



SCHOOL OF EDUCATION  
METROPOLITAN STATE UNIVERSITY™  
OF DENVER

# Student Teaching Handbook

2019-2020

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Partnerships  
[OCEP]*

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## PREFACE

### 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.

### 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 student teachers 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 student teachers to enrich and refine their knowledge, teaching skills, and professional dispositions while working alongside an experienced and qualified classroom teacher (mentor 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 mentor teacher and the university supervisor. The mentor teacher and the university supervisor continuously and consistently provide ongoing support and guidance using informal and formal feedback.

All student teachers assume varied forms of teaching responsibilities described in the Co-Teaching Model (included in the handbook, page 18), with the extent and length of teaching involvement to be mutually agreed upon by the student teacher, the mentor teacher, and the university supervisor.

## PURPOSE OF THE HANDBOOK

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 mentor 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.

**Website:** The Office of Clinical Experiences and Partnerships [OCEP] web page provides information for students, mentor teachers, and university supervisors, and is located at:

<https://msudenver.edu/education/clinicalexperiencespartnershipsocep/>

## Terms & Acronyms:

**Terms** utilized throughout this Handbook:

**Student Teaching:** 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.

**Student Teacher:** An MSU Denver School of Education (SOE) student in the final semester of their education/licensure program completing final requirements for state licensure.

**Mentor Teacher:** An experienced and qualified classroom teacher working alongside a teacher candidate to support, enrich, and refine the knowledge, teaching skills, and professional dispositions of a student teacher.

**University Supervisor:** A mentor assigned MSU Denver to serve as a coach and evaluator to the teacher candidate. In conjunction with the mentor teacher, the university supervisor provides support and guidance using informal and formal feedback on the student teacher's progress toward state licensure standards.

**Teacher Work Sample (TWS):** The culminating assignment and key product of the student teaching experience.

**Acronyms** used throughout this handbook:

- CAEP=Council for the Accreditation of Educator Preparation
- CDE=Colorado Department of Education
- CLD=Culturally and Linguistically Diverse Education
- CTQS=Colorado Teacher Quality Standards
- ECE=Early Childhood Education
- EDS=Secondary Education
- EED=Elementary Education Department
- INTASC=Interstate New Teacher Assessment and Support Consortium
- K-12=Kindergarten through 12th grade
- MAT=Master of Arts in Teaching
- OCEP=Office of Clinical Experiences and Partnerships
- SED=Special Education Department

# STUDENT TEACHING PLACEMENT

## Registration for Student Teaching

The Office of Clinical Experiences and Partnerships **does not** register candidates for student teaching. Teacher candidates must register for the correct student teaching course using the accurate course reference number (CRN).

The Student Services Office **does not** register candidates for student teaching; however, that office (rather than OCEP) is the correct contact for assistance with registration problems.

### Courses for Master's Degree (MAT) Student Teachers:

Note: TEDM 6800 (1 credit) Capstone course is to be taken concurrently with student teaching

| Dept. | Number | Credits | Title of Course      |
|-------|--------|---------|----------------------|
| EDUM  | 6190   | 12      | Elementary Education |
| SEDM  | 6490   | 12      | Special Education    |

### Courses for Undergraduate and Post-Baccalaureate:

Check the guide below to register correctly; you must register for 12 credit hours.

| Dept. | Number | Credits | Title of Course  |
|-------|--------|---------|--|
| EDU   | 4190   | 12      | Elementary Education (or 16-week PETE elementary placement only)   |
| EDS   | 4290   | 12      | Secondary Education (English, Social Studies, Science, Modern Language, 16-week PETE secondary placement only) |
| ECE   | 4390   | 12      | Early Childhood Education  |
| CLD   | 4590   | 6       | Culturally & Linguistically Diverse Education (plus 6 credits in primary licensure)                            |
| SED   | 4490   | 12      | Special Education  |
| ARTE  | 4701   | 12      | Art Education Student Teaching (two 8-week placements)   |
| MUS   | 4971   | 6       | Elementary Student Teaching for Music K-6 (plus MUS 4972)  |
| MUS   | 4972   | 6       | Secondary Student Teaching for Music 7-12 (plus MUS 4971)  |
| MTL   | 4690   | 12      | Student Teaching for Secondary Math  |
| EDU   | 4190   | 6       | K-12 P.E. (plus EDS 4290 for 2 8-week placements)  |
| EDS   | 4290   | 6       | K-12 P.E. (plus EDU 4190 for 2 8-week placements)  |

## Dual Endorsement Placements for Undergraduate and Post-Baccalaureate:

Check the guide to be sure you have registered for the correct combination of courses.

| Dual Endorsement Combinations  | Departments, Course Number, Credits            |
|--|--|
| Elementary with CLD endorsement (one 16-week placement; total of 12 credit hours)  | EDU 4190 (6 credits) and CLD 4590 (6 credits)  |
| ECE with Elementary endorsement (two 8-week OR one 16-week placement; total of 12 credit hours)  | ECE 4390 (6 credits) and EDU 4190 (6 credits)  |
| ECE with CLD endorsement (one 16-week placement, total of 12 credit hours)   | ECE 4390 (6 credits), and CLD 4590 (6 credits) |
| Special Education with Elementary endorsement (one 16-week placement in a special education placement in an elementary school or 8-week special education placement and 8-week elementary general education placement; total of 12 credit hours) | SED 4490 (6 credits), and EDU 4190 (6 credits) |
| Special Education with CLD endorsement (one 16-week placement, total of 12 credits)  | SED 4490 (6 credits), and CLD 4590 (6 credits) |
| Secondary candidates with CLD endorsement (one 16-week placement, total of 12 credits)   | EDS 4290 (6 credits), and CLD 4590 (6 credits) |

## Student Teaching Placement Policy

In keeping with national accreditation standards, placements for student teachers are made with mentor 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; and
- dialog and reflect upon professional decisions and practice.

