



Student Teaching Handbook

2023-2024

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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. Additional guidance is available in the Student Teaching CANVAS course and FAQ for Student Teachers.

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 by 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.

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
- 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

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 and in partnership with the district office

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).
 - Requirements and needed approval signatures are listed on the form.
4. During the student teaching assignment outside employment or 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 (OCEP), with Chairs 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. If 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 teacher 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 one year 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, private, or independent 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 authority over the student teacher in matters concerning host school policies and instructional expectations.
- The student teacher, in the 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, Teaching Artifact Collection & Reflection).

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 to attend the seminar;

- If student teachers begin student teaching before the beginning of the university semester, they need to be excused from the host school to attend the Pairs Collaboration Workshop held before 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. (* For COVID-19 specific situations, see guidance in CANVAS.)

In the event of school closure due to weather or other circumstance, the student teacher must follow the host school or district's policy. (* For COVID-19 specific situations, see guidance in CANVAS.)

Additional details can be found in the Attendance section of the syllabus on page 30 of this handbook.

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 five days** (16-week semester).

- 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 teachers' liability insurance throughout the student teacher's time in their school(s). This coverage protects student teachers in the event that any lawsuit 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

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. Please see the **Pairs Collaboration Planning Module** for additional ideas);
- 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 regarding 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; leading, planning, assessment, communication, etc. (15 days over the semester period)
- 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 resources as determined by OCEP and the University Supervisor
- Complete an evaluation of the university supervisor as provided by OCEP
- 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.

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 introductory meetings will address attending the Pairs Collaboration Workshop, and 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 evaluate the student teachers in conjunction with the university supervisor.

Mentor Service Payment and 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	Mentor Service Payment	Renewal
8-week assignment or shared assignment	\$ 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 by the due dates each semester. Please see additional notes on each type of compensation in the following sections of this handbook.

Payment of Mentor Service

- Mentor teachers must submit a signed W-9 to receive mentor service payment. Directions will be sent to mentor teachers each semester on these processes from OCEP.
- Payment to the mentor teacher is mailed individual check or direct deposit made payable 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 mentor service payment after the renewal form.
- Proportionate payment of service 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 mentor service payment, 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 it 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 (optional as needed or mutually determined)
- Mid-Term Evaluation of student teacher
- Final Evaluation of student teacher

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 Teaching Artifact Collection & Reflection, 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 Teaching Artifact Collection & Reflection 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 observation, coaching, and the evaluation the proficiency of the teacher candidate is the 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. Adjunct 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 month. All university supervisors are expected to attend.

The purpose of these sessions is to:

- familiarize the university supervisor with the policies, requirements, and procedures pertaining to student teaching and ongoing changes to the MSU Denver Teacher Education Programs;
- 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 supervision and the student teaching experience.

University Supervisor Responsibilities

The primary responsibility of the university supervisor is to observe, coach, and evaluate the proficiency of the teacher candidate. In this way, supervisors help to implement the student teaching component of MSU Denver's Teacher Education Programs.

University Supervisor's Main Tasks

The university supervisor's main tasks are to:

- guide, coach, 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 are 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 and 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 practice, provision of information on teaching techniques, the teaching profession, and teacher licensure, and supporting the candidate's Teaching Artifacts Collection and Reflection.

Expectations of Supervisors

The university supervisor is expected to engage in regular visits to the student teaching assignment for the purpose of supervising (i.e., observing, coaching, and evaluating) the student teacher.

Student teachers' performance will be assessed across the semester by university supervisors in collaboration with mentor teachers. University supervisors will draw upon:

- observations of teacher candidates' teaching and student learning,
- reflective discussions with teacher candidates,
- and teacher candidates' production of, and reflection upon, their teaching artifacts.

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.

The expectations for university supervisor engagement have been revised to reflect evolving circumstances and changes in best practice. They now include the following:

