Student Teaching Handbook

2017-2018

Office of Clinical Experiences and Partnerships

West Classroom 162
Monday through Friday
8 AM to 5 PM

Phone (303) 615-1555

Campus Box 21
P.O. Box 173362
Denver, CO 80217-3362

Email: studentteach@msudenver.edu
Website: http://www.msudenver.edu/ocep
# TABLE OF CONTENTS

**PREFACE** ........................................................................................................ 3
- Mission of the Teacher Education Department .................................................. 3

**INTRODUCTION** ................................................................................................. 3
- Acronym Glossary .................................................................................................. 3

**STUDENT TEACHING PLACEMENT / TERMINATION** ........................................... 4
- Registration for Student Teaching ......................................................................... 4
- Placement Policy ..................................................................................................... 5
- Withdrawal Policy .................................................................................................. 6
- Termination Policy .................................................................................................. 6
- Educational Plan and Reassignment ...................................................................... 7

**RELATIONSHIP OF THE HOST SCHOOL AND MSU DENVER** .............................. 8
- Attendance .............................................................................................................. 8
- Labor Disputes within a School District ................................................................. 8
- Worker’s Compensation and Liability Level of Coverage ..................................... 8
- Legal Responsibility ............................................................................................... 9
- Substitute Exception ................................................................................................. 9
- Liability Insurance ................................................................................................... 9

**ROLE OF THE COOPERATING TEACHER** ............................................................ 10
- Mentoring Responsibilities ..................................................................................... 10
- Cooperating Teacher Qualifications ....................................................................... 11
- Evaluations ............................................................................................................. 11
- Honorarium and Renewal Credit ........................................................................... 12
- Co-Teaching Approaches ......................................................................................... 13
- Student Teaching Performance Evaluations ......................................................... 14
- Letters of Recommendation for Licensure Candidates ......................................... 14

**ROLE OF THE UNIVERSITY SUPERVISOR** .......................................................... 15
- Qualifications of University Supervisors ............................................................... 15
- Supervisory Responsibilities ................................................................................... 15
- Student Teaching Visits ........................................................................................ 16
- Student Teaching Seminars ................................................................................... 17
- Evaluation of University Supervisor ....................................................................... 17
- Affiliate University Supervisor Compensation ...................................................... 17

**ROLE OF THE LICENSURE CANDIDATE** .............................................................. 19
- Student Teaching Syllabus ..................................................................................... 19
- Seminars ................................................................................................................. 21
- Conduct .................................................................................................................. 22
- Relationships ......................................................................................................... 23
- Requirements ......................................................................................................... 23

**STUDENT TEACHING PERFORMANCE EVALUATIONS** ..................................... 24
- Student Teaching Journal ....................................................................................... 24
- Observation Evaluation Forms ............................................................................... 24
- Mid-Term Evaluation of Licensure Candidate ......................................................... 24
- Proficiency .............................................................................................................. 24
- Teacher Work Sample Rubric ................................................................................ 24
- Final Evaluation of Licensure Candidate ................................................................. 24
- Grading Policies ..................................................................................................... 25
- Final Grades ............................................................................................................ 26
- Evaluations by Licensure Candidate ...................................................................... 26
MISSION OF THE SCHOOL OF EDUCATION

"The School of Education at Metropolitan State University of Denver prepares people who will Teach, Lead, and Transform."

Metropolitan State University of Denver’s School of Education develops excellent teachers and educational leaders who engage in reflective practice and scholarly activity, and who are ethical decision makers and agents of social change.

We do this by:

- Providing intellectually rigorous, culturally relevant curriculum that fosters pedagogical expertise, cultivates critical thinking, and promotes imagination;
- Facilitating clinical placements that incorporate a diversity of perspectives and experiences;
- Creating and sustaining mutually beneficial school and community partnerships;
- Collaborating across disciplines to advance the scholarship of teaching and learning; and
- Attracting and retaining innovative faculty who model expertise within their professional communities.

INTRODUCTION

CRITICAL ROLE OF STUDENT TEACHING IN TEACHER PREPARATION AND EFFECTIVENESS

Student teaching is a full day, full time, school-based experience that provides licensure candidates a culminating, semester-long opportunity to acquire and demonstrate effective instructional strategies necessary for competence in teaching. A strong student teaching experience provides licensure candidates an opportunity to put theory and pedagogy acquired in university coursework and field experiences/practicum placements into practice. Coursework and field experiences/practicum placements preceding student teaching serve to provide a strong foundation for knowledge and skills gained during the student teaching experience, such as strategies for planning and implementing effective instruction, management of a positive classroom learning environment, and maintaining professional and collegial relationships with administrators, peers and families. Student teaching also allows licensure candidates to enrich and refine their knowledge, teaching skills, and professional dispositions while working alongside an experienced and qualified classroom teacher (Cooperating Teacher). The student teaching experience is purposefully designed to be as realistic and rigorous as actual teaching. Support through supervision during the entire scope and sequence of the experience is critical to the success of a student teacher. Supervision of the student teacher is the responsibility of the Cooperating Teacher and the University Supervisor. The Cooperating Teacher and the University Supervisor continuously and consistently provide ongoing support and guidance using informal and formal feedback. All licensure candidates assume varied forms of teaching responsibilities described in the Co-Teaching Model (included in the handbook, pg. 13), with the extent and length of teaching involvement to be mutually agreed upon by the licensure candidate, the Cooperating Teacher, and the University Supervisor.

The Student Teaching Handbook is designed to provide practical information concerning the policies, procedures, and expectations of the student teaching experience and related topics. The importance of the role played by the host school and the cooperating teacher in the student teaching experience cannot be overstated. It is hoped that this handbook will serve all the participants and aid in the completion of a successful student teaching experience.

ACRONYM GLOSSARY

Acronyms are used throughout this handbook. Each acronym is defined below.
STUDENT TEACHING PLACEMENT / TERMINATION

Registration for Student Teaching

The Student Teaching Office does not register candidates for student teaching. Teacher candidates must register for the correct student teaching course using the accurate course reference number (CRN). Errors in registration result in delays in obtaining licensure. Consult the online registration Class Schedule for listings and CRNs.

The Student Services Office does not register candidates for student teaching; however, that office is the contact for problems you may have with registration.

Check the guide below to verify that you have registered correctly; you must register for 12 credit hours.

<table>
<thead>
<tr>
<th>Dept</th>
<th>Number</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>4190</td>
<td>12</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>EDS</td>
<td>4290</td>
<td>12</td>
<td>Secondary Education (English, Social Studies, Science, Mod Language)</td>
</tr>
<tr>
<td>ECE</td>
<td>4390</td>
<td>12</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>CLD</td>
<td>4590</td>
<td>6</td>
<td>Culturally &amp; Linguistically Diverse Ed (need 6 credits in initial licensure)</td>
</tr>
<tr>
<td>SED</td>
<td>4490</td>
<td>12</td>
<td>Special Education</td>
</tr>
<tr>
<td>ARTE</td>
<td>4701</td>
<td>12</td>
<td>Art Ed Student Teaching (two 8 week placements)</td>
</tr>
<tr>
<td>MUS</td>
<td>4971</td>
<td>6</td>
<td>Elementary Student Teaching for Music K-6 (need 4972 also)</td>
</tr>
<tr>
<td>MUS</td>
<td>4972</td>
<td>6</td>
<td>Secondary Student Teaching for Music 7-12</td>
</tr>
<tr>
<td>MTL</td>
<td>4690</td>
<td>12</td>
<td>Student Teaching for Secondary Math</td>
</tr>
</tbody>
</table>

K-12 P. E. candidates must register for EDU 4190 and EDS 4290 (6 credits each) for a total of 12 credits.

K-12 Music candidates must register for MUS 4971 and MUS 4972 (6 credits each) for a total of 12 credits.
Dual endorsement placements:

EDU 4190 6  Elementary with CLD endorsement (one 16 week placement; total of 12 credit hours)
CLD 4590 6  
ECE 4390 6  ECE with Elementary endorsement (two 8 week or one 16 week placement; total of 12 credit hours)
EDU 4190 6  
ECE 4390 6  ECE with CLD endorsement (one 16 week placement; total of 12 credit hours)
CLD 4590 6  
SED 4490 6  Special Education with Elementary endorsement (two 8 week placements; one special ed; one general ed; total of 12 credit hours)
EDU 4190 6  
SED 4490 6  Special Education with CLD endorsement (one 16 week placement; total of 12 credit hours)
CLD 4590 6  
EDS 4290 6  Secondary candidates with CLD endorsement (one 16 week placement; total of 12 credit hours)
CLD 4590 6  

Master of Arts in Teaching (MAT) Student Teachers register for:

EDUM 6190 12  Elementary Education
SED 6490 12  Special Education

Note: TEDM 6800 1  Capstone to be taken concurrently with student teaching.

Efforts are made to detect mistakes in registration made by teacher candidates. Most often errors consist of selecting inappropriate credit hour section(s) of student teaching. If you do not register correctly, there may be a delay in receiving credit for the course and applying for licensure and graduation. Teacher candidates are urged to be certain they register for the appropriate section of student teaching.