Official student teaching placements are made only by the OCEP 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 student teacher recently attended;
- at a school where relatives or friends of the student teacher are employed;



- at a school where the student teacher is currently employed; or
- at a school where the student teacher has children or other relatives in attendance.

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

### Student Teaching Placement Guidelines

1. Any student teacher starting before the assigned start date needs to contact the Director of OCEP. The placement end date for early start assignments is not adjusted.
2. 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.
3. Student teachers 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 may be requested from OCEP ([ocep@msudenver.edu](mailto:ocep@msudenver.edu)).
  - Requirements and needed approval signatures are listed on the form.
4. Student teachers are encouraged not to hold employment during the student teaching assignment. Work cannot interfere with student teaching requirements.
5. Student teaching placement is available only during fall and spring semesters.
6. Changes to placements based on teacher candidate request are highly unusual and are made ONLY:
  - a. due to extraordinary circumstances;
  - b. after all best efforts at problem solving are made;
  - c. and, with the approval of the Director of OCEP in consultation with the appropriate Department Chair. (See *Student Teaching Withdrawal Policy* for additional details)

### University Supervisor Assignment

The School of Education and PK-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 Director of OCEP after consulting with the relevant participants.

### Student Teaching Withdrawal Policy

Student teachers who request to withdraw from a student teaching course and/or 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 for withdrawal from courses.

- Should a student teacher wish to withdraw from a placement:
  - The student teachers must remain at their assignment until the mentor teacher and university supervisor are notified of the intention to withdraw.
  - Student teachers who leave their placements without approval may not be offered a new placement.
  - A subsequent request for placement is not guaranteed; the licensure candidate must demonstrate readiness for a new assignment. If a second placement is approved, it is not guaranteed within the same semester.
- Should a change in placement be made, ALL school property needs to be returned to the school and the student teacher's personal items need to be removed from the school.
- 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**.
- Licensure candidates who request to return to complete their programs must meet any/all new CDE licensure requirements. Candidates requesting to return after at least a one-year absence, must meet any new requirements of their MSU Denver program as well.

### Steps for Student Teachers Who Are Not Meeting Requirements

The School of Education expects all student teachers to uphold the policies outlined in this handbook as well as the dispositions of the School of Education and the University. These SOE and MSU Denver dispositions are fully outlined in the Student Services & Resources section of the School of Education website [<http://msudenver.edu/education/ssr/studentforms/>] and the MSU Denver Code of Conduct [<http://catalog.msudenver.edu/content.php?catoid=23&navoid=1405>].

If a student teacher encounters personal or professional problems during the assignment, the university supervisor will make as many visits to the assignment as necessary to assist in resolving the problem(s). The student teacher and university supervisor are expected to exercise professional skills when confronting problems. They are expected to resolve differences fairly and expediently.

When the university supervisor and/or mentor teacher become aware of a problem serious enough to threaten the student teacher's demonstration of proficiency in any of the CTQS standards and satisfactory completion of student teaching, the student teacher and his/her supervisor will notify the Director of OCEP.

- If a student teacher's actions violate professional norms as outlined in this handbook or in MSU Denver's institutional policies, the School of Education reserves the right to dismiss the candidate from the teacher education/licensure program (see details in "Student Teaching Reassignment and Termination" section).
- If this is not the case, then an educational plan will be developed by an "Educational Intervention Plan Team"

### The Educational Intervention Plan Developed by the Educational Intervention Plan Team:

The Educational Intervention Plan Team **may** include:

- Student Teacher (\* required)
- Director of OCEP
- University Supervisor assigned to the student teacher
- Mentor Teacher and/or School Leader from student teaching placement
- Education and/or major advisor/faculty member in licensure area (chosen by student teacher)

- Relevant School of Education Department Chair
- Other MSU Denver resource person, as necessary

This team will develop an educational intervention plan with a corresponding timeline, which is signed by the student teacher and monitored by the Educational Intervention Plan Team.

- The student teacher must successfully complete the educational intervention plan in order to continue in the licensure program and request a second placement.
- Only one educational intervention plan will be allowed before final termination from the program is recommended.
- No more than two placements will be allowed before final termination from the program is recommended. In some circumstances, a second placement shall not be an option. This will be determined by review of the case by the Director of OCEP in consultation with faculty from the Educational Intervention Plan Team. (See details below on Termination.)

#### Not Meeting Requirements for Licensure:

When a student teacher does not meet proficiency in all required areas for licensure in the assigned semester (see Student Teaching Evaluation section), a grade of “UE” (unsatisfactory education) or a grade of “I” (incomplete) will be recorded on the student teacher’s transcript, depending upon the individual situation. If a student wishes to appeal their grade, they may follow MSU Denver’s policy and process.