Expectations for Supervisors	Description (Please note: Supervisors for 8-week placements will make adjustments for two 8-week sessions in collaboration with program faculty and/or OCEP.)
Initial Contact Meeting	Conference of the "triad" (i.e., student teacher, mentor teacher/s, and university supervisor) to outline mutual expectations, discuss performance-based expectations and evaluation tools, ensure mentor teacher has access to resources and reference materials from MSU Denver (such as this handbook and mentor section of OCEP website).
4 Hours of Seminar	Supervisors are responsible for four (of the total 8) hours of seminar . Seminars should be designed to allow student teachers to focus on skill areas most pertinent to student teaching, share experiences, and receive support on developing their Teaching Artifact Collection & Reflections.
4 Lesson Observations	Lesson observations follow the Collaborative Clinical Supervision Model. The student teacher provides a formal lesson plan, the university supervisor observes the lesson, time for reflection is provided, and the student teacher and university supervisor engage in reflection upon teaching and student learning. Students will provide one recorded lesson for feedback, coaching, and development via TORSH.
1 Additional Engagement	Supervisors may choose to engage in an additional lesson observation or choose a different type of coaching session with the student teacher. Examples might include but are not limited to: collaborative review of a short recording of a teaching moment, collaborative review and reflection upon student work samples or aggregated student learning data, review of student teacher's teaching artifact and reflection, "side-by-side" moment with a small group or individual student for in-the-moment coaching, etc.

Evaluation of “Teaching Artifact Collection & Reflection”	<p>This digital collection of artifacts and reflections replaces the previous Teacher Work Sample. Supervisors will offer guidance on artifact collection and reflection. Additional details and rubrics are available in TORSH.</p> <p>The student teacher will:</p> <ul style="list-style-type: none"> a) identify and collect teaching artifacts from their work in their placement classroom (for example: lesson plans, instructional materials, student learning samples, aggregated student learning data, etc.); b) provide annotations and brief explanations of teacher decision-making in lesson plans and other instructional materials; and c) create robust reflections on student learning examples and collections.
Midterm and Final Evaluations	<p>Student teachers, mentor teachers and university supervisors collaboratively discuss and determine the student teacher’s progress toward mastery on the CTQS. Supervisors complete the Qualtrics Midterm and Final Evaluation form on behalf of the triad.</p>

Student Teaching Seminar Guidance

Supervisors are responsible for at least four hours of seminar across the semester. The general design and content of the seminars are established by the MSU Denver’s School of Education. The seminars are to follow the appropriate student teaching course syllabus.

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.
- Seminars may include student teachers from different subject areas and grade levels where relevant and instructive.
- 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.
- Seminars will take place in person. If virtual seminar is needed, contact OCEP for risk management and liability guidance. **Please Note:** Meetings may not take place in any establishment that sells or serves alcoholic beverages.

Observation Guidance

Throughout student teaching, university supervisor observations should focus on progress in developing and demonstrating professional knowledge, dispositions, and instructional decision-making skills.

- Observations of teaching should be for a minimum of 30 minutes in classrooms for younger pupils (PK-3). Observations 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 a conference should be scheduled after each observation to provide feedback to the student teacher concerning teaching performance.

- 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 Teacher Candidate Observation Tool form (via TORSH system) for each formal student teaching observation or engagement. Student teachers will automatically receive the copy of the form by email when it is submitted.

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.

University Supervisor Compensation

Check Release for Adjunct University Supervisors

There are four pay periods during the Fall and Spring semesters for part-time faculty. Checks are processed by the MSU Denver Accounts Payable department. Checks are deposited directly into the account noted on the form submitted at the time of initial employment.

Travel Allowance for Adjunct University Supervisors

Adjunct 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 Auraria Campus and/or a home address if it is closer to the destination 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

When in-person visits are possible, the online platform Workday will be 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 must be submitted via Workday. The Workday program can be

launched from any web browser

- from the [MSU Denver Faculty & Student hub](#) under Employee Systems Services & Reporting.
- You will need the address of the school and date of the observation for the report.
 - Accounts Payable requests submissions of your Workday mileage expenses at the end of every month.
 - Please note: Depending on the licensure area of the teacher candidate(s) you are supervising, the Worktags will be different
 - Payment for mileage reimbursement will be deposited directly into your bank account.
 - University supervisors are encouraged to plan visits to include more than one school/student teacher in one trip if possible.