Placement Policy

In keeping with national accreditation standards, placements for licensure candidates are made with cooperating teachers who are licensed in Colorado in the appropriate content areas, have a minimum of three years' licensed experience in their field of specialization, model good professional practice, express a commitment to inducting new teachers into the profession, and are recommended by their principal. Classroom and school sites are sought which provide candidates opportunities to:

- Demonstrate competence for professional roles;
- Create meaningful learning experiences for all students;
- Study and practice in varied settings with different age groups, cultural groups, and exceptional populations;
- Dialog and reflect upon professional decisions and practice.

Official student teaching placements are made only by the STO through the appropriate designated officials whether at the district office or school building level. Students are encouraged to research possible placements via the internet or observation and list them on the choice page of the application. Student teaching placements are not usually made:

- At the high school the licensure candidate recently attended;
- At a school where relatives or friends of the licensure candidate are employed;
At a school where the licensure candidate is currently employed;

At a school where the licensure candidate has children or other relatives in attendance. See the Director of Student Teaching for individual consideration.

Changes of assignment preferences will not be allowed after the request has been made without approval from an advisor and the Director of Student Teaching.

Secondary student teacher placements should be limited to a maximum of three preparations; the full-day schedule should include a minimum of co-teaching four classes or block schedule equivalency in the licensure area.

Any student teacher starting before the assigned start date needs to contact the Director of Student Teaching. The placement end date for early start assignments is not adjusted.

Note: Licensure candidates should have completed all course work prior to student teaching; therefore, no classes should be taken during the duration of the student teaching assignment. Exceptions for one course may be approved on a case-by-case basis. The course exception form is available on the STO website in the Student Teacher Information section under Part I Online Info>Student Teaching Application. Requirements and approval signatures are listed on the form.

Licensure candidates are encouraged not to hold employment during the student teaching assignment. Work cannot interfere with student teaching requirements.

The Student Teaching Office and advisors will work with MSU Denver athletes to plan their student teaching semester so that it will not conflict with their sport’s responsibilities.

Student teaching placement is generally available only during fall and spring semesters. The traditional public school schedule does not allow for student teaching during the summer months. The schedule of the year-round schools is not conducive to an appropriate student teaching assignment of 16 weeks. The structure and time restraints of the various summer school schedules do not provide licensure candidates with a well-planned, on-going experience.

Student Teaching Withdrawal Policy
Licensure candidates who request to withdraw from a student teaching assignment will adhere to the deadlines established by the Office of the Registrar at MSU Denver. Please refer to the Registrar’s website for policies and deadlines. A subsequent request for placement is not guaranteed. The licensure candidate needs to demonstrate readiness for a new assignment.

MSU Denver will be responsible for the amount of the honorarium due the cooperating teacher for assisting in supervising the assignment. However, the licensure candidate may be assessed the honorarium fee for any additional assignments that may be scheduled on their behalf.

Licensure candidates who did not complete all requirements of the School of Education Teacher Licensure Program qualifying for recommendation for licensure and who have not registered for one year will be considered inactive. If they elect to return to complete their program after an absence of one year, they must meet any new requirements of the program.

Termination Policy / Educational Plan and Reassignment
Any terminations or reassignments go through the Director of Student Teaching. Student teachers may be reassigned or terminated from an assignment under the following circumstances:

• Cooperating school personnel requests termination of the teacher candidate's assignment;

• It is determined that the presence of the licensure candidate has become an impediment to the education of the students in the assigned student teaching classroom;

• It becomes clear that the student teacher is not making adequate progress toward demonstrating proficiency in the required standards; and/or

• Other good cause as determined.
Educational Plan and Reassignment

If a licensure candidate encounters personal or professional problems during the assignment, the university supervisor will make as many visits to the assignment as necessary to help resolve the problems.

The licensure candidate and university supervisor are expected to exercise professional skills when confronting problems. They are expected to resolve differences fairly and expediently. Should early termination be warranted, licensure candidates are to remain at their assignment until the cooperating teacher and university supervisor have been notified. If a student leaves a placement early, all school property needs to be returned to the school, and the student's personal items need to be removed from the school.

When the university supervisor and/or the cooperating teacher become aware of a problem serious enough to threaten the licensure candidate’s demonstration of proficiency in any of the CQTS standards and satisfactory completion of student teaching, the student teacher and his/her supervisor will notify the Director of Student Teaching and an educational plan will be developed. Depending upon the individual situation, a grade of “UE” (unsatisfactory education) or a grade of “I” (incomplete) will be recorded on the licensure candidate’s transcript. To receive an Incomplete, the student must have at least 75% of the coursework completed, be passing the class, and finalize the course within one year. A “UE” grade will require the student to register and pay tuition again for a subsequent placement. An “I” grade will be changed to “SE” (satisfactory education) upon successful completion of a second placement with no additional tuition charged. At the end of one year the “I” automatically becomes an “F.”

The licensure candidate must successfully complete the educational plan in order to continue in the education program and request a second placement. No more than one educational plan and two placements will be allowed before final termination from the program is recommended. The educational team may include:

- Education or major advisor/faculty member in licensure area to be chosen by licensure candidate
- University supervisor assigned to the placement
- Licensure candidate
- Director of Student Teaching
- Department Chair
- Other MSU Denver resource person as deemed necessary

This team will develop an educational plan which is signed by the licensure candidate and monitored by the educational team.

Licensure candidates are reminded that reassignment after termination is not automatic. In most cases, the student teacher will be placed within the following two semesters.

University Supervisor Assignment

The School of Education and K-12 program faculty are responsible for assigning university supervisors for student teacher candidates. On a case-by-case basis, the School of Education handles any conflicts that arise during the placement that cannot be resolved between supervisor and student teacher. In the event that a reassignment or replacement of a supervisor should be deemed necessary, that decision is made by the School of Education Dean, Associate Dean, and the Director of Student Teaching in consultation with the student teacher, supervisor, and cooperating teacher.
RELATIONSHIP OF THE HOST SCHOOL AND MSU DENVER

The student teaching assignment is made in an accredited public or private school at the request of the STO and upon acceptance by the host school's administration and the qualified cooperating teacher. The host school has jurisdiction over the licensure candidate in matters concerning host school policies and instructional expectations. The licensure candidate, in a role of a quasi-staff member, is subject to all the regulations and requirements for teachers in the host school and district.

Attendance
Licensure candidates are considered students at MSU Denver, completing degree and/or licensure requirements. Licensure candidates should be present during the days listed on the assignment confirmation. The licensure candidate may request early departure or absence from the student teaching assignment based on the following guidelines:

- Three illness/personal days;
- Two days to interview for a teaching position or to attend a teacher job fair;
- The student teaching program includes student teaching seminars that the licensure candidate is required to attend. The university supervisor will inform the students regarding dates and locations for seminars. Licensure candidates who are placed in assignments distant from the location of the seminar may need to request early departure in order to attend the seminar;
- If licensure candidates begin student teaching prior to the beginning of the university semester, they need to be excused from the host school to attend the Pairs Workshop that is held prior to the first day of the university semester.
- Religious holiday observance.

Over three illness/personal days missed must be made up at the end of the assignment as coordinated with the cooperating teacher and the university supervisor and which may extend into the next semester if necessary.

MSU Denver reserves the right to terminate or extend the length of student teaching assignments in cases where teacher candidates are absent from their assignments for more than three illness/personal days.

Note: In the event of school closure due to weather or other circumstance, the licensure candidate is to follow the policy of the host school district.

Labor Disputes within a School District
MSU Denver licensure candidates completing student teaching assignments in school districts where teachers are on strike are not to cross picket lines for the duration of the ongoing strike.

MSU Denver reserves the right to extend the length of student teaching assignments in cases where licensure candidates are absent from their assignments for a considerable length of time due to a labor strike. A decision to extend student teaching assignments will be made by the Director of Student Teaching.

Worker's Compensation and Liability Coverage
Licensure candidates are considered employees of the district and, as such, they are covered by the school district’s worker’s compensation and liability insurance.

Source: 22-62-105 (2) The student teacher, during his practice teaching in a school, shall be deemed an employee of the school district for the purpose of worker’s compensation and liability insurance as provided for other school employees.
Legal Responsibility
The cooperating teacher is legally responsible for the pupils in the classroom at all times. This responsibility, under present law, cannot be transferred to the licensure candidate.

Under normal conditions, the cooperating teacher should be present whenever the licensure candidate assumes any teaching duties, especially during the early stages of the assignment. The cooperating teacher may choose to temporarily leave the classroom, placing the licensure candidate in charge. During these absences, it is imperative that the licensure candidate be able to locate the cooperating teacher should an emergency arise. The cooperating teacher or a licensed substitute should be present in the school building during all periods when the licensure candidate is in charge of the classroom.