#### *Incomplete in Student Teaching:*

- To receive an Incomplete (“I”), the student teacher must have completed at least 75% of the coursework and be passing the class.
- The incomplete must be completed within the time frame decided upon by the university supervisor and the Director of OCEP, not to exceed one year from the semester the "I" grade was assigned.
- An “I” grade will be changed to “SE” (satisfactory education) upon successful completion of an extension or a second placement, with no additional tuition charged.
- At the end of one year, an “I” automatically becomes an “F” if the course (e.g., student teaching) has not been successfully completed.

#### *Unsatisfactory Education (UE) in Student Teaching:*

- If conditions for an “I” are not met, then a grade of “UE” will be assigned. (*Please Note: Students in the Master’s Degree programs need to consult their School of Education Department Chair regarding the policy for UE.*)
- A “UE” grade will require the student teacher to re-register and pay tuition again for a subsequent placement, should it be determined that a second placement is appropriate.
- To qualify for a subsequent placement, student teachers who earn a “UE” will need to show evidence that they are ready to successfully complete student teaching and should be granted another placement opportunity. Such evidence might include, but is not limited to: written explanation of the ways in which the student teacher has further developed understanding and proficiency, work history related to student teaching that illustrates opportunities for growth, and letters of recommendation from professionals with working knowledge of their teaching. Students wishing to appeal decisions from OCEP about the granting of second placements, may follow the steps outlined in MSU Denver’s Complaint policy and process.

## **Student Teaching Reassignment & Termination Policies**

Any terminations or reassignments go through the Director of OCEP. However, if a student teacher is asked to leave the premises immediately, the student should honor the request and then contact their university supervisor and the Director of OCEP immediately.

Student teachers may be reassigned or terminated from an assignment under the following circumstances:

- Cooperating school personnel requests termination of the student teacher's assignment;
- It is determined that the presence of the student teacher 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 cause, as determined.

Student teachers are reminded that reassignment after termination is not automatic and will likely result in a grade of UE. If a student teacher's actions violate professional norms as outlined in this handbook or in MSU Denver's institutional policies, the School of Education reserves the right to dismiss the candidate from the teacher education program.

The decision to provide a reassignment or to terminate without the option for reassignment will be determined by the Director of OCEP. Students wishing to appeal this decision from OCEP may follow the steps outlined in MSU Denver's Complaint policy and process, however termination in a particular placement will still be immediate.

## **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 OCEP and upon acceptance by the host school's administration and the qualified mentor teacher.

- The host school has jurisdiction over the student teacher in matters concerning host school policies and instructional expectations.
- The student teacher, 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 Policy**

Student teachers are considered students at MSU Denver, completing degree and/or licensure requirements. Student teachers should be present during the days listed on the assignment confirmation document. Student teachers must remain in the placement until the final day of student teaching no matter when they began or when they complete the requirements to pass (i.e., "lead teaching," final performance evaluation, Teacher Work Sample).

The student teacher may request absence or early departure from the student teaching assignment during the school day 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 student teachers regarding dates and locations for seminars. Student teachers 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 student teachers begin student teaching prior to the beginning of the university semester, they need to be excused from the host school to attend the Pairs Collaboration 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 mentor teacher and the university supervisor, 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 student teachers are absent from their assignments for more than three illness/personal days.

In the event of school closure due to weather or other circumstance, the student teacher is to follow the policy of the host school or district.

Additional details can be found in the Attendance section of the syllabus on page 29.

### **Labor Disputes within a School District**

The MSU Denver School of Education recognizes the rights of teachers and other school employees to strike.

- MSU Denver student teachers completing assignments in schools/districts where teachers are on strike are not to cross picket lines or enter schools for the duration of the ongoing strike. During a strike, student teachers may not substitute teach in that school/district, even if asked by the school/district.
- In the event of a strike at a placement school/district, the MSU Denver student teachers assigned to the school where there is a strike should report to the Director of OCEP for alternative assignments.
- While MSU Denver reserves the right to extend the length of student teaching assignments in cases of extended strikes, every effort will be made to avoid impact on student teachers' program completion. A decision to extend student teaching assignments will be made by the Director of OCEP.

### **Worker's Compensation and Liability Coverage**

Student teachers 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 mentor teacher is legally responsible for the pupils in the classroom at all times. This responsibility, under present law, cannot be transferred to the student teacher.

- Under normal conditions, the mentor teacher should be present whenever the student teacher

assumes any teaching duties, especially during the early stages of the assignment.

- The mentor teacher may choose to temporarily leave the classroom, placing the student teacher in charge. During these absences, it is imperative that the student teacher be able to locate the mentor teacher should an emergency arise.
- The mentor teacher or a licensed substitute should be present in the school building during all periods when the student teacher is in charge of the classroom.

**Substitute Exception:** Please check with your district and school regarding the substitute teaching policy. Per district policy, if student teachers 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 OCEP for individual exceptions.

### Legal Status of the Student Teacher

Mentor teachers have the responsibility to establish certain rules for order and discipline in the classroom, and are responsible for the health, safety, and well-being of the pupils in their charge

- The mentor teacher needs to discuss the management plan with the student teacher 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 mentor teacher.
- In performing teaching duties, the student teacher must use common sense, exercise good judgment, and be fair in the treatment of pupils.
- Whenever the teaching duties are delegated to the student teacher, the mentor teacher is still held responsible for the welfare of the students under his/her supervision.
- The student teacher and mentor teacher could both be held responsible should a student incur injury through malice, negligence, or poor judgment on the part of the student teacher.

### Liability Insurance

State law 22-62-105(2) indicates that districts must cover student teacher's liability insurance throughout the student teacher's time in their school(s). This coverage protects student teachers 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 student teacher and the belief that the student teacher contributed to the injury because of negligence. To minimize the risk of such suits, student teachers should familiarize themselves with their school sites' policies and procedures concerning injuries or illnesses incurred by children while under the student teacher's supervision.

Additional liability policies may be available from the National Education Association (NEA) and the Professional Association of Colorado Educators (PACE) through student membership. Please check the associations' websites for additional information.

**Important:** The student teacher is advised to carefully read the "Identifying and Reporting Child Abuse" and "Guidelines for Student/Pupil Interactions" established for clinical field experiences by the MSU Denver School of Education. These guidelines are printed in the Appendix.

## ROLE AND RESPONSIBILITY OF THE MENTOR TEACHER

Please refer to the information for mentor teachers on our website at this link:

<https://msudenver.edu/education/clinicalexperiencespartnershipsocep/mentorteachers/>

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

### Mentoring Responsibilities

- Provide a space for operation for the student teacher, including instructional materials, shelf space, audio-visual equipment, a personal desk (if available), and any other needed materials;
- Provide opportunities for student teacher 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 student teacher to the school and community;
- Orient the student teacher to the essential routines and policies of the school;
- Provide copies of the school handbook;
- Prepare the pupils, parents, and faculty to accept the student teacher 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 student teacher 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 student teacher about teaching decisions;
- Be available to meet with the university supervisor to discuss the progress of the student teacher;
- Monitor the student teacher'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 student teacher's required Teacher Work Sample;
- Collaborate with the university supervisor on midterm and final evaluation forms; and assess the student teacher's performance in progress toward proficiency (required for satisfactory completion of student teaching) in all licensure standard areas.

### Mentor Teacher/Student Teacher Communication

Communication between the mentor teacher and the student teacher is essential to a successful student teaching assignment. Some techniques are listed below and are offered as aids for the mentor teacher:

- Establish a friendly and cordial relationship with the student teacher and allow it to continue throughout the placement;
- Schedule time for informal discussion regarding the student teaching experience with the student teacher;



- Demonstrate good listening skills and be receptive to the student teacher's comments and ideas;
- Be alert to non-verbal behavior indicating concerns or problems on the part of the student teacher;
- Utilize detailed descriptions in referring to the student teacher's performance, rather than general evaluative statement;
- 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 the student teacher's progress toward proficiency.

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

### Preparation for the Student Teacher's Arrival

The student teacher has been instructed to contact the principal and the mentor teacher soon after the student teaching assignment has been confirmed and prior to the first week of the assignment. The mentor teacher may begin to make preparations for the student teaching assignment after the assignment has been confirmed. The mentor teacher may also contact the student teacher before the assignment and begin to discuss topics pertinent to the student teaching assignment. The student teacher's contact information is indicated on the Confirmation Letter.

- These meetings will address attending the Pairs Collaboration Workshop.
- These introductory meetings should give the student teacher an indication of the general characteristics of the assignment, start date and work hours, and resources available.
- Materials pertinent to the assignment should be disseminated during the introductory meetings to begin the orientation process.
- 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.

## Mentor Teacher Qualifications

### Selection Criteria

Mentor 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.

### Evaluations of and by Mentor Teachers

- Mentor teachers are evaluated by both the student teacher and university supervisor at the conclusion of the assignment.
- Mentor teachers are asked to evaluate the university supervisor at the end of the placement.
- Mentor teachers evaluated the student teachers in conjunction with the university supervisor.



## Honorarium and Renewal Credit

MSU Denver makes provisions to compensate mentor teachers for participating in student teaching assignments.

The mentor teachers will receive compensation at the following rates:

| Number of Weeks                                 | Honorarium | Renewal                          |
|---|------------|----------------------------------|
| 8 week assignment or shared licensure Candidate | \$ 50.00   | 1.5 semester hour credits (CEUs) |
| 16 week assignment                              | \$100.00   | 3 semester hour Credits (CEUs)   |

Mentor teachers must submit the relevant compensation forms to OCEP at the end of the semester. Please see additional notes on each type of compensation in the following sections of this handbook. The forms and additional details are located on the OCEP website page devoted to mentor teachers: <https://msudenver.edu/education/clinicalexperiencespartnershipsocep/mentorteachers/>.

### Payment of Honorarium

- Mentor teachers must submit completed, signed, *Honorarium Form* and *W-9* to OCEP at the end of the semester. **Important:** Honoraria cannot be processed without a current *W-9*.
- Payment to the mentor teacher is by individual check made payable and mailed directly to each mentor teacher by the MSU Denver Accounts Payable Office at the end of the semester. (Please note there may be individual school district exceptions to this process that will be communicated with mentor teachers, as relevant.) Due to the high volume of requests at the end of the semester, you will likely receive the honorarium payment after the renewal form.
- Proportionate payment of honorarium is made in cases of early termination of the student teaching assignment.

### Credit Earned Toward Renewal

Mentor teachers may earn renewal credit (CEUs), in addition to the honorarium, for supervising a student teacher as shown on the chart.

- The request for this credit must be submitted on the *Verification of Supervision* form. Mentor teachers should complete as much of the form as possible, then submit to OCEP for signature.
- OCEP then returns the signed form to the mentor teacher for submission to the district or CDE.
- This form is mentor teacher's only documentation – no information is sent from the university to the CDE.
- 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 Models

Some approaches to co-teaching encouraged for use during student 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 (student teacher or mentor teacher) could take on either role.

### 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.

## Mentor Teacher Evaluations of Student Teaching Performance

The mentor teacher collaborates with the university supervisor on the following electronic evaluations:

- Mentor Teacher Lesson Observations/Communication of Progress, as needed/mutually determined
- Mid-Term Evaluation of student teacher
- Final Evaluation of student teacher

A sample of the Mid-Term Evaluation 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 OCEP; you can access them on our website. [<https://msudenver.edu/education/clinicalexperiencespartnershipsocep/mentorteachers/>]

The mentor teacher is reminded that the student teacher is a novice at the beginning level of a teaching career.

- Expectations of the student teacher'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 Student Teachers

The Mid-Term and Final Evaluations of the student teacher are the shared responsibility of the mentor teacher and the university supervisor.

- Completed in collaboration, they reflect the student teacher's performance and professional growth during the student teaching assignment.
- These evaluations, along with the Teacher Work Sample, provide evidence of the student teacher's proficiency in knowledge, skills, and disposition.
- The Final Evaluation must demonstrate "proficiency" in all items.
- The Final Evaluation indicating that the student teacher 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 student teacher's transcript if the evaluation is not received by the deadline for submitting grades.

### Letters of Recommendation for Student Teachers

The student teacher may request the mentor teacher and/or principal to write a letter of recommendation on his/her behalf. FERPA guidelines are available on the OCEP website. The decision to honor the request for a letter of recommendation is at the discretion of the mentor teacher and/or principal.

## **ROLE OF THE UNIVERSITY SUPERVISOR**

Effective supervision of student teachers 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 student teachers. Student enrollment and faculty course loads are primary considerations in determining the availability of full-time faculty for supervising student teachers. Affiliate faculty also serve as valued university supervisors.

### **Qualifications and Preparation 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 mentor/cooperating teacher.

Professional development sessions for all university supervisors will be held a minimum of once per semester. All university supervisors are expected to attend.

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 student teacher 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 student teachers; 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.

#### **University Supervisor's Main Tasks**

The university supervisor's main tasks are to:

- guide and mentor the student teacher through all stages of the student teaching experience;
- assist the mentor 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 student teacher's performance in the student teaching assignment;
- provide extra resources, communication, and assistance when necessary for student teachers experiencing problems;
- assist in the development of educational plans when necessary;

- complete and submit all evaluation documents electronically (through Qualtrics); and
- 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 the student teacher’s 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 student teacher. **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:

| Length of Assignment   | Initial Visit | Informal Observation | Formal Observation (one with Mid-term) | Final Evaluation | TOTAL |
|------------------------|---------------|----------------------|--|------------------|-------|
| 16 weeks               | 1             | 1                    | 5                                      | 1                | 8     |
| First 8 wk. placement  | 1             | 0                    | 2                                      | 1                | 4     |
| Second 8 wk. placement | 1             | 0                    | 2                                      | 1                | 4     |

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

### The "Initial Contact Visit"

The Initial Contact Visit includes a conference with the student teacher and mentor teacher(s) and serves to:

- outline mutual expectations;
- discuss evaluation forms, teacher licensure standards, and performance-based expectations for the student teacher;
- describe Teacher Work Sample requirements;
- clarify procedures, policies, deadlines, and forms pertinent to the student teaching experience; and
- review the mentor teacher section of the OCEP website.

**Important:** 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 student teacher to receive a passing grade and be recommended for licensure.

### Observations

Throughout student teaching, university supervisor observations should focus upon 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 student teacher concerning teaching performance should be scheduled after each observation.
- Observation notes should reference the level of the student teacher’s proficiency on the various indicators associated with the standards and describe specific evidence of proficiency as demonstrated in the student teacher’s performance.
- To avoid conflicts and unnecessary trips to student teaching assignments, university supervisors should schedule all observations in advance with the student teacher.
- The university supervisor is responsible for electronically completing the Observation Report

form (via Qualtrics system) for each formal student teaching visit. Student teachers will automatically receive the copy of the form by email when it is submitted.

### Student Teaching Seminars

Student teachers 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 student teachers 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.

For the objectives and course outline for student teaching, see the syllabus section of this handbook.

- It is the responsibility of university supervisors to schedule student teaching seminars for student teachers 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.
- Seminars may include student teachers from different subject areas and grade levels where relevant and instructive.
- Seminar requirements for dual licensure candidates remain a total of ten.

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:

- A school in which one of your seminar group students teaches, OR
    - Property (one of our campuses) covered under the University's liability insurance
    - Other public locations such as coffee shops and/or libraries.
- Please Note:** These seminars may not take place in any establishment which sells or serves alcoholic beverages.

A schedule of the seminar for each group including date, time, place, and topic should be submitted to the OCEP for posting on the website no later than the third week of the university semester.

- 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 mentor teacher and university supervisor.

### Teacher Work Sample

All student teachers are required to develop a Teacher Work Sample which must be evaluated as proficient on all categories for the student teacher 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 student teachers and the mentor 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 OCEP.

## 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 student teachers in student teaching assignments. Parking expenses, mileage to trainings, seminars, and trips to the OCEP 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 Faculty Supervisors

For full-time faculty 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. *[Please Note: If/when these procedures are updated by Accounts Payable, Supervisors will be contacted and apprised of the new procedures.]*

- Each Travel Expense Report page must be printed and signed by the university supervisor and approved and signed by the Director of OCEP.
- 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 requires 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/student teacher in one trip if possible. The OCEP will endeavor to make supervision assignments that minimize the mileage incurred by university supervisors.
- Only student teaching observation mileage should be submitted on the OCEP form which includes the OCEP account number.
- Mileage for other purposes for Teacher Education or other departments should be submitted to that office for processing.

#### Letters of Recommendation for Student Teachers

The student teacher may request the university supervisor to write a letter of recommendation in his/her behalf. FERPA guidelines are available on the OCEP 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 OCEP.



## ROLE OF THE STUDENT TEACHER

Student teachers 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 (PRAXIS); 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, student teachers must be minimally rated as proficient in all Performance-Based Standards for Colorado Teachers (CTQS). Each student teacher is required to complete the Teacher Work Sample with all requirements rated 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).
10. Integrate the use of technology into the classroom (CTQS III.D).

### 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
  - Multicultural curriculum
  - Teaching exceptional children
  - Technology

- Support and presentation of the Teacher Work Sample
- Conferencing with individual student teachers
- Job searching
  - Licensure and hiring processes
  - Interviewing and demonstration lesson preparation

## Requirements

### *University Seminars*

The student teacher 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. Student teachers are urged to take advantage of the Interview Workshop sponsored by the OCEP. 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.

### *Teacher Work Sample*

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

### *Observations*

- Student teachers will be formally observed at least 4 to 5 times during the semester; please refer to the chart on page 21. One of these observations will take place during the Teacher Work Sample unit.
- For each observation, the student teacher 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.
- **Student teachers will receive a copy of the form by email at the end of each observation.**

## Conduct

### *Dependability*

The student teacher 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.

- **Please Note:** Student teachers are not permitted to take classes during the student teaching assignment. Your education and major advisors, the department chair, and the Director of OCEP must approve any exception to this policy as explained on the Course Exception Form available on our website in the Student Teacher Information section. 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 student teacher 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 student teacher should avoid critical discussion of school employees, parent/guardians and students. Confidential information shared with the student teacher pertaining to students, the mentor 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 student teacher 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 student teacher is expected to abide by all policies and rules that apply to pupils and teachers. The student teacher should also enforce all school policies and regulations when working with the students.

### *Familiarity with School Procedures*

The student teacher should become acquainted with the school building and grounds, fire alarm and emergency procedures, and administration as soon as possible.

### *Corporal Punishment*

The student teacher should never administer corporal (physical) punishment as a means of discipline.

### *Daily Schedule*

The student teacher 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 student teacher is a guest in the mentor teacher's room as well as a team teacher.

- The student teacher 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 mentor teacher.
- The student teacher should become acquainted with students and their diverse needs through observation, conferences, or examination of individual records as soon as possible.
- The student teacher should support the classroom teacher's policies and procedures.
- The student teacher is not allowed to supervise any outside school activity alone during the student teaching assignment. However, the student teacher may assist the mentor teacher or other faculty members with these tasks.
- The student teacher is expected to help maintain physical conditions of the classroom that aid instruction or create an atmosphere conducive to teaching and learning.
- If the mentor teacher is away from the classroom, the student teacher must be able to locate the mentor teacher at all times should a need arise or in case of emergency.

## Relationships

### *Respect for the Mentor Teacher*

It is important for the student teacher to be open to constructive criticism and suggestions made in an effort to improve the student teacher's teaching skills. The student teacher should willingly accept the challenge of performing all tasks. The student teacher 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 student teacher is expected to maintain good relationships with students, administrators, staff, parents, and the community, following the lead of the mentor teacher. This task should be regarded as one of the most important responsibilities of the student teaching assignment. If student teachers feel they need to improve their relationship with their mentor teacher, they are strongly encouraged to discuss their concerns with their university supervisor.

### *Personal Beliefs*

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

### *Professional Dress*

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

## General University Policies

*Accommodations for Student with Disabilities:* 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 at [www.msudenver.edu/access](http://www.msudenver.edu/access).

*Religious Holidays:* If a student teacher needs to be absent for a religious holiday observance, the mentor 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 mentor 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 student teachers to meet these standards, a disposition assessment form is available for university supervisors to use to notify a student teacher 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. Student teachers 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. Student teachers 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. Student teachers must check with their mentor 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 mentor 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 12 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 student teachers as well. However, student teachers are expected to stay until the work for the day and preparation for the next day are complete.

## STUDENT TEACHING PERFORMANCE EVALUATIONS

The evaluation of the student teaching performance will indicate how well the student teacher demonstrates proficiency in the instructional skills, content knowledge, and dispositions required in program goals, state standards for licensure, 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 OCEP website are used to report the student teacher'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 student teacher. The form could be submitted to the university supervisor during the next seminar or student teaching assignment visit. This report encourages the mentor teacher and student teacher to reflect upon progress and challenges and serves to keep the university supervisor up to date on the student teacher's progress.

### Observation Reports

Observation Report forms are completed electronically every time the student teacher is observed by the university supervisor with the exception of the informal observation. The student teacher will automatically receive an emailed copy of the observation report completed by the university supervisor after each observation. These forms provide a detailed record of progress toward achieving proficiency on each of the CTQS standards for teacher licensure. (See link for summary of CTQS: <https://www.cde.state.co.us/educatoreffectiveness/teacherqualitystandardsreferenceguide/>.)

### Mid-Term Evaluation of Student Teacher

This form is a progress report of mastery toward standards. It allows the student teacher 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 mentor teacher and university supervisor and shared with the student teacher (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 student teachers will not be proficient in many of the standards and should be marked developing. (See link to PDF copy of Mid-Term Evaluation form: <https://msudenver.edu/education/clinicalexperiencespartnershipsocep/students/additionalinformation/>)

Student teachers 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 student teacher 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

The Teacher Work Sample is used to evaluate proficiency on most of the CTQS standards. This is a combination performance/documentation assignment. Student teachers must be evaluated as proficient in all of the rubric categories to be recommended for licensure. See OCEP website for detailed description, directions, and rubric: <https://msudenver.edu/education/clinicalexperiencespartnershipsocep/students/additionalinformation/>

## Final Evaluation of Student Teacher

To complete student teaching with a satisfactory grade, the student teacher 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 mentor teacher and the university supervisor, and is shared with the student teacher. The student teacher will automatically receive an emailed copy of the completed final evaluation report.

**Important:** The student teaching performance is assessed through a cooperative effort on the part of the mentor 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.

## Successful Completion of Student Teaching

To pass student teaching, teacher candidates must:

- Earn a “Proficient” rating or better on the Teacher Work Sample (see rubric);
- Successfully complete lead teaching requirements; and
- Earn a “Proficiency” rating or better on each of the Colorado Teacher Quality Standard elements of the Final Performance Evaluation.

## Posting of Final Grade for Student Teaching

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

The final grade for student teaching will be entered only **AFTER** all the following have been submitted:

- Student Teacher:
  - Teacher Work Sample submitted to Blackboard AFTER approval from university supervisor (electronic via online survey system, Qualtrics)
  - Evaluation of the Mentor Teacher (electronic via online survey system, Qualtrics)
  - Evaluation of the University Supervisor (electronic via online survey system, Qualtrics)
  - Education/Licensure Program Exit Survey (electronic via online survey system, Qualtrics)
- University Supervisor:
  - All Observation Reports (electronic via online survey system, Qualtrics)
  - Mid-Term Student Teaching Evaluation (electronic via online survey system, Qualtrics)
  - Final Student Teaching Evaluation (electronic via online survey system, Qualtrics)
  - Teacher Work Sample Rubric (via email, fax, or delivery)

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

If the completed Final Evaluation form and Teacher Work Sample Rubric have NOT been received by the OCEP 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. Student teachers 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 OCEP and the Teacher Work Sample rubric has been evaluated and submitted. 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*

- To receive an Incomplete ("I"), the student teacher must have completed at least 75% of the coursework and be passing the class.
- The incomplete must be completed within the time frame decided upon by the university supervisor and the Director of OCEP, not to exceed one year from the semester the "I" grade was assigned.
- An "I" grade will be changed to "SE" (satisfactory education) upon successful completion of an extension or a second placement, with no additional tuition charged.
- At the end of one year, an "I" automatically becomes an "F" if the course (e.g., student teaching) has not been successfully completed.

#### *University Withdrawal Policy: W or AW*

- 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.

- If conditions for an "I" are not met, then a grade of "UE" will be assigned. (*Please Note: Students in the Master's Degree programs need to consult their School of Education Department Chair regarding the policy for UE.*)
- A "UE" grade will require the student teacher to re-register and pay tuition again for a subsequent placement, should it be determined that a second placement is appropriate.
- To qualify for a subsequent placement, student teachers who earn a "UE" will need to show evidence that they are ready to successfully complete student teaching and should be granted another placement opportunity. Such evidence might include, but is not limited to: written explanation of the ways in which the student teacher has further developed understanding and



proficiency, work history related to student teaching that illustrates opportunities for growth, and letters of recommendation from professionals with working knowledge of their teaching. Students wishing to appeal decisions from OCEP about the granting of second placements, may follow the steps outlined in MSU Denver's Complaint policy and process.

## **Evaluations by Student Teacher**

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 completes the appropriate electronic forms sent by OCEP in the End of Semester Memo to evaluate: a) their overall experience with the MSU Denver Teacher Education Program (Program Exit Survey); b) their experience with their university supervisor(s); and c) their experience with their mentor teacher(s).

### **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. Information contained in program exit surveys is anonymous, with results released only in summary form.

### **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 OCEP. All university supervisors are evaluated by the student and the mentor 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 Mentor Teacher**

The mentor teacher is evaluated by the student teacher and the university supervisor; the information received is used internally to identify prospective mentor teachers for future student teaching assignments.

## PROGRAM COMPLETION AND APPLICATION FOR AN INITIAL TEACHING LICENSE

Information about program completion and application for licensure is emailed to student teachers 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**.

**Please note:** This section of the handbook is organized by role (Student Teacher, University Supervisor, and OCEP) and is not in chronological order.

### STUDENT TEACHER for Program Completion

**Please note:** Student teachers should carefully review the detailed list of procedures in the *End of Semester Memo* that gets emailed from OCEP and posted on the OCEP website.

- The student teacher submits all required work to meet licensure requirements using *Blackboard*:
  - Submits Teacher Work Sample **AFTER** it has been approved by the university supervisor
- The student teacher submits all required feedback forms to assist program review and improvement via the online survey system (*Qualtrics*)
  - Evaluation of Mentor Teacher(s)
  - Evaluation of University Supervisor
  - Education/Licensure Program Exit Survey

### STUDENT TEACHER for Licensure

If applying for a teaching license in Colorado, each student teacher must apply online to the Educator Licensing Unit of the Colorado Department of Education (CDE) for their initial license.

- Check this link to the CDE website for the most up-to-date, specific application directions:  
<http://www.cde.state.co.us/cdeprof/checklist-initialteacher>

#### Required Forms and Documents for Licensure Application

The student teacher **must complete** the appropriate sections of the CDE Educator's Licensing Application and, then **must submit** all required online forms and accompanying documents:

- electronic application form,
- official transcript/s (\*see notes below on transcript requirements),
- completed and signed Approved Program Verification Form (APVF) from OCEP (\*\*see notes below on APVF), and
- application fee.

**Please note:** The application may **NOT** be submitted until **AFTER** obtaining the Approved Verification Form from OCEP and official transcripts from the Registrar.

## Official Transcripts

**\*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 the CDE.

## Approved Program Verification Form

\*\* Once all requirements have been met and confirmed (i.e., completing program and passing licensure exam(s)), OCEP prepares the Certification Officer Section of the Approved Program Verification Form (APVF) and emails that page to the candidate. (The Director of OCEP is the designated certification officer and signatory for teaching licensure verifications that originate from MSU Denver.)

**DO NOT** fax/deliver/send OCEP a form – it will be completed and sent to you after you meet program and licensure exam requirements. **Please advise the OCEP of any change of address; changes made in your Banner record will not update our database.**

After receiving the completed, signed form from OCEP, the student teacher completes the Applicant Section and uploads it to the CDE online application system.

## UNIVERSITY SUPERVISOR

The university supervisor submits required documentation of successful program completion and offers using the specified method of submission.

### **Via the online survey system, Qualtrics:**

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

### **Via fax, mail, or email**

- Teacher Work Sample rubric form

The university supervisor also submits additional feedback and documentation before the end of the semester:

### **Via the online survey system, Qualtrics:**

- Evaluation of Mentor Teacher

### **Via fax, mail, or email**

- Signed Mileage reimbursement forms *[Please Note: If/when these procedures are updated by Accounts Payable, Supervisors will be contacted and apprised of the new procedures.]*

Please note: The Initial Visit, Student Journal, Mentor Teacher Lesson Observation, and Communication of Progress are for use as needed throughout the semester, but are not to be submitted to the OCEP.

## OCEP OFFICE

- Verifies that all requirements have been met.
- Provides Approved Program Verification Form (APVF) to student teachers. (*See notes in Approved Program Verification Form section for details.*)

## 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. Student teachers 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 student teachers 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 303-5615-1133 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 student teachers 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 internationally.

## Job Listing Resources

- Current job postings are available on the OCEP website: <https://msudenver.edu/education/clinicalexperiencespartnershipsocep/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](http://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 student teachers completing their student teaching programs during the current academic year as well as to recent alumni. Student teachers are encouraged to register early.

## Interview Workshops

Each semester the OCEP hosts a workshop on interviewing for teaching jobs. Participants might include district representatives, principals, former student teachers, CDE, and Career Services. Check the OCEP website calendar for dates and details.

## **APPENDIX: GUIDANCE FOR STUDENT TEACHERS ON ETHICAL & PROFESSIONAL CONDUCT**

### **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 non-educator 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 student teachers of their responsibilities in reporting cases of suspected child abuse and neglect.
- B. To inform student teachers 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.)

Student teachers 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 student teachers 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 student teacher'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 student teachers 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 OCEP, who will contact the appropriate officials.

If a pupil discloses abuse to the student teacher, the student teacher should immediately include the mentor 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 student teacher should not attempt to elicit full disclosure without the presence of the classroom teacher, nor should confidentiality be promised.

Student teachers 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 OCEP, who will report it to the appropriate authorities.

## Guidelines for Student Teacher/Pupil Interaction

It is important that student teachers 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 student teachers to foster positive interactions with students and protect their professional reputation.

- Remind your mentor teacher that MSU Denver student teachers 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 student teachers 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.

- Student teachers 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 student teacher'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 student teacher and the MSU Denver's Teacher Licensure Program. Student teachers 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.