Letters of Recommendation for Student Teachers

The student teacher may request a letter of recommendation from the university supervisor. 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 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) for the National Education Association. This code was adopted for MSU Denver students to guide 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); and 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, private, or independent school, providing increasing responsibility for the teaching, supervision, and assessment of learners. Eight hours of seminar are required. 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 Teaching Artifact Collection & Reflection 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 Teaching Artifact Collection & Reflection
- Conferencing with individual student teachers
- Job searching
 - Licensure and hiring processes
 - Interviewing and demonstration lesson preparation

Expectations for Student Teachers

Expectations for Student Teachers	Description
Engage Daily in Teaching and Learning	Engage meaningfully in placement classroom on a daily basis to benefit PK-12 student learning and wellness, and to develop and demonstrate teaching knowledge, skill, and proficiency. The student teacher will assume full-time/co-teaching responsibilities for appropriate periods of time-(leading, planning, assessment, communication etc. (15 days over the semester period)
Collaborate with Mentor Teacher	Partner meaningfully and respectfully with mentor teacher(s) to support student learning. See <i>Pairs Collaboration Planning Module</i> for guidance in developing partnerships and planning for meaningful collaboration.
4 Lesson Observations with University Supervisor	<p>Lesson observations follow the Collaborative Clinical Supervision Model.</p> <ul style="list-style-type: none"> • The student teacher provides a formal lesson plan, the university supervisor observes the lesson, time for individual reflection is provided, and the student teacher and university supervisor engage in reflection upon teaching and student learning. • Supervisors complete the Teacher Candidate Observation Tool (in TORSH) indicating degree of progress in meeting the CTQS standards that must be demonstrated to pass student teaching. Report is automatically shared with the teacher candidate. • Supervisors provide their expectations of timing and procedures for lesson observation cycles. • Students will provide one recorded lesson for feedback, coaching, and development via TORSH (See requirements for permission prior to recording.)
1 Additional Engagement with University Supervisor	<p>Supervisors and teacher candidates will choose one additional engagement. They may choose to engage in an additional lesson observation or choose a different type of coaching session.</p> <p>Examples might include but are not limited to: collaborative review of a short recording of a teaching moment, collaborative review and reflection upon student artifacts or aggregated student learning data, review of student teacher’s teaching artifact and reflection, “side-by-side” moment with a small group or individual student for in-the-moment coaching, etc.</p>

Development of Teaching Artifact Collection & Reflection	<p>This digital collection of artifacts and reflections replaces the previous Teacher Work Sample. Additional detail and rubrics available in TORSH. Supervisors will offer guidance on artifact collection and reflection.</p> <p>The student teacher will:</p> <ul style="list-style-type: none"> a) identify and collect teaching artifacts from their work in their placement classroom (for example: lesson plans, instructional materials, student learning samples, aggregated student learning data, etc.); b) provide annotations and brief explanations of teacher decision-making in lesson plans and other instructional materials; and c) create more robust reflections on student learning examples and collections.
Midterm and Final Evaluations	<p>Student teachers, mentor teachers and university supervisors collaboratively discuss and determine the student teacher's progress toward mastery on the CTQS. <i>(See details in Student Teaching Evaluation section of this handbook..)</i> Supervisors complete the Qualtrics Midterm and Final Evaluation form for the triad.</p>
8 Hours of Seminar (In-Person and/or Virtual)	<p>Seminars are:</p> <ul style="list-style-type: none"> • Designed to allow student teachers to: a) focus on skill areas most pertinent to student teaching; b) share experiences; c) discuss problems related to student teaching; d) receive support in developing their Teaching Artifact Collection & Reflections; • Led by university supervisors and/or teacher education team members. <p>4 Hours of Seminar (minimum) will be led by University Supervisors and 4 Hour of Seminar (minimum) will be led by OCEP.</p> <p>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. Student teachers are expected to engage in 4 hours of seminar provided by OCEP. Details in CANVAS.</p>

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. The 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. To obtain this form, email occep@msudenver.edu. 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 must conform to professional conduct standards specified in the host school's handbook, or by the administrator in charge, and the MSU Denver Student Teaching Handbook. The student teacher should avoid critical discussion of school employees, parent/guardians, and students. Professionalism also includes having appropriate contact information on phone messages and social networking sites. Professionalism is expected in all

interactions. In deference to the status of residents as teacher candidates, residents should refrain from attending social events off campus or communicating with school personnel about personal matters.

Data Privacy and Video Regulations

The student teacher shall follow all MSU Denver, district and school data privacy guidelines and expectations.

- Confidential or personally identifiable information shared with the student teacher pertaining to students and families, the mentor teacher, or the host school's faculty or staff should be kept in strict confidence. Confidential information includes, but is not limited to: a) personal information about students or families, b) student performance examples and/or aggregated data, and c) student images in photo or video recordings. K-12 student names shall not be used or connected to student learning data in completion of assignments.
- Student teachers shall follow MSU Denver and district/school guidelines for obtaining permission to record teaching and learning and in use of such recordings. Any recordings of teaching, including approved images of students, shall be used solely for the purposes of coaching and evaluation through the approved *Talent for Torsh* platform. No recordings will be posted or shared on public or social media platforms and will be deleted from any personal recording device once uploaded to *TORSH*.
- Student teachers will complete the MSU Denver electronic learning module regarding data privacy and video regulations prior to collecting student learning artifacts and obtaining permission to record teaching and will follow all policies outlined therein.

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 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 or share the Daily Class Schedule and submit it to the university supervisor as soon as possible. This will assist the university supervisor in scheduling observations/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 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 cannot 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 to improve their 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 teachers should dress and present themselves appropriately. 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 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 OCEP is in receipt of your official Access Center Faculty Notification Letter, the Director 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.

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.

- 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 are expected to exhibit specific characteristics in 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 must conform to professional conduct standards specified in the host school's handbook or by the administrator in charge and the MSU Denver Student Teaching Handbook. They should avoid critical discussions with school employees, parent(s)/guardian(s) 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. 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 will be provided to supervisors performance or progress. University supervisors will draw upon these sources in their evaluations:

- observations of teacher candidates' teaching and student learning,
- reflective discussions with teacher candidates, and
- teacher candidates' production and reflection upon their teaching artifacts.

Observation Reports

Observation Report forms are completed electronically every time the student teacher is observed by the university supervisor with the exception of any "informal" observation. The student teacher will access the observation report completed by the university supervisor within TORSH 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/ee-tqs-ref-guide.>)

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 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.

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.

Teaching Artifact Collection and Reflection

Student teachers are required to identify and reflect upon key teaching artifacts from their work in student teaching. Through the Teaching Artifacts Collection & Reflection, the student teacher will demonstrate proficiency in planning, content knowledge, assessment, individualization, and technology standards. Additional details, examples, and evaluation tools are provided in CANVAS.

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 Teaching Artifact Collection and Reflection 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.

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.

Successful Completion of Student Teaching

To pass student teaching, teacher candidates must:

- Earn a “Proficiency” rating or better on each of the Colorado Teacher Quality Standard elements of the Final Performance Evaluation;
- Successfully pass the expectations for the Teaching Artifact Collection and Reflection (see rubric).

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:
 - Teaching Artifact Collection and Reflection submitted to supervisor for final approval (via TORSH)
 - 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)
 - Rubric for the Teaching Artifact Collection & Reflection (via TORSH)

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 rubric for the Teaching Artifact Collection and Reflection have NOT been received by OCEP at the time the grades are due, and the MSU conditions for an incomplete ("I") have been met, 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 are:

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 Teaching Artifact Collection and Reflection has been submitted and evaluated and the Final Evaluation form has been submitted electronically to OCEP. 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 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 posted in the student teaching CANVAS course shell and is updated as needed. 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 requirements and procedures in CANVAS.

- The student teacher must have submitted all final, approved Teaching Artifact Collection and Reflection work to supervisor to meet program completion and licensure requirements.
- 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),
- official Praxis passing score reports (see for list of required exams by licensure area: <https://www.msudenver.edu/education/ssr/exams/>),
- completed and signed Approved Program Verification Form (APVF) from OCEP (**see notes below on APVF), and
- CDE 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!** For more information, see the CANVAS course shell.

- 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 Parchment 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 emailed to your MSU Denver email address after you meet program and licensure exam requirements.

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 using the specified method of submission:

Via the online system:

- Observation Reports (*Torsh*)
- Mid-Term Evaluations (Qualtrics)
- Final Evaluations (Qualtrics)
- Teaching Artifact Collection and Reflection (*Torsh*)

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

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 OCEP.

OCEP OFFICE

- Verifies that all requirements have been met.
- Provides Approved Program Verification Form (APVF) to student teachers via MSU Denver email. *(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 teacher 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/clinicalpartnershipsocep/students/jobopportunities/>
- You can access MSU Denver's Career Services' job listings online through MSU Denver State JobLink. Teacher candidates and alumni may create an account through the Career Services website at www.msudenver.edu/career.

Teacher Job Fairs

Job fairs are generally held from February through April. A schedule can be found on the CDE website. These fairs provide the opportunity to interview with public, private, charter, and parochial school administrators for available teaching positions. The fairs are open to 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 affiliate.

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 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.