Substitute Exception: Please check with your district and school regarding the substitute teaching policy. Per district policy, if licensure candidates are licensed CDE substitutes and are already in the substitute pool for their student teaching district, they may substitute for up to three days. These days would be included in the required student teaching days. If a request is approved by the substitute office, the licensure candidate can substitute in his/her assigned classroom and be paid as a substitute for these days. See the Director of Student Teaching for individual exceptions.

Legal Status of the Licensure Candidate
Cooperating teachers have the responsibility to establish certain rules for order and discipline in the classroom. The cooperating teacher needs to discuss the management plan with the student who should use discipline and instructional methods and materials that are consistent with the philosophy and practice of the host school and/or approved by the cooperating teacher. This is essential since cooperating teachers are responsible for the health, safety, and well-being of the pupils in their charge. In performing teaching duties, the licensure candidate must use common sense, exercise good judgment, and be fair in the treatment of pupils.

Whenever the teaching duties are delegated to the licensure candidate, the cooperating teacher is still held responsible for the welfare of the students under his/her supervision. The licensure candidate and cooperating teacher could both be held responsible should a student incur injury through malice, negligence, or poor judgment on the part of the licensure candidate.

Liability Insurance
State law 22-62-105(2) indicates that districts must cover teacher candidates’ liability insurance throughout the candidate’s time in their school(s). This coverage protects candidates in the event that any law suit is brought against them. Such suits are usually the result of injuries incurred by children while under the supervision of a teacher candidate and the belief that the candidate contributed to the injury because of negligence. To minimize the risk of such suits, candidates should familiarize themselves with their school sites’ policies and procedures concerning injuries or illnesses incurred by children while under the candidates’ supervision.

Important: The licensure candidate is advised to carefully read the “Identifying and Reporting Child Abuse” and “Guidelines for Student/Pupil Interactions” established for field experiences by the MSU Denver School of Education. These guidelines are printed in the Appendix.
ROLE AND RESPONSIBILITY OF THE COOPERATING TEACHER

Please refer to the Cooperating Teacher section of our website at this link
http://msudenver.edu/studentteaching/cooperatingteacherinformation/

Much of the responsibility for the professional development and success of the licensure candidate
depends on the effectiveness of the cooperating teacher. The daily contact with the licensure candidate,
control over the classroom, and the authority of his/her position enables the cooperating teacher to have
more influence in ensuring the teacher candidate's success than any other person involved in the student
teaching experience.

Mentoring Responsibilities

• Provide a space for operation for the licensure candidate, including instructional materials, shelf
  space, audio-visual equipment, a personal desk (if available), and any other needed materials;
• Provide opportunities for licensure candidates to demonstrate competence in professional roles;
• Be cognizant of the purpose of the student teaching experience and of the desired goals and
  outcomes of the School of Education;
• Orient the licensure candidate to the school and community;
• Orient the licensure candidate to the essential routines and policies of the school;
• Provide copies of the school handbook;
• Prepare the pupils, parents, and faculty to accept the licensure candidate into the classroom
  community;
• Oversee appropriate access to pupil records including procedures in regard to confidentiality;
• Willingness to participate in a co-teaching model;
• Be a good role model and demonstrate appropriate classroom management, planning,
  assessment, and teaching techniques;
• Exhibit behaviors that manifest enthusiasm, interest, responsibility, preparedness, and
  professional attitude;
• Provide the licensure candidate ample opportunity to assume full-time/co-teaching responsibilities
  for appropriate periods of time;
• Provide encouragement, constructive criticism, and recognition of success;
• Dialog with the licensure candidate about teaching decisions;
• Be available to meet with the university supervisor to discuss the progress of the licensure
  candidate;
• Monitor the licensure candidate's progress using the Communication of Progress Report and
  Lesson Observation Form as mutually determined;
• Complete an electronic evaluation of the university supervisor on our website;
• Provide feedback on the licensure candidate’s required Teacher Work Sample;
• Collaborate with the university supervisor on midterm and final evaluation forms; and assess the
  licensure candidate’s performance in progress toward proficiency (required for satisfactory
  completion of student teaching) in all licensure standard areas.

Cooperating Teacher/Licensure Candidate Communication
Communication between the cooperating teacher and the licensure candidate is essential to a successful
student teaching assignment. Some techniques are listed below and are offered as aids for the
cooperating teacher:

• Establish a friendly and cordial relationship with the licensure candidate and allow it to continue
  throughout the placement;
• Schedule time for informal discussion regarding the student teaching experience with the
  licensure candidate;
• Demonstrate good listening skills. Be receptive to the licensure candidate’s comments and ideas.
  Be alert to non-verbal behavior indicating concerns or problems on the part of the licensure
  candidate;
• Utilize detailed descriptions in referring to the licensure candidate's performance, rather than
general evaluative statements;
• Use a questioning technique to help focus and organize his/her thoughts, arrive at conclusions,
and engage in self-evaluation;
• Provide encouragement, constructive criticism, and recognition of success;
• Close the conference by reviewing the major topics that were discussed and restating the
decisions, commitments, and expectations determined relevant to the student teaching
experience; and
• Adjust the student teaching experience as necessary, within the guidelines provided in this
Handbook, to support each licensure candidate's progress toward proficiency.

Important: The student or cooperating teacher should notify the STO if visits to the assignment are not
being made by the university supervisor.

Preparation for the Licensure Candidate's Arrival
The licensure candidate has been instructed to contact the principal and the cooperating teacher soon
after the student teaching assignment has been confirmed and prior to the first week of the assignment.
They will discuss attending the Pairs Workshop. These introductory meetings should give the licensure
candidate an indication of the general characteristics of the assignment, start date and work hours, and
resources available. These meetings also establish the groundwork for developing positive working
relationships that should be maintained throughout the assignment. Concerns and questions about the
assignment should be discussed during these meetings.

Cooperating Teacher Qualifications
Coopering teachers are selected based on the following criteria:

• Hold a valid professional license in the area of specialization for at least three years.
• Be recommended by the school principal or designee.
• Have familiarized themselves with this Handbook and the student teaching website; and
• Be willing to contribute the extra time and effort it takes to mentor a student teacher.

The cooperating teacher may begin to make preparations for the student teaching assignment after the
assignment has been confirmed. Materials pertinent to the assignment should be disseminated during
the introductory meetings to begin the orientation process.

During the application process, the STO provides the host school with a copy of the licensure candidate's
résumé to assist in becoming acquainted with the licensure candidate. These forms include information
concerning the licensure candidate's coursework completed leading to the student teaching assignment
and a statement of philosophy of education to include reasons for selecting a career in teaching. The
cooperating teacher can request copies of these documents if desired.

The cooperating teacher may also contact the licensure candidate before the assignment and begin to
discuss topics pertinent to the student teaching assignment. The licensure candidate's contact
information is indicated on the Confirmation Letter.

Evaluations
Cooperating teachers are evaluated by both the student teacher and university supervisor at the
conclusion of the assignment. Cooperating teachers are asked to evaluate the university supervisor at
the end of the placement.
Honorarium and Renewal Credit
MSU Denver makes provisions to compensate cooperating teachers for participating in student teaching assignments.

The cooperating teachers will receive compensation at the following rates:

<table>
<thead>
<tr>
<th>Number of Weeks</th>
<th>Honorarium</th>
<th>Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 week assignment or shared licensure Candidate</td>
<td>$50.00</td>
<td>1.5 semester hour credits</td>
</tr>
<tr>
<td>16 week assignment</td>
<td>$100.00</td>
<td>3 semester hour credits</td>
</tr>
</tbody>
</table>

Renewal forms are processed and mailed by the STO at the end of the semester. Checks are processed and mailed by Accounts Payable at the end of the semester. You will receive the renewal form before the honorarium payment.

Important: A completed and signed W-9 form is required for each cooperating teacher requesting honorarium. These forms should be completed, signed, and returned to the STO. All compensation forms are available on the website for the cooperating teacher https://msudenver.edu/education/clinicalexperiencespartnerships/cooperatingteachers/.

Method of Payment for Honorarium
Payment to the cooperating teacher is by individual check made payable and mailed directly to each cooperating teacher by the MSU Denver Accounts Payable Office with the exception of Englewood Schools which requires one check for the sum of payments payable to the school district. Proportionate payment of honorarium is made in cases of early termination of the student teaching assignment.

Credit Earned Toward Renewal
Cooperating teachers may earn renewal credit (in addition to the honorarium) for supervising a student teaching assignment as shown on the chart above. The request for this credit must be submitted on the Verification of Supervision form. The completed form is submitted to STO for signature. STO then returns the form to the cooperating teacher for submission to the district or CDE. This form is your only documentation. This is not a university credit and will not be displayed on a transcript although it is equivalent to one and a half or three semester credits for renewal purposes. Please complete and submit these forms the semester you have a student teacher so you will have the form when you apply for renewal.
Co-Teaching

Some approaches to co-teaching:

- **one teach, one observe**
- **one teach, one assist**
- **station teaching**
- **parallel teaching**
- **supplemental teaching**
- **alternative (differentiated) teaching**
- **team teaching**

**ONE TEACH, ONE OBSERVE**

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.

**ONE TEACH, ONE ASSIST**

One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would be hesitant to participate or add comments.

**STATION TEACHING**

The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.

**PARALLEL TEACHING**

Each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

**SUPPLEMENTAL TEACHING**

This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.

**ALTERNATIVE (DIFFERENTIATED) TEACHING**

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

**TEAM TEACHING**

Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson.

From a student’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.
Student Teaching Performance Evaluations
The cooperating teacher collaborates with the university supervisor on the following electronic evaluations:

- Cooperating Teacher Lesson Observations/Communication of Progress as mutually determined
- Mid-Term Evaluation of licensure candidate
- Final Evaluation of licensure candidate

A sample of the Mid-Term form is on the website in order for you to become familiar with the areas to be evaluated. Please use the current forms provided by the STO; you can access them on our website.

The cooperating teacher is reminded that the licensure candidate is a novice at the beginning level of a teaching career. Expectations of the licensure candidate’s teaching ability at the beginning of the student teaching experience need to be commensurate with that experience level. Expectations for the end of student teaching are commensurate with this stage of growth. Performance shall be judged against others at the same career stage (i.e. brand new teacher), not against experienced master teachers.

**Mid-Term and Final Evaluation of Licensure Candidate**
The Mid-Term and Final Evaluations of the licensure candidate are the shared responsibility of the cooperating teacher and the university supervisor. Completed in collaboration, they reflect the licensure candidate's performance and professional growth during the student teaching assignment. These evaluations, along with the Teacher Work Sample, provide evidence of the licensure candidate’s proficiency in knowledge, skills, and disposition. The Final Evaluation must demonstrate “proficiency” in all items.

The Final Evaluation indicating that the licensure candidate is proficient on each of the CTQS standards based on classroom performance and the Teacher Work Sample is required before a passing grade is awarded and recommendation for licensure is made. A grade of "I" (incomplete) is recorded on the licensure candidate's transcript if the evaluation is not received by the deadline for submitting grades.

**Letters of Recommendation for Licensure Candidates**
The licensure candidate may request the cooperating teacher and/or principal to write a letter of recommendation in his/her behalf. FERPA guidelines are available on the STO website. The decision to honor the request for a letter of recommendation is at the discretion of the cooperating teacher and/or principal.
ROLE OF THE UNIVERSITY SUPERVISOR

Effective supervision of licensure candidates is a primary objective of the MSU Denver teacher licensure program. Priority is given to full-time MSU Denver faculty for supervision of MSU Denver licensure candidates. Student enrollment and faculty course loads are primary considerations in determining the availability of full-time faculty for supervising licensure candidates.

Enrollment numbers in the MSU Denver teacher licensure programs have made it necessary to maintain a pool of affiliate faculty to assist in supervising licensure candidates. Affiliate faculty who serve as university supervisors must meet all established qualifications to be considered for university supervisor positions.

Qualifications of University Supervisors
All MSU Denver supervisors are required to hold a master's degree in education or related field.

Preferred qualifications include:
- Master’s plus 30 semester hours of relevant post-degree study;
- Teaching experience in public or private school settings;
- Licensure in supervision content area;
- Supervisory experience, e.g. as a principal, department chair, university supervisor, or as a previous cooperating teacher.

Training Sessions for University Supervisors
Training sessions for all full-time and affiliate university supervisors will be held a minimum of once per semester.

The purpose of these sessions is to:
- Familiarize the university supervisor with the various policies, requirements, and procedures pertaining to student teaching;
- Familiarize all the university supervisors with the on-going changes to the MSU Denver Teacher Education Program;
- Familiarize university supervisors with the practices, content, and expectations of the professional licensure program(s) requirements for all MSU Denver teacher education candidates;
- Review and clarify policies and procedures of Colorado teacher licensure requirements and discuss changes that may have occurred in the state teacher licensure process;
- Help develop consistency in supervision and evaluation of MSU Denver licensure candidates; and
- Share ideas to improve the student teaching experience.

University Supervisor Responsibilities
The primary responsibility of the university supervisor is to implement the student teaching component of MSU Denver's Teacher Education Program. The supervisor's main tasks are to:
- Guide and mentor the candidate through all stages of the student teaching experience;
- Assist the cooperating teacher in facilitating a positive student teaching experience;
- Ensure that the quality and integrity of the requirements of MSU Denver's Teacher Licensure Program be maintained;
- Observe and provide constructive analyses, suggestions, feedback, and evaluation of the licensure candidate's performance in the student teaching assignment;
- Provide extra resources, communication, and assistance when necessary for licensure candidates experiencing problems;
- Assist in the development of educational plans when necessary;
- Complete and submit all evaluation documents electronically;
- Organize and schedule student teaching seminars for the purpose of:
- Reflection on practices,
- Provision of information concerning teaching techniques, the teaching profession, teacher licensure, and
- Mentoring of and presentation of licensure candidate Teacher Work Samples.

**Student Teaching Visits**

The university supervisor is expected to make regular visits to the student teaching assignment for the purpose of supervising the licensure candidate. **Beginning with the initial onsite visit made during the first week of the assignment**, the number of visits for which the university supervisor is responsible includes:

<table>
<thead>
<tr>
<th>Length of Assignment</th>
<th>Initial Visit</th>
<th>Informal Observation</th>
<th>Formal Observation (one with Mid-term)</th>
<th>Final Evaluation</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 weeks</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>First 8 wk placement</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Second 8 wk placement</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

*For music, an observation is included with the final evaluation.*

The "Initial Contact Visit" includes a conference with the licensure candidate and cooperating teacher(s) and serves to outline mutual expectations; discuss evaluation forms; describe Teacher Work Sample requirements; clarify procedures, policies, deadlines, and forms pertinent to the student teaching experience. **This is an opportune time to review the cooperating teacher section of our website.** Teacher licensure standards and performance-based expectations for teacher candidates will be discussed at the initial meeting. University supervisors should highlight the fact that all standards on the Final Evaluation form for student teaching must be evaluated as proficient by the end of student teaching for the licensure candidate to receive a passing grade and be recommended for licensure.

The other observations throughout student teaching should focus upon the licensure candidate’s progress in developing and demonstrating professional knowledge, dispositions, and instructional decision making skills. Observation visits should be for a minimum of 30 minutes in classrooms for younger pupils (P-3). Visits in all other classes should last at least one class or subject period to enable the observer to see complete lessons. The timeframe can be adjusted for block schedules. Time for conferences to provide feedback to the licensure candidate concerning teaching performance should be scheduled after each observation. Observation notes should reference the level of the licensure candidate’s proficiency on the various indicators associated with the standards and describe specific evidence of proficiency as demonstrated in the licensure candidate’s performance.

To avoid conflicts and unnecessary trips to student teaching assignments, university supervisors should schedule all observations in advance with the licensure candidate.

The university supervisor is responsible for electronically completing the Observation Report form for each formal student teaching visit. The form helps to identify strengths and weaknesses of the licensure candidate’s teaching skills and document the licensure candidate’s progress in keeping with School of Education program goals and standards. It is intended to be used in concert with student-supervisor conferences. **Licensure candidates should receive the copy of the form by email.**
Student Teaching Seminars
Licensure candidates are required to attend ten hours of seminar conducted by the university supervisor. The seminars are to follow the appropriate student teaching course syllabus. These seminars are designed to allow licensure candidates to focus on skill areas most pertinent to student teaching, share experiences, discuss problems related to student teaching, receive support on developing their Teacher Work Sample, and present their Teacher Work Sample.

The general design and content of the seminars are established by the MSU Denver’s School of Education. The syllabus for the student teaching seminars that includes the objective and course outline is included on page 19.

It is the responsibility of university supervisors to schedule student teaching seminars for licensure candidates under their supervision. The schedule for the seminars is at the discretion of the university supervisor. The seminars should be held at the close of the host school day. Evenings or weekends are also possibilities. Even when several supervisors combine seminars, all university supervisors should attend every seminar. This supports the intention of having the opportunity for all licensure candidates and supervisors to interact.

Due to the importance of risk management and concern for liability, the University suggests that all student teaching seminars take place in the following types of locations:
1. A school in which one of your seminar group students teaches OR
2. Property (one of our campuses) covered under the University’s liability insurance.
3. Other public locations such as coffee shops and/or libraries.
These seminars may not take place in any establishment which sells or serves alcoholic beverages.

Seminars may include licensure candidates from different subject areas and grade levels. Seminar requirements for dual licensure candidates remain a total of ten. This situation may require that the content of discussion be more general, or that licensure candidate be divided into groups to address topics concerning particular subject areas or grade levels.

A schedule of the seminar for each group including date, time, place, and topic should be submitted to the STO for posting on the website no later than the third week of the university semester. Seminars are intended to facilitate university supervisor-to-licensure candidate and licensure candidate-to-licensure candidate interaction and communication. Students may miss one seminar due to illness, etc. If a student misses more and needs to make up the seminar, supervisors may suggest options such as attendance at a board of education meeting or professional conference with a summarized report presented at the next seminar. The last seminar should be devoted to presentation of Teacher Work Samples and completion of electronic evaluations of the cooperating teacher and university supervisor.

Teacher Work Sample
All candidates completing the teacher licensure program are required to develop a Teacher Work Sample which must be evaluated as proficient on all categories for the candidate to be recommended for Colorado Initial licensure. University supervisors will use the Teacher Work Sample rubric to assess proficiency in all standards.

Evaluation of the University Supervisor
University supervisors are evaluated by both their licensure candidates and the cooperating teachers at the conclusion of the student teaching assignment. Electronic copies of completed evaluations are distributed to the university supervisors and the chair of their departments. An electronic copy remains in the STO.

Affiliate University Supervisor Compensation
Check Release for Affiliate Faculty
There are four pay periods during the Fall and Spring semesters for part-time faculty. Checks are processed by the MSU Denver Accounting Services and Payroll Office. Checks are deposited directly into the account noted on the form submitted at the time of initial employment.
Travel Allowance for Affiliate Supervisors

Affiliate university supervisors are allowed mileage reimbursement per the federal/state approved rate per mile for costs incurred while operating privately-owned automobiles for the purpose of making visits to supervise MSU Denver licensure candidates in student teaching assignments. Parking expenses, mileage to trainings, seminars, and trips to the STO to drop off paperwork will not be reimbursed. Since university supervisors do not maintain an office on campus, approved travel includes mileage traveled between home and the host schools of the student teaching assignments and mileage incurred when traveling between host schools of assignments. Mileage for participation in educational plan meetings will be reimbursed.

Travel Allowance for Full-Time Supervisors

For full time supervisors, if the mileage from home to the host school is greater than from the Auraria Campus to destination (i.e. when traveling from a Boulder home to a host school in Douglas County), reimbursement is based on mileage from the Auraria Campus to the host school (i.e. full time faculty must subtract the mileage from their round trip mileage from home to campus from any daily mileage recorded for reimbursement.)

Note: This travel allowance policy is approved by MSU Denver Accounts Payable per state fiscal rules.

Reporting Mileage

The electronic Travel Expense Report Form is used to request reimbursement for mileage incurred for visits to student teaching assignments and is required by Accounts Payable. Each Travel Expense Report page must be printed and signed by the university supervisor and approved and signed by the Director of Student Teaching. These forms can be submitted monthly or at the end of the semester.

If you are supervising a Master’s student teacher, please report that mileage separately on the form provided on our website.

The electronic Travel Expense Report forms are provided on the website and are the required method of submission for mileage reimbursement. The forms require address and zip code in the “from” and “to” fields with round trips noted. Please be sure you use the current form each semester; the rate of reimbursement may have changed since you last saved the form.

The Travel Expense Report forms are forwarded to the MSU Denver Accounts Payable Office which is responsible for preparing and distributing payment. Payment for mileage reimbursement will be deposited directly into your bank account. Because of budget constraints, university supervisors are encouraged to plan visits to include more than one school/licensure candidate in one trip if possible. The STO will endeavor to make supervision assignments that minimize the mileage incurred by university supervisors.

Only student teaching observation mileage should be submitted on the STO form which includes the STO account number. Mileage for other purposes for Teacher Education or other departments should be submitted to that office for processing.

Letters of Recommendation for Licensure Candidates

The licensure candidate may request the university supervisor to write a letter of recommendation in his/her behalf. FERPA guidelines are available on the STO website. The decision to honor the request for a letter of recommendation is at the discretion of the university supervisor.

University letterhead is available online or through the STO.
ROLE OF THE LICENSURE CANDIDATE

Licensure candidates must demonstrate appropriate interpersonal relationship skills and professional behavior throughout the student teaching assignment. A general guide for use during the student teaching experience is outlined in The Code of Ethics (see Appendix) written for the National Education Association. This code has been adopted for MSU Denver students to serve as a guide in developing appropriate professional behavior. An abbreviated version of the Dispositions Report form is included on each observation report, mid-term, and final evaluation form.

Student Teaching Syllabus

**Prerequisite:** Successful completion of all requirements of the major and all other required courses for licensure including the specified General Studies courses; State Licensure Content Test; all student teaching application requirements, including cumulative GPA of 2.75.

**Course Description:** This is a supervised, full-time field experience in an accredited public or private school, providing increasing responsibility for the teaching, supervision, and assessment of learners. Ten hours of seminar are required (five hours for six credit course). To pass this course, and be recommended for licensure, teacher candidates must be minimally rated as proficient in all Performance-Based Standards for Colorado Teachers. Each student teacher is required to complete the Teacher Work Sample with all requirements rates as proficient or higher.

**Course Outcomes and Goals: (aligned with Colorado Teacher Quality Standards (CTQS)**

Upon completion of this course, the student teacher will be able to:

1. Analyze strengths and weaknesses of lessons/units they prepared, planned, and taught (CTQS I.A-F, III.A-H, IV.A)
2. Develop and defend evaluation instruments and techniques for lessons/unit they teach (CTQS III.A, III.B, VI.A, VI.B);
3. Describe examples of appropriate application of classroom management principles (CTQS II.A; II.F)
4. Apply a variety of parent communication techniques (CTQS II.E, V.C);
5. Apply their knowledge of legal issues to the analysis of student teaching situations (CTQS IV.C, V.D);
6. Prepare materials required for licensure and hiring processes (CTQS IV.B);
7. Incorporate multicultural content into their instructional lessons/units and discuss the applications with other students (CTQS II.B, II.D);
8. Establish working, professional relationships with personnel in their school (CTQS V.A, V.B);
9. Identify, apply, and describe to others the principles of teaching exceptional children used in his or her classroom (CTQS II.B, II.C, II.D, II.F); and
10. Integrate the use of technology into the classroom (CTQS III.D).

**Detailed Outline of Course Content**

Decision Making in the Classroom: A Synthesis

- Planning instruction
- Implementing instruction
- Evaluating instruction

Specific Decision-Making Areas:

Classroom management
• Parent conferences
• Relationships with school personnel
• Legal questions
• Licensure and hiring processes
• Multicultural curriculum
• Teaching exceptional children
• Technology

Conferencing with individual licensure candidates
Job searching skills such as participation in the interview workshop
Support and presentation of the Teacher Work Sample

**ADA Accommodations:** The Metropolitan State University of Denver is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability that may impact your performance, attendance, or grades in this class and are requesting accommodations, then you must first register with the Access Center, located in the Plaza Building, Suite 122, 303-556-8387.

The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to my receipt of your faculty notification letter from the Access Center. Please note that accommodations are never provided retroactively (i.e., prior to the receipt of your faculty notification letter.) Once I am in receipt of your official Access Center Faculty Notification Letter, I would be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Access Center website [www.msudenver.edu/access](http://www.msudenver.edu/access).

**Religious Holidays:** If a licensure candidate needs to be absent for a religious holiday observance, the cooperating teacher and university supervisor must be notified so the absence may be excused. Failure to do so will result in an unauthorized absence.

**MSU Denver Information Technology Policy:** The rights and responsibilities of students govern conduct online as much as they do in the hallways, offices and classrooms. Unauthorized access to and sharing of confidential student information (including computer passwords) violates state and federal law.

Illegal activity such as copyright infringement, patent infringement, fraud, forgery, distribution of child pornography and forms of criminal harassment, including bomb threats and hoaxes is just as criminal online as elsewhere. Moreover, some special laws apply to the electronic environment, including State and federal computer security laws and laws prohibiting interference with university operations. Downloading material that violates the University’s legal obligations and contractual commitments (e.g. software and recording piracy) will not be tolerated.

Finally, actions that adversely affect MSU Denver IT resources, or the ability of others to use them are prohibited. For example, e-mail, bombing, spamming, and releasing or operating a damaging program such as a virus, could result in cessation of the offender’s access to IT resources in addition to other penalties, such as University Disciplinary action, up to and including termination of employment or expulsion from the University.

**Dispositions Policy and Professional Conduct:** Teachers as professionals are expected to exhibit specific characteristics in the performance of their jobs. These characteristics include, but are not limited to punctuality and good attendance, preparation for instruction, accurate written communication, clear oral communication, and a strong background in the content areas they teach. Student teachers are expected to conform to standards of professional conduct specified in the host school's handbook or by the administrator in charge as well as the MSU Denver Student Teaching Handbook. They should avoid critical discussion of school employees, parent/guardians and students. Confidential information shared pertaining to students, the cooperating teacher, or the host school's faculty or staff should be kept in strict confidence. Appropriate dress in the student teaching placement is also required. Student teachers must check the
district website and follow district guidelines regarding dress codes for their placements. Additional professional characteristics include demonstrating a professional attitude in relationships with others, and the ability to work cooperatively. In order to assist licensure candidates to meet these standards, a disposition assessment form is available for university supervisors to use to notify a licensure candidate if a concern arises. Professionalism also includes having appropriate contact information on phone messages and social networking sites such as Twitter and Facebook.

**Respectful Learning Environment:** A respectful learning environment is required in all educational settings, including online platforms. Student teachers are preparing for a career as educators and must demonstrate an ability to work with diverse people. Communication strategies are important to develop in order to articulate ideas and have respectful conversations with people from differing backgrounds and opinions. Licensure candidates may not agree with professional colleagues on some issues. For many of these issues there are no simple, easy, or obvious answers. Therefore, they must be respectful of others and the ideas individuals express in the student teaching placement and student teaching seminars. Licensure candidates are expected to communicate thoughtfully with others and approach ideas that are new or different from their own with respect.

A respectful learning environment also includes appropriate use of technological devices. Licensure candidates must check with their cooperating teachers regarding classroom policies before they begin their student teaching experience.

**Attendance:** Student teachers are expected to adhere to the regulations concerning absences established by the host school. In the event of emergency or illness, the school, via the school office, the cooperating teacher, and the university supervisor should be notified before the beginning of the school day or as soon as possible. Please see the policy regarding attendance on page 10 in your Student Teaching Handbook. Most schools expect all of their teachers to be present no less than 30 minutes before and 30 minutes after school. This would apply to licensure candidates as well. However, they need to stay until the work for the day and preparation for the next day are complete.

**Withdrawal Policy:** The "W" is used when a student voluntarily withdraws before the withdrawal deadline. The “AW” is assigned when a student withdraws from a course due to unforeseen or extenuating circumstances. It is initiated through an administrative appeal process. "AW" will only be administered in rare cases such as hospitalization when a student cannot request a withdrawal ("W") until after the fact. In most cases, students can still withdraw themselves during an extenuating circumstance, as long as it is initiated during the drop or withdrawal deadlines.

No credit is awarded in either instance; however, the “AW” and “W” notation appears on the student’s official academic record and counts toward the attempted hours.

**Student Teaching Seminars**
Licensure candidates are required to attend ten hours of seminar conducted by the university supervisor. The seminars are to follow the appropriate student teaching course syllabus. These seminars are designed to allow licensure candidates to focus on skill areas most pertinent to student teaching, share experiences, discuss problems related to student teaching, receive support on developing their Teacher Work Sample, and present their Teacher Work Sample.

A schedule of the seminar for each group including date, time, place, and topic should be submitted to the STO for posting on the website no later than the third week of the university semester. Seminars are intended to facilitate university supervisor-to-licensure candidate and licensure candidate-to-licensure candidate interaction and communication. Students may miss one seminar due to illness, etc. If a student misses more and needs to make up the seminar, supervisors may suggest options such as attendance at a board of education meeting or professional conference with a summarized report presented at the next seminar. The last seminar should be devoted to presentation of Teacher Work Samples and completion of electronic evaluations of the cooperating teacher and university supervisor.
Conduct

Dependability
The licensure candidate must give first priority to fulfilling the expectations of the student teaching assignment. Outside activities should not interfere with the performance of student teaching duties.

Note: Licensure candidates are not permitted to take classes during the student teaching assignment. Your education and major advisors, the department chair, and the Director of Student Teaching must approve any exception to this policy as explained on the Course Exception Form available on our website in the Student Teacher Information section under Part I Online Info>Student Teaching Application. Exceptions, if approved, cannot interfere with the performance of any of the expectations and responsibilities of the student teaching assignment.

University supervisors will be notified of approved coursework during student teaching.

Professional Conduct
The licensure candidate is expected to conform to standards of professional conduct specified in the host school's handbook or by the administrator in charge as well as the MSU Denver Student Teaching Handbook. The licensure candidate should avoid critical discussion of school employees, parent/guardians and students. Confidential information shared with the licensure candidate pertaining to students, the cooperating teacher, or the host school's faculty or staff should be kept in strict confidence. Professionalism also includes having appropriate contact information on phone messages and social networking sites.

Professional Meetings
The licensure candidate is expected to become acquainted with all aspects of the teacher's role and involvement in the various school programs by participating in professional meetings. These include all faculty, team or department, in-service meetings, and parent-teacher conferences that may be scheduled during the student teaching assignment.

Host School Policies
The licensure candidate is expected to abide by all policies and rules that apply to pupils and teachers. The licensure candidate should also enforce all school policies and regulations when working with the students.

Familiarity with School Procedures
The licensure candidate should become acquainted with the school building and grounds, fire alarm and emergency procedures, and administration as soon as possible.

Corporal Punishment
The licensure candidate should never administer corporal (physical) punishment as a means of discipline.

Daily Schedule
The licensure candidate should complete the Daily Class Schedule form and submit it to the university supervisor as soon as possible. This will assist the university supervisor in scheduling visits. The schedule should be detailed and include exact times of school opening and closing, recesses, breaks, lunch, and formal instruction (subjects being taught should be listed) with times and room locations if necessary.

Rules of the Classroom
The licensure candidate is a guest in the cooperating teacher’s room as well as a team teacher.

- The licensure candidate should use discipline and instructional methods and materials that are consistent with the philosophy and practice of the host school and/or approved by the cooperating teacher.
- The licensure candidate should become acquainted with students and their diverse needs through observation, conferences, or examination of individual records as soon as possible.
- The licensure candidate should support the classroom teacher’s policies and procedures.
- The licensure candidate is not allowed to supervise any outside school activity alone during the
student teaching assignment. However, the licensure candidates may assist the cooperating teacher or other faculty members with these tasks.

- The licensure candidate is expected to help maintain physical conditions of the classroom that aid instruction or create an atmosphere conducive to teaching and learning.
- If the cooperating teacher is away from the classroom, the licensure candidate must be able to locate the cooperating teacher at all times should a need arise or in case of emergency.

**Relationships**

**Respect for the Cooperating Teacher**

It is important for the licensure candidate to be open to constructive criticism and suggestions made in an effort to improve the licensure candidate’s teaching skills. The licensure candidate should willingly accept the challenge of performing all tasks. The licensure candidate should be available and willing to provide as much assistance as possible. This includes participation in playground and lunchroom supervision, field trips, clubs, and other extracurricular activities.

**Maintaining Good Relationships**

The licensure candidate is expected to maintain good relationships with students, administrators, staff, parents, and the community, following the lead of the cooperating teacher. This task should be regarded as one of the most important responsibilities of the student teaching assignment. If licensure candidates feel they need to improve their relationship with their cooperating teacher, they are strongly encouraged to discuss their concerns with their university supervisor.

**Personal Beliefs**

The licensure candidate should refrain from expressing his/her personal religious or political views or imposing them on the pupils under his/her supervision.

**Dress**

The licensure candidate should dress appropriately and be well groomed. A professional appearance gives the licensure candidate an advantage in earning respect (See Dress Code Guidelines in the Appendix of this Handbook.) Please check the district policy regarding expectations.

**Requirements**

**University Seminars**

The licensure candidate is required to attend ten hours of seminar with the university supervisor. Students may be asked to attend other meetings or conferences pertaining to student teaching or teacher education that are required components of MSU Denver's Teacher Licensure Program. Supervisors will provide suggested activities to make up any missed seminars. Teacher candidates are urged to take advantage of the Interview Workshop sponsored by the STO.

**Teacher Work Sample**

Through the Teacher Work Sample, the licensure candidate will demonstrate proficiency in planning, content, management, assessment, individualization, and technology standards. It is the most detailed and integrated, concrete demonstration of the licensure candidate’s proficiency in most of the required standards.

**Observations**

Licensure candidates will be formally observed at least 4/5 times during the semester; please refer to the chart on page 19. One of these observations will take place during the Teacher Work Sample unit. For each observation, the licensure candidate should provide a detailed, typed lesson plan for the supervisor at the beginning of the lesson observation. The Observation Report form indicates progress on meeting the CTQS standards that must be demonstrated to pass student teaching. Professional dispositions are also evaluated, and constructive comments will be included. A conference with the university supervisor will follow each observation.

Licensure candidates should receive a copy of the form by email at the end of each observation.
STUDENT TEACHING PERFORMANCE EVALUATIONS

The evaluation of the student teaching performance will indicate how well the licensure candidate demonstrates proficiency in the instructional skills, content knowledge, and dispositions required in program goals, state standards, and national standards for teachers. The performance evaluation also serves to measure the effectiveness of MSU Denver’s School of Education.

The following evaluation tools located on the STO website are used to report the licensure candidate's performance or progress.

Student Teaching Journal
This form will be used at the discretion of the university supervisor and is intended to be completed at the end of each four week period by the licensure candidate. The form could be submitted to the university supervisor during the next seminar or student teaching assignment visit. This report encourages the cooperating teacher and licensure candidate to reflect upon progress and challenges and serves to keep the university supervisor up to date on the licensure candidate’s progress.

Observation Reports
Observation Report forms are completed electronically every time the licensure candidate is observed by the university supervisor with the exception of the informal observation. These forms provide a detailed record of progress toward achieving proficiency on each of the CTQS standards for teacher licensure (see appendix for copy). The student should receive a copy of this form by email.

Mid-Term Evaluation of Licensure Candidate
This form is a progress report of mastery toward standards. It allows the licensure candidate to identify and address teaching skills that need improvement in the time remaining in the assignment. The form is completed electronically in collaboration by the cooperating teacher and university supervisor and shared with the licensure candidate (within 48 hours of completion) to set goals leading to proficiency in the standards remaining to be met. At the time of the mid-term, most licensure candidates will not be proficient in many of the standards and should be marked developing. (See Appendix for copy) Students who have not planned and had their Teacher Work Sample approved by the mid-term evaluation will be marked as not showing adequate progress toward proficiency.

Proficiency
The licensure candidate demonstrates substantial knowledge and understanding of the standard or disposition and is able to demonstrate the standard in a student teaching placement independently and to assess pupil learning and evaluate teaching performance. This is the level required for recommendation for the initial license.

Teacher Work Sample Rubric
The Teacher Work Sample is used to evaluate proficiency on most of the CTQS standards. This is a combination performance/documentation assignment. Licensure candidates must be evaluated as proficient in all of the rubric categories to be recommended for licensure.

Final Evaluation of Licensure Candidate
To complete student teaching with a satisfactory grade, the licensure candidate must be assessed as “proficient” on all items on the evaluation. The evidence of proficiency will be on the Final Evaluation Form and the Teacher Work Sample rubric. The Final Evaluation form is completed electronically in collaboration by the cooperating teacher and the university supervisor, and is shared with the licensure candidate.

Important: The student teaching performance is assessed through a cooperative effort on the part of the cooperating teacher and the university supervisor. Space is provided on the Final Evaluation form for assessment recommendations, which include ratings of proficient or exceeds the expectations as well as supportive performance examples. The “exceeds” rating is reserved for students who are far superior in
the individual standard.

The student teaching grade will not be entered until the electronic Observation Reports, Mid-Term and Final Evaluation forms have been submitted to the STO by the university supervisor and the Teacher Work Sample rubric has been evaluated online. In addition, licensure candidates must submit electronic evaluations for the cooperating teacher(s) and university supervisor, and the licensure program exit survey.

In most cases, the Director of Student Teaching is the designated instructor of record and is responsible for recording the student teaching grade.

If the completed Final Evaluation form has NOT been received by the STO at the time the grades are due, a grade of incomplete ("I") will be recorded on the licensure candidate's MSU Denver transcript.

Reminder: Late recording of grades will delay the approved program verification form for licensure. Licensure candidates are encouraged to keep their own copies of important documents.

Grading Policies

The symbols which designate the grading of the student teaching performance and their meanings follow:

Grading Symbols

• **SE=Satisfactory Education**
  This grade indicates successful completion of student teaching by demonstrating proficiency in all CTQS standards (equivalent to a grade of "B" or better).
  The "SE" grade is recorded only after the Final Evaluation form has been submitted electronically to the STO and the Teacher Work Sample rubric has been evaluated online. An "SE" grade must be recorded on an official MSU Denver transcript to be recommended for a Colorado initial teaching license.
  **NOTE:** The Art & Music Departments assign an “S” grade for satisfactory student teaching.

• **I=Incomplete**
  This grade is assigned when;
  o Any facet of the student teaching assignment is still in progress, but 75% of the work has been completed and the student is passing the class; or
  o The student teaching period is extended (no additional tuition required).
  The incomplete must be completed within the time frame decided upon by the university supervisor and the Director of Student Teaching, not to exceed one year from the semester the "I" grade was assigned. If the assignment is not completed after one year, the grade automatically becomes a failing grade.

• **Withdrawal Policy**
  The "W" is used when a student voluntarily withdraws before the withdrawal deadline.

  The “AW” is assigned when a student withdraws from a course due to unforeseen or extenuating circumstances. It is initiated through an administrative appeal process. “AW” will only be administered in rare cases such as hospitalization when a student cannot request a withdrawal ("W") until after the fact. In most cases, students can still withdraw themselves during an extenuating circumstance, as long as it is initiated during the drop or withdrawal deadlines.

  No credit is awarded in either instance; however, the “AW and "W" notation appears on the student’s official academic record and counts toward the attempted hours.

• **UE = Unsatisfactory Education**
  This grade is assigned when the licensure candidate has NOT been successful in completing a student teaching assignment. When a second placement is necessary to demonstrate proficiency in all standards, the student will be asked to complete an educational plan prior to the
request for a second placement (See p. 8 Educational Plan and Reassignment) and will have to register and pay tuition for the subsequent placement.

Final Grades
The final grades are documented electronically and are due the week following final exams.

Evaluations by Licensure Candidate
To maintain and improve the quality of Teacher Education Programs at MSU Denver, including the student teaching experience, constant evaluation of the programs and personnel is vital. For this reason, the student teacher is asked to complete the appropriate electronic forms on the STO website at http://msudenver.edu/studentteaching/studentteacherinformation/endofsemesterprocedures/ for evaluating the cooperating teacher and the university supervisor and to evaluate the MSU Denver Teacher Education Program by completing the appropriate Program Exit Survey. Information contained in evaluation forms is anonymous, with results released only in summary form.

Program Exit Survey
The evaluation of the program is used as a source of information to identify strengths and weaknesses in order to make improvements. The evaluation is used as one means of assessing the curriculum, staffing, and operations of each component of the licensure program.

Evaluation of the University Supervisor
Evaluation of the university supervisor is used to assure effective supervision of MSU Denver’s licensure candidates. An electronic copy is kept in the STO. All university supervisors are evaluated by the student and the cooperating teacher and will receive electronic copies of those evaluations. The full-time faculty evaluation is sent to the appropriate Department Chair and used as part of the faculty member’s performance evaluation.

Evaluation of the Cooperating Teacher
The cooperating teacher is evaluated by the student and the university supervisor; the information received is used internally to identify prospective cooperating teachers for future student teaching assignments.
APPLICATION PROCESS FOR AN INITIAL TEACHER LICENSE

Information is emailed to students near the end of the student teaching semester. Instructions for applying for initial licensure are available on the CDE website at http://www.cde.state.co.us/cdeprof. Only complete applications are accepted by CDE; read the directions carefully.

Application Process
Applicants must complete the appropriate sections of the CDE Educator’s Licensing Application. Each applicant is assessed a fee; see the CDE website for payment procedure. The STO prepares the Approved Program Verification Form - Certification Officer Section and emails that page to the candidate when all requirements have been met. Please advise the STO of any change of address; changes made in your Banner record will not update our database. Candidates complete the Applicant Section. The completed form is uploaded to the online application. Candidates do not need to fax or deliver this page to the STO.

The Director of Student Teaching is the designated certification officer and signatory for teaching licensure verifications that originate from MSU Denver.

Application Submission
Please note: The applicant is responsible for submitting all required sections of the completed electronic application form, application fee, and official transcript/s to the Educator Licensing Unit of the CDE. See application checklist and refer to the CDE website for requirement on transcripts.

PROCESS FOR LICENSURE

SUPERVISOR submits

via Qualtrics

_____ Observation Reports (4 for two 8 week placements; 4/5 for a 16 week placement; video)
_____ Mid-Term and Final Evaluations

via Qualtrics

_____ Evaluation of Cooperating Teacher via Qualtrics

via fax, mail, or email

_____ Teacher Work Sample rubric form
_____ Signed Mileage reimbursement forms

Please note that the Initial Visit, Student Journal, Coop Teacher Lesson Observation, and Communication of Progress are for your use and are not to be submitted to the Student Teaching Office.

STUDENT checks website End of Semester Procedures for directions

_____ Submits two evaluations via Qualtrics

(1) cooperating teacher(s),
(2) university supervisor
_____ Completes education program exit survey via Qualtrics

STUDENT applies online to Colo. Dept. of Ed. (CDE) after receiving:
- Approved Program Verification Form from the Student Teaching Office
• Official transcripts requested by student

  Application per directions; check this link to the CDE website
  http://www.cde.state.co.us/cdeprof/checklist-initialteacher

IMPORTANT: Your application will not be processed by CDE unless you provide the appropriate transcripts as listed below!

  Degree seeking official transcripts: need MSU Denver transcript showing student teaching and degree awarded.

  Post baccalaureate and Master of Arts in Teaching official transcripts: need MSU Denver transcript showing student teaching and transcripts showing degree awarded from the institution where the undergraduate degree was earned.

You can request an MSU Denver transcript through ConnectU or contact the Office of the Registrar and ask for it to be held until grades and/or degree display on the transcript. The Office of the Registrar does not mail transcripts to CDE.

STUDENT TEACHING OFFICE STAFF

  Verifies that all requirements have been met.
  Provides Approved Program Verification Form to students.

Career Services

The process by which school districts select candidates for teaching positions is complicated. A clear understanding of the employment process concerning teaching positions enables prospective teachers to prepare and conduct a well-organized, in-depth job search. Licensure candidates are advised to visit Career Services during the semester prior to student teaching to become acquainted with all available services. They offer a variety of programs and services to assist licensure candidate throughout their job search. As you apply for positions, districts may request “placement” or “licensure” files. MSU Denver does not provide that service; however, Career Services can advise you on items usually needed, such as letters of recommendation and transcripts. Career Services is located in Tivoli Room 215. Call 303-556-3664 for appointments. Office hours are: Monday- Friday: 8:00 a.m. to 5:00 p.m.

Counseling/Workshops/Career Library

Professional career counselors are available to meet with applicants regarding career planning and employment issues. The career counselors in Career Services are generalists, not specialists, so they work in conjunction with departments where more specialized information may be available.

Workshops are held on a limited basis year-round and include both Basic and Advanced Résumé Writing, Interviewing Skills, and Job Search Strategies.

The Career Library provides career resources for licensure candidate and alumni use and is housed within Career Services. Information includes school district brochures and some applications; salary surveys; interview and résumé preparation resources; school district contact information; state certification offices nationwide; as well as information regarding teaching overseas.

Job Listing Resources

Current job postings are available on the STO website: https://msudenver.edu/education/clinicalexperiencespartnerships/students/jobopportunities/. You can access MSU Denver’s Career Services’ job listings online through MSU Denver State JobLink. Teacher candidates and alumni may create an account through the Career Services website at www.msudenver.edu/career.
Teacher Job Fairs
Job fairs are generally held from February through April. A schedule can be found on the CDE website. These fairs provide the opportunity to interview with public, private, charter, and parochial school administrators for available teaching positions. The fairs are open to licensure candidates completing their student teaching programs during the current academic year as well as to recent alumni. Licensure candidates are encouraged to register early.

Interview Workshops
Each semester the STO hosts a workshop on interviewing for teaching jobs. District representatives, former student teachers, principals, CDE, and Career Services participate in this workshop; check the STO website calendar for dates.
APPENDIX

National Education Association Code of Ethics of the Education Profession

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to
disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the National Education Association 1975 Representative Assembly
Downloaded 7/14/2010
Identifying and Reporting Child Abuse

Purpose
The purpose of these guidelines is two-fold:

A. To inform field experience licensure candidates of their responsibilities in reporting cases of suspected child abuse and neglect.
B. To inform licensure candidates of procedures they should follow to avoid being accused of child abuse or inappropriate sexual conduct with students.

Identifying Child Abuse
Child abuse includes any of the following:

A. Physical abuse
B. Sexual abuse
C. Emotional maltreatment
D. Neglect (manifested in consistent lack of supervision, abandonment, unattended medical needs, consistent hunger, inappropriate dress, etc.)

Licensure candidates should be aware that indicators of abuse range from the obvious physical effects (bruises, burns, fractures, etc.) to the more subtle behavioral effects (aggression, depression, withdrawal, eating disorders, running away, etc.). It is important to remember that the effects of abuse can be manifested in a wide range of physical and behavioral indicators.

Reporting Procedures
The State of Colorado requires all school officials and employees to report suspected cases of child abuse (Colorado Children's Code, Article 10). If MSU Denver licensure candidates suspect any pupil is being abused by any adult in any way, they should immediately report this information to the classroom teacher and the university supervisor. It is not the licensure candidate's responsibility to prove the abuse or to make any type of judgment regarding the situation. School employees who report suspected child abuse in good faith are immune from liability (Colorado Children's Code, Section 19-10-110).

If licensure candidates witness or suspect a pupil is being abused by a classroom teacher, they should report this to the principal or to their university supervisor immediately. The supervisor will make the report to the Director of Student Teaching, who will contact the appropriate officials.

If a pupil discloses abuse to the licensure candidate, the licensure candidate should immediately include the cooperating classroom teacher in the conversation. The pupil should be reassured that he/she has done the right thing, and that it must be reported to the supervisor so that help can be provided. The licensure candidate should not attempt to elicit full disclosure without the presence of the classroom teacher, nor should confidentiality be promised.

Licensure candidates are also required to report any sexual harassment (unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature by teachers, supervisors, employees, or students) that they observe, suspect, or experience personally to their university supervisor, who will report it to the Director of Student Teaching, who will report it to the appropriate authorities.

Guidelines for Teacher Candidate/Pupil Interaction

It is important that teacher candidates not place themselves in situations that might be misinterpreted and viewed as inappropriate or questionable by parents, students, and education professionals. The following guidelines are suggested to assist teacher candidates to foster positive interactions with students and protect their professional reputation.

- Remind your cooperating teacher that MSU Denver teacher candidates are, by policy, not allowed to work with individual students in isolated settings.
• Stay with the total group of students and adults. Never be alone with one student out of sight (classroom, bathroom, school yard, field trips, etc.)

• Remain in the sight of another responsible adult when you are working with a small group or an individual student away from the main group of students.

• When working with an individual student or with a small group, find a corner or out-of-the-way space in the classroom to work.

• If it is necessary to take an individual student or small group outside the classroom to work with them, always be in view of other responsible adults in a hallway or a room with the door open.

• If it is absolutely necessary to work with a student in an isolated area, always take three or more students with you and only work with them for a short period of time: 15 minutes maximum.

• Refrain from touching students. Interactions should be verbal, rather than physical (e.g. patting the back, escorting students to their seats by their arms, etc)

• Do not show favoritism toward any individual student or group of students. Preferential treatment creates hard feelings among students and has the potential to be misinterpreted.

• Be sensitive to emotionally needy students who might misrepresent situations to fulfill their own needs.

• Although teacher candidates should always be friendly with the students they are working with, they should maintain a professional demeanor at all times. Thus, it is not appropriate to share personal information and/or personal problems with students.

• Teacher candidates should be extremely careful about sharing humorous incidents or telling jokes to students that they are working with. They should be mindful of the fact that there are many different interpretations (as well as misperceptions) about what constitutes appropriate humor for the classroom.

• Never transport a student in your vehicle, take them to your residence, or take them to non-school sponsored activities.

• Do not communicate with students via social networking.
Teacher Candidate Professional Dress, Appearance and Accessories Code

RATIONALE: Appropriate professional appearance reinforces the licensure candidate’s identity as an emerging professional and adult role model for school children. Appropriate professional appearance strengthens the attitude of the school community and the community-at-large toward the licensure candidate and the MSU Denver's Teacher Licensure Program. Licensure candidates must exercise good judgment in their choices regarding professional appearance for observations, field experiences, internships and student teaching by appearing in a manner that:

- is appropriate to the situation;
- will invoke a positive impression from the school community and the community-at-large;
- provides appropriate role modeling for students;
- promotes a working and learning environment that is free from unnecessary disruption.

Please check and abide by the school/district guidelines for professional appearance.
A Common Vision of Great Teaching

The Colorado Teacher Quality Standards

Excellent teaching is vital to every student’s success: teachers have the honored role of helping to prepare their students for the world ahead.

To have maximum impact on student learning, teachers must develop and evolve along with their students. This involves self-reflection, increased levels of meaningful feedback on instructional practice and an overall commitment to continuously refining their craft.

Identifying the complex components of quality teaching is a fundamental step in supporting teachers’ professional growth as well as developing a fair and reliable evaluation process; both aspects of the Great Teachers and Leaders Act. The statewide Teacher Quality Standards provide this shared understanding of the essentials of great teaching—a common vision.

Just as the Colorado Academic Standards provide common expectations for student learning, the Teacher Quality Standards outline the knowledge and skills required of an excellent teacher. They are the core of the evaluation process and offer a tool for teacher self-reflection, goal setting and ongoing professional growth.

The Teacher Quality Standards are foundational to providing every student with what they deserve—excellent teachers who are consistently supported in their efforts to improve their practice and influence student learning in new and powerful ways.

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; their district’s organized plan of instruction; and the individual needs of their students.

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

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

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information 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 in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.

ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.
QUALITY STANDARD III

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

**ELEMENT A:** Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.

**ELEMENT B:** Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students’ level of content knowledge and skills.

**ELEMENT C:** Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

**ELEMENT D:** Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

**ELEMENT E:** Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.

**ELEMENT F:** Teachers provide students with opportunities to work in teams and develop leadership qualities.

**ELEMENT G:** Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

**ELEMENT H:** Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

QUALITY STANDARD IV

Teachers reflect on their practice.

**ELEMENT A:** Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.

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

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

QUALITY STANDARD V

Teachers demonstrate leadership.

**ELEMENT A:** Teachers demonstrate leadership in their schools.

**ELEMENT B:** Teachers contribute knowledge and skills to educational practices and the teaching profession.

**ELEMENT C:** Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

**ELEMENT D:** Teachers demonstrate high ethical standards.

QUALITY STANDARD VI

Teachers take responsibility for student academic growth.

**ELEMENT A:** Teachers demonstrate high levels of student learning, growth and academic achievement.

**ELEMENT B:** Teachers demonstrate high levels of student academic growth in the skills necessary for postsecondary and workforce readiness, including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of student academic growth.

For more information contact CDE Educator Effectiveness
Educator_Effectiveness@cde.state.co.us
http://www.cde.state.co.us/EducatorEffectiveness