

School of Education Student Handbook

2019-2020



School of Education
UNIVERSITY OF COLORADO **BOULDER**

INTRODUCTION	8
MISSION STATEMENT	8
ACCREDITATION	8
STANDARDS-BASED PROGRAMS.....	8
SCHOOL OF EDUCATION STAFF CONTACTS.....	9
SECTION I: ACADEMIC POLICIES AND PROCEDURES.....	11
ACADEMIC INTEGRITY	11
ACADEMIC & GOOD STANDING	11
ACCOMODATIONS	11
<i>Disability Reasonable Accommodations</i>	11
<i>Religious Reasonable Accommodations</i>	11
<i>Other Emergencies or Extenuating Circumstances</i>	11
ADMISSION	12
<i>Provisional Admission</i>	12
<i>Deferment</i>	12
ADVISING.....	12
<i>Advising Resources</i>	12
COMMUNICATION POLICIES	13
<i>Change of Address</i>	13
<i>E-mail</i>	13
<i>Formal Letters and Contracts</i>	13
COURSE AND CREDIT POLICIES.....	13
<i>Administrative Drop Policy</i>	13
<i>Independent Study</i>	13
<i>Late Add/Drop Policy</i>	14
<i>Transfer Coursework</i>	14
<i>Work Experience/Experiential Credit</i>	14
GRADING POLICIES	14
<i>Grade Changes</i>	14
<i>Grade Appeal Policy</i>	14
<i>Incomplete Grades & Agreements</i>	14
<i>Passing Grades</i>	15
<i>Pass/Fail and No-credit Coursework</i>	15
PETITION & APPEALS GUIDELINES.....	15
<i>School of Education Petition Form</i>	15
STUDENT GRIEVANCE POLICIES & RESOURCES	16
SCHOLARSHIPS	17
SECTION II: GRADUATE STUDENTS (MA AND PHD INFORMATION)	18
ACADEMIC PROBATION, SUSPENSION, & DISMISSAL	18

FINANCIAL SUPPORT	18
LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM	18
STUDENT ORGANIZATIONS	18
<i>Graduate Students of Color Collective (GSOCC)</i>	18
<i>Student Association for Graduate Educators (SAGE)</i>	19
SECTION IIA: GUIDELINES FOR MASTER’S STUDENTS	20
ACADEMIC & GOOD STANDING	20
BUENO CENTER COHORTS	20
COMPREHENSIVE EXAMINATION	20
COURSE & CREDIT REQUIREMENTS	20
<i>Course Level</i>	21
<i>Course Validation</i>	21
<i>Continuing Education</i>	21
<i>Independent Study, Practica, and Internships</i>	21
<i>Maximum/Full-time Course Loads</i>	21
<i>Transfer Credit Hours</i>	21
FACULTY ADVISOR	22
GRADUATE DEGREE PLAN	22
<i>Graduate Programs – University Catalog Links</i>	22
GRADUATE FACULTY	22
GRADUATION	22
<i>Application for Graduation</i>	22
<i>Admission to Candidacy</i>	22
<i>Deadlines for Graduation</i>	23
<i>Time Limits for Degree Completion</i>	23
SECTION IIB: GUIDELINES FOR DOCTORAL STUDENTS	24
ACADEMIC & GOOD STANDING	24
ADMISSION TO CANDIDACY	24
ADVISOR CHANGES	24
ANNUAL REVIEW	25
COMPREHENSIVE EXAMINATIONS	25
<i>Students are Responsible for the Following Items</i>	26
CONFERENCE TRAVEL FUNDS	26
CONTINUOUS REGISTRATION	27
COURSE & CREDIT REQUIREMENTS	28
<i>Course Level</i>	28
<i>Course Validation</i>	28
<i>Doctoral Seminar – “EDUC 69xx readings in (program area)”</i>	28
<i>General Course Distribution Requirements:</i>	28

<i>Independent Study</i>	29
<i>Maximum/Full-time Course Loads</i>	29
<i>Program Area Course Distribution Requirement</i>	29
<i>Transfer Courses</i>	29
CULTURE/LANGUAGE REQUIREMENT.....	30
DISSERTATION AND FINAL ORAL EXAMINATION.....	30
<i>Dissertation Advisor and Committee</i>	30
<i>Dissertation Proposal (formerly known as the “prospectus”)</i>	31
<i>Dissertation Credit</i>	32
<i>Dissertation Formats</i>	32
<i>Dissertation Defense</i>	33
<i>Publishable Paper Requirement</i>	34
<i>Dissertation – Frequently Asked Questions (FAQs)</i>	34
FACULTY ADVISOR.....	35
FULL-TIME RESIDENCY REQUIREMENT FOR PHD STUDENTS	35
GRADUATE DEGREE PLAN	35
GRADUATE FACULTY	36
GRADUATION	36
<i>Application for Graduation</i>	36
<i>Deadlines for Graduation</i>	36
<i>Diploma Language</i>	36
<i>Time Limits for Degree Completion</i>	36
MASTER OF ARTS IN EDUCATION “EN ROUTE” TO PHD	37
<i>Master's Degree Option (Literacy, Humanities, or STEM Education; EECD; EFPP; LSHD)</i>	37
<i>Master's Paperwork</i>	37
<i>Re-admission to Doctoral Programs After Admission in to Candidacy</i>	37
POLICY ON THE CONDUCT OF RESEARