs and the follow-up activities that may be implemented by the School of Education:

Indicator	Follow-up
Cumulative grade point drops below 2.600	Student automatically removed from the program and may not enroll in courses requiring admission to education. Student will receive written notice of removal from the program. When the cumulative GPA returns to 2.600, the student would be readmitted to the program. For transfer students, the entering GPA is cumulative and calculated based on all courses attempted in higher education. The student's GPA becomes the CSU Pueblo cumulative GPA after the student has been admitted to CSU Pueblo and completed 12 credit hours. Courses taken after admission at other institutions may be accepted for credit and for requirements with approval of the appropriate department chair and Associate Dean, but not counted in the overall GPA.
Earns a grade of <i>D</i> or <i>F</i> in an education course	Review by responsible faculty member and determination of severity of need for assistance. If necessary, a Support and Expectation Plan may be drafted by the student and faculty, with consultation with the Director of Student Teaching & Experiential Programming or Associate Dean. A grade of <i>C</i> is required in all education courses.
Concerns raised by Field Experience Teacher	Review by responsible faculty; serious concerns may result in development of a Support and Expectation Plan by the student and faculty, with consultation of the Director of Student Teaching & Experiential Programming or Associate Dean. Extremely serious concerns may result in immediate removal from the School of Education. Such concerns might be inappropriate behavior with students or extremely unprofessional behavior in the school. Failure to meet the conditions of a Support and Expectation Plan addressing these concerns may result in removal. Because the program requires field experiences with nearly all methods courses, failure to get approval from schools for placement in these field experiences may result in removal.
Concerns raised by University instructor	Serious concerns may result in development of a Support and Expectation Plan by the student and faculty, with consultation of the Director of Student Teaching & Experiential Programming or Associate Dean. If extremely serious (e.g., cheating), these may result in immediate removal from the School of Education.
Concerns regarding criminal history,	Serious concerns may result in development of a Support and Expectation Plan with the Director of Student Teaching & Experiential Programming or Associate Dean, or, if extremely

character, honesty, ethics, and emotional stability	serious, may result in removal from the School of Education. Some examples of infractions that may be forwarded are included in the <i>CSU Pueblo Student Code of Conduct</i> . Some criminal activities would prevent a student from obtaining a teaching license from the State of Colorado. Students may be asked to apply for a substitute teaching license (or other tasks) to explore whether licensure is possible. The state will not make a determination until an application for a license is made.
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Procedures for Removal from the School of Education

Removal from the School of Education requires documentation of serious concerns about the student's potential for becoming a classroom teacher. Three serious types of concerns will result in removal from the program:

1. The student's cumulative GPA falls below 2.600. If this would occur, removal would be immediate, and there are no exceptions to this rule. When the cumulative GPA returns to 2.600, the student would be readmitted to the program. See the requirements in the Admission to Education section above for a description of procedures for determining the GPA. A student whose GPA drops below 2.600 would receive written notification of removal. However, the student is responsible for understanding this rule and dropping the applicable classes before being asked to do so. If the student does not drop the courses, the program will administratively withdraw the student, leaving a W on the transcript and may incur financial costs.
2. The student is not making satisfactory progress towards meeting program standards in required coursework or in their field experiences. Removal would be considered after a Support and Expectation Plan had been unsuccessful.
3. Serious concerns have been documented related to the student's character, honesty, ethics, or emotional stability. Teachers, who have responsibility for the care and education of minors, must be models of honesty, ethics, and strong character. They must be emotionally stable. Some examples of infractions that may remove a student from the School of Education are included in the *CSU Pueblo Student Code of Conduct* and the *CSU Pueblo Catalog*.

Although a Support and Expectation Plan must be developed and implemented in the case of concerns regarding student progress, one serious infraction of ethics or honesty could result in removal. Some examples might be: cheating on exams or assignments, sexual or physical harassment of colleagues or children, documented child abuse or neglect, or evidence of mental illness which would interfere with teaching (such as schizophrenia).

Removal Process

1. Once informed of serious concerns which might result in removal, the Associate Dean would assume responsibility for gathering additional information to clarify concerns raised.
2. The Associate Dean would establish a meeting of herself/himself, the student, the student's advocate, the student's education advisor, the academic major advisor, and others who have knowledge of the submitted concerns. The goals of the meeting would be to share concerns, gather information, and allow the student input into the process. A written record of all meetings will be filed in the student's file in the Education office. Both the student and the Associate Dean must inform each other of the specific individuals who will attend this or any appeals meeting prior to the conference.
3. Based on the opinion of University faculty at the meeting, if concerns are not resolved, the Associate Dean will call a meeting of the Education faculty. Those in attendance should be the Associate Dean, the student,

the student's advocate, the Education faculty, and others who have knowledge of the submitted concerns. Outcomes of the meeting may include but are not limited to:

- Resolution that the concerns are unfounded.
 - Development of a Support and Expectation Plan (as described above).
 - Removal from the program.
4. When a removal is filed, the student will be notified in writing, sent by mail to the address on file with the University within five calendar days of the meeting.
 5. If the faculty votes for removal from the program, the student may appeal in writing to the Teacher Education Board. Such an appeal should be made within 30 calendar days of the mailing of the removal notice.
 6. If the student appeals, the Associate Dean would inform the Board of such an appeal and would schedule a meeting with the student, the student's advocate, and the Board as soon as possible upon receiving the request for a meeting. The action of this group shall be considered final.
 7. Once concerns have been brought to the attention of the Associate Dean, she/he has the option of immediately removing the student from field experiences and/or student teaching until the concerns are resolved, if concerns might place others at risk for harm. If it is the conclusion of the Associate Dean that the student places others in immediate risk, she/he will request an emergency meeting of the Education faculty to determine whether the student should be asked to withdraw from classes and be removed from the program immediately. In such cases, the Dean of Student Affairs would be consulted. If the faculty would determine that the student should be removed from the program, the student would be informed of the decision in writing. The student wishing to appeal removal would ask for a meeting with the Teacher Education Board.

The student will be informed of opportunities for receiving career and personal counseling.

Admission to Student Teaching

Application to student teaching is a portfolio submission process in the semester before the student teaching takes place. The deadline for initial submission of the application for admission is the end of the third week of classes. This date is published widely across campus. It is at the discretion of the School of Education faculty to entertain late applications. Late submissions should carefully follow the instructions in the application packet.

Some students will continue to complete some requirements of the portfolio during the semester in which they apply for student teaching. Thorough directions on the portfolio requirements are attached to the student teaching application. Please read these documents carefully to understand the levels of proficiency on program standards required for admission and the manner in which you will need to document your performance.

Some requirements that must be met before student teaching include:

1. Completion of all program requirements, including courses in the major, in general education, and in professional education.
2. Completion of all required early field experiences across diverse settings.
3. Cumulative GPA of 2.600 or better and Cumulative GPA of 2.500 or better in all courses required in the major.
4. Grade of C or better in all requirements.
5. Passing score on any licensure exams (e.g. Praxis) as required by the Colorado Department of Education (CDE). Alternative measures of Content Competency are also allowed per CDE rules.

6. Successful completion of any Support and Expectation Plans, or at least a review of such plans to determine if they can continue during the student teaching term.
7. Submission of a revised teaching portfolio with updated work and self-evaluation (new reflections).

All students will be informed in writing of the decision of the faculty concerning admission to student teaching. At times, the faculty may identify specific areas of concern that may need special support during student teaching. If that occurs, the student will meet with the Associate Dean or Director of Student Teaching and Experiential Programming and develop a Support and Expectation Plan for student teaching.

Demonstrating Content Knowledge

All candidates for initial educator licenses in Colorado are required to demonstrate knowledge of their content area. How this happens depends on the specific endorsement area being pursued. Specific options can be found on the State Department of Education's website [here](#). In most cases, the PRAXIS exam is an option for demonstrating content competency. PRAXIS assessments are administered at testing centers throughout the year as available and also at home for those who meet the necessary requirements. **The School of Education provides free test preparation resources (tutoring, software, etc.) and some free vouchers for candidates who meet preparation benchmarks.** Please contact the Education Office for further details.

Placement in Student Teaching

Because student teaching performance is a major indicator of future teaching success, placement for student teaching is given serious consideration. Assignments are made by the university through approved channels of the cooperating school districts. Placements will not be made for you in a school that you have attended in the last five years or one in which you have relatives employed or attending.

Students may not request placement in specific buildings or with specific cooperating teachers. Because acquiescing to such a request would be favoritism on the part of the university, and because it is outside of the university's agreement for placement with partner districts and schools, such a request will automatically result in denial for placement. Please do not make such a request or contact and attempt to establish your own placement. Doing so may jeopardize the program's agreement with districts and may jeopardize any placement for student teaching in a district you might have chosen. Petitioning the faculty, the Associate Dean, Dean, Provost, or the President will not result in placement in a specific school or with a specific cooperating teacher.

If possible, placements will be made in the student's first choice district. However, at times, failure to identify cooperating teachers with appropriate qualifications may preclude placement in first choice districts. In addition, CSU Pueblo is committed to every effort to place students in a high-quality school with a master cooperating teacher. However, the program's model for student teaching is to place a number of students (3-5) in the same school, and this may result in students being placed in their second choice.

When students apply for student teaching, they may also request grade levels at which they wish to student teach. Efforts will be made to locate placements at these levels. It is the intent of the field experience program at CSU Pueblo to provide students with a variety of experiences across the grade levels for which they will be qualified to teach. However, if secondary students have completed all significant field experiences at one level (e.g., high school), student teaching placement will be made at the other level (e.g., middle school), to assure preparation at both. Likewise, elementary students with no significant field experiences at either the primary or intermediate level will be required to student teach at the primary or intermediate level. Elementary students may student teach in sixth grade, but this would be discouraged in cases where 6th grade is in a middle school setting.

In some cases, students may be eligible for a Teacher of Record placement. This happens when a school wishes to hire the student as a teacher of record in their intended licensure area. The student must meet all requirements outlined by the Colorado Department of Education, the hiring district, and be approved by the Education faculty. Only strong candidates will be considered for this option.

Placements in Non-Partner Districts.

At the time of application for student teaching, students may request out-of-region or out-of-state student teaching placement. A letter requesting placement in a non-partner district, addressing the need for such a placement, should be included with the student teaching application. Faculty in teacher education must approve each placement with a non-partner school.

These placements will be granted only under the following circumstances:

- Student is recommended as a **strong** candidate by the education advisor, the major advisor, and the teacher education faculty. Weaknesses in any benchmarks for admission to student teaching will result in a denial of out-of-area placement.
- Placement is required because of **exceptional** circumstances. These circumstances must be thoroughly explained in the application. The transfer of a spouse out of state, for example, is an exceptional circumstance. The desire to live at home or the desire to student teach in a school district in which the student would like to become employed is **not** an exceptional circumstance. Financial need by itself may not be a sufficient reason for placement out-of-area.
- The meetings of the capstone seminar are completed as required.
- (Once approved) Appropriate placement with a qualified cooperating teacher and appropriate supervision with a regionally-accredited institution can be provided. Placement must allow the student to complete all requirements for student teaching and master all program standards.

Denial of Student Teaching

Students will receive notification in writing if they have been denied admission to student teaching and the reasons for denying admission. The student will also be notified of the right to appeal this decision. Upon notification of denial, the student has thirty days to request a meeting with the Education faculty to review the decision. Prior to that meeting, the student should schedule a meeting with the Associate Dean or Director of Student Teaching & Experiential Programming to discuss the decision. At all times, the student has the right to view all written materials in his/her education file.

If the student desires a meeting with the faculty, that meeting must be requested in writing, and it will be the responsibility of the Associate Dean to schedule that meeting as quickly as possible, but within five working days of written notification from the student. If the written notice is received during semester break, an attempt will be made to schedule a meeting within five working days; however such a meeting can only be scheduled if faculty are available. After meeting with the student, the faculty will determine whether the decision to deny admission remains or whether the student is admitted. The student will receive written notice of the decision of the faculty within five working days including the right to appeal the decision.

If the student is denied admission after meeting with the faculty, the decision may be appealed to the Teacher Education Board (TEB). If the student desires a meeting with the TEB, that meeting must be requested in writing within thirty calendar days of receiving written notice. It will be the responsibility of the Associate Dean to schedule that meeting as quickly as possible, but within five working days of written notification. If the written notice is received during semester breaks, an attempt will be made to schedule a meeting within five working days; however such a meeting can only be scheduled if faculty are available. After meeting with the student, the TEB will determine whether the decision to deny admission remains or whether the student is admitted. The student will receive written notice of the decision of the TEB within five working days. The decision of the TEB is final.

Both the student and Associate Dean must inform one another of the individual(s) that each is inviting to an appeals meeting prior to the conference.

Student Teaching

CSU Pueblo will make every effort to place students in a high quality school with a master cooperating teacher. In following the conceptual framework for teacher education at CSU Pueblo, students will work collaboratively in learning communities with four to five peers, their cooperating teachers, and their university

supervisor. Students in partner schools at a distance will be linked with technology to other student teachers for support and assistance. The *Student Teaching Handbook* outlines rules and all requirements for student teaching. Student teaching is a minimum of fifteen weeks.

Working during Student Teaching

Student teaching is more than a full-time job. Assuming all responsibilities for planning, teaching, and grading will require work after school and on weekends. Because of this, CSU Pueblo does not allow students to enroll in any course work during the student teaching semester. It is unrealistic to plan to work more than 20 hours a week and still be successful in student teaching. Therefore, students may not work more than 20 hours each week during the student teaching semester. It has been our experience that heavy workloads (including coaching) have been one of the top reasons for student failure during the semester.

Many colleges and universities require that students have no outside employment during student teaching. Planning how to handle the financial burden during that semester should begin during the first semester of school. We understand that some students need to work during student teaching and do not categorically deny everyone this opportunity. However, students who plan on working must indicate this on their application for student teaching and plan how to assume all responsibilities for teaching and work in consultation with an advisor before student teaching begins. Failure to disclose employment accurately or amend the information on the student teaching application if employment changes may result in dismissal from student teaching.

Being allowed to work is not an automatic right during student teaching, and teacher education reserves the right to request that students limit or stop working altogether. Failure to comply with this request may result in removal from the program. These requests would occur under the following circumstances:

- Work is interfering with meetings with the cooperating teacher, with other student teachers, and/or with the university supervisor before or after school.
- Work is occurring for several hours each afternoon/evening after school.
- Work is affecting the quality of teaching and learning in the classroom. The student teacher's work affects the quality of learning of the preK-12 students in his/her classroom. If work is affecting the learning of these students, the student teacher will be asked to cut back or stop working. Poor quality (or limited) planning may be a sign of too little preparation. PreK-12 students deserve more than this, and poor preparation will not be tolerated.
- Work is affecting the quality of learning by the student teacher. Lack of growth in learning to plan, teach, or assess may result in the request to cut back or stop working.
- Work is affecting attendance and participation in the life of the school. Work schedules cannot be an excuse for failure to attend and participate in activities after school. Open houses, parent-teacher conferences, and school meetings are important parts of the student teaching experience. You may not be absent from these activities because of work.

Concerns during Student Teaching

It is the mission of CSU Pueblo to support student teachers during the entire student teaching experience. It is the responsibility of the cooperating teacher and the university supervisor to give the student teacher constructive feedback about his/her performance and to make sure the student teacher realistically understands when he/she is making adequate progress. If difficulties do occur, it is important that they be identified as early as possible in student teaching and that the student teacher, cooperating teacher, and university supervisor are all aware of the specific deficiencies. Once identified, help should be provided to support the student teacher.

If the cooperating teacher and/or university supervisor believe that the assistance necessary for change requires more than a few informal strategies (e.g., more practice, more frequent feedback, modeling by the cooperating teacher) and cannot be accomplished in a short period of time, a *Support and Expectation Plan* should be developed by the teacher, student teacher and supervisor. The plan must include the specific teaching

behaviors that must be met, the assistance or strategies required to remediate, timelines or deadlines for evaluation or success, and responsibility for monitoring the plan. This document must be signed by all three participants and will become a part of the student teacher's permanent record, as will the monitoring notes completed as the plan is implemented. The Director of Student Teaching & Experiential Programming must be informed if a plan is developed and should receive a copy of the plan.

A *Support and Expectation Plan* must be completed after the midterm evaluation if inadequate progress is being made on any standard. In addition, a *Support and Expectation Plan* must be completed prior to any standard being evaluated as non-proficient at the completion of student teaching.

Extending Student Teaching

In a very few cases, the student teacher may have difficulties acquiring all the standards required of beginning teachers, but the university and school personnel believe that the student teacher may acquire the necessary skills if the experience is lengthened. The cooperating teacher, university supervisor, and student teacher should make this decision, with input from the building principal and Associate Dean/ Director of Student Teaching & Experiential Programming. If student teaching is extended, a *Support and Expectation Plan* must be developed. Failure to meet the competencies outlined in the *Support and Expectation Plan* or to complete an extended student teaching would result in the student failing student teaching.

Removal from Student Teaching

Rarely, a student teacher does not show sufficient promise as a teacher. If this occurs, the student will be counseled out of the teaching program. This is a serious decision, which will be reached only after assistance has been given to the student teacher through the development and implementation of a *Support and Expectation Plan*. In addition, the decision to remove the student from student teaching should involve input from the student teacher, the cooperating teacher, the university supervisor, the building principal, and the Director of Student Teaching & Experiential Programming /Associate Dean. Any student removed from student teaching will be provided an exit conference, which will include the written reasons for withdrawal and suggestions for remediation, if appropriate. The exit conference will be documented and a copy retained in the student teacher's permanent file. The recommendation for removal, with accompanying data supporting the decision will also be retained in the student teacher's permanent file.

It is the responsibility of the School of Education to make this difficult decision. Student teaching is not a right; it is an awesome responsibility which affects the lives and learning of many students. The School of Education and the school districts cannot allow ineffective teaching, breaches in ethics, serious failure to follow school rules or procedures, or other serious infractions to adversely affect the learning of young children. **Note: cooperating teachers and school administrators have the right to terminate student teaching at any time.**

A student who is counseled to leave student teaching may withdraw from student teaching, following the rules and regulations of Colorado State University Pueblo, and will receive no credit for the experience. The student teacher is afforded the right to due process for this decision as for any disagreement arising from the enforcement of other university policies.

Withdrawal from Student Teaching

Unfortunately, we cannot always control when crises occur, and sometimes they happen during student teaching. Prolonged illness, family illnesses, accidents, and life obligations outside of the classroom sometimes interfere with success in student teaching. Student teachers should inform the cooperating teacher and university supervisor, who will keep these stresses confidential. Sometimes, with appropriate notice, working as a team, an alternative plan can be developed which will resolve problems so that student teaching may continue. Not informing the relevant support system of life problems and attempting to continue as before may result in stress and unfortunate failures which could have been prevented. A brief time out from student teaching during times of stress, with student teaching extended upon return is one possible solution. However, if it is best for the student teacher to withdraw, the university supervisor will assist in the process. Information about the reasons for withdrawal will be placed in the student's permanent education file.

Reapplication for Student Teaching

A student removed from student teaching may reapply in subsequent semesters. However, the student will be asked to respond to the concerns that resulted in removal and to provide evidence that these concerns will not limit success in future student teaching. Education faculty, who are responsible for approving/rejecting student teaching applications, will review this information.

Change of Placement

In very rare circumstances, a student teacher's placement may be changed during the semester. This most often occurs when an extremely non-productive relationship has developed between a student teacher and cooperating teacher or when the cooperating teacher becomes ill or must leave the classroom for a significant proportion of the student teaching. If problems in communication occur early in student teaching, and the university supervisor becomes aware of the difficulties, they may be resolved. Allowing them to continue to deteriorate makes change more difficult. Please appraise the supervisor of concerns about placement as early as possible.

In most cases, the decision to select a new placement will be a joint decision of the student teacher, cooperating teacher, building principal, university supervisor, and the Director of Student Teaching & Experiential Programming /Associate Dean. A written document requesting the change, with reasons for the change is required, with a copy retained in the student teacher's file. A change in placement will require the availability of another appropriate placement. In addition, student teaching may be extended with a new placement. If this is a condition of the new placement, it will be included in writing in the recommendation for a placement change.

Program Completion

Program completion occurs at the successful completion of student teaching, when all CSU Pueblo requirements for teacher licensure have been met. For degree-seeking students, program completion requires completion of general education, major, and professional education requirements. For post-baccalaureate students, program completion requires successful completion of the content courses and all professional education requirements for licensure. To complete the program, all students must demonstrate proficiency on each of the performance standards.

Graduation Contracts

All degree-seeking students at CSU Pueblo must file graduation contracts early in the semester when they plan to graduate. Deadlines are published in the academic calendar for each semester. It is strongly recommended that you complete this form at the same time and at the same meeting in which you complete your application to student teaching.

To complete the process, students must obtain a Graduation Contract from the Records Office (or online). Appointments must be set with the major and any minor advisors. Each advisor will help evaluate whether all requirements will be met by the proposed graduation date. Return the completed form to the Records Office before the published deadline. Failure to do so will postpone graduation.

Graduation

Degree requirements include successful completion of all institutional requirements, general education requirements, the academic major in the endorsement area, and the minor in education. The section on "Academic Policies" in the *Colorado State University Pueblo Catalog* details these requirements.

Colorado Teacher Licensure

Teacher licensure is issued under the authority of the state to practice the profession of teaching. In Colorado, a license is required for the vast majority of professional educators serving pK-12 in the public schools.

It is the student's responsibility to apply for licensure upon program completion (at the completion of student teaching). Completed applications are reviewed by the Education Office only after all requirements are completed and documented on the university transcript. Information and application forms are available online at the Colorado Department of Education website at <http://www.cde.state.co.us/>.

Licensure is not an automatic process. Applications must be submitted to the School of Education, accompanied by official transcripts. The university's Licensure Officer (a.k.a. Associate Dean & Director) will conduct a final review, complete the application, and return the application to the student. The process will be accomplished as quickly as possible. Processing applications at CDE may take several weeks.

Students who are seeking out-of-state certification should write to that state's department of education for specific requirements and procedures or check requirements on state department of education web sites.

Services and Resources

Menu of Services

The following table shows all services available and costs associated with various functions within the School of Education (SoE).

Service or Fine	Cost
Oral Proficiency Test	\$10
PRAXIS Test Preparation Packet	\$25
Student Teaching Application Late Fine	\$25
Curriculum Center Services/Student Supplies	\$5
Curriculum Center Late Return Fine	\$5/day
Curriculum Center Replacement Fine	Cost of Item

Policies and Procedures Related to These Services:

Individuals will request a service or incur a fine from the list above. If the individual is an active student at CSU Pueblo, the SoE will provide the service or assess the fine and fill out the "Request for Student Accounts Receivable Billing" form. A copy of this form will then be submitted to the BFS Billing Specialist for processing. This will place the charge directly on the student's bill. If the individual is not a current CSU Pueblo student, the SoE will provide the necessary Cashier's Cage form for the service or fine. The form will show what the service is, the cost, the patron's name, the date, a phone number to call for questions, and the account number and object code where the funds should be deposited by the Cashier's Cage. The patron will take the completed form to the Cashier's Cage and pay the corresponding amount. The Cashier's Cage will issue a receipt that will be taken back to the SoE. The Director of Student Teaching and Experiential Programming will keep a copy of this receipt and log the services on a secure, departmental spreadsheet. Each month, the Administrative Assistant III of the SoE will reconcile the receipts of both processes by comparing departmental records with those in KFS.

Curriculum Resource Center

The School of Education maintains a collection of preK-12 curricular materials, teacher periodicals, testing materials, videotapes, and technology resources for faculty and student use. The Curriculum Resource

Center is in the Technology, Education, and Engineering Building, Room 240, and provides space for students to work on class assignments. Many materials may be checked out. Several computer stations for previewing software and the development of teaching materials are also available. The Center and all equipment and materials are available to students enrolled in a School of Education program. The hours in which the Center are open are posted on its door.

Rules governing the length of time in which materials may be checked out, as well as fines and obligations for use of materials, are available in the *Curriculum Resource Center*.

Placement Services

The *Career Center* provides information and counseling to assist students in choosing a career and learning skills to conduct a successful job search. This office helps students find teaching positions through assisting with resume and interview skills. In addition, the Center assists in hosting an Education *Job Fair* each spring. At this fair, CSU Pueblo students have the opportunity to interview with school districts from across Colorado, and many districts outside the state.

The School of Education maintains a bulletin board of notices of teaching vacancies on the wall across from the education office. During student teaching, students who wish to participate may complete a file that can be used to match student employment interests with needs of district employers who contact the university. This opportunity is free of charge to all CSU Pueblo students. In addition, student teachers complete a variety of activities to prepare for their job search in seminars during the student teaching semester. Activities include workshops on developing resumes and job portfolios and on job interviewing. The program works with Career Services to sponsor a Spring Education Fair.

Records Office/Transcripts

Students may obtain transcripts from the Records Office located in the Administration Building. Two types of transcripts are available:

- **Student Transcripts:** unofficial records available at no cost to the student for the purpose of the advisement.
- **Official Transcripts:** official CSU Pueblo transcripts requested by the student.

Unofficial student transcripts are acceptable for your portfolio, for application to education and student teaching, and for advising. Official transcripts are required for application for teacher licensure, for application for employment or graduate school, and for all official transactions. If you have attended other colleges or universities, you must submit a transcript from each institution attended when you apply for admission to education. These may be unofficial student copies. However, official copies must be submitted when applying for teacher licensure.

Additional CSU Pueblo Student Services

The university offers a number of support services to students. Please review these at their website [here](#).

School of Education Faculty

All faculty members in the School of Education are doctoral-prepared educators with experience teaching in both preK-12 and higher education. For more information about our faculty, please visit our [webpage](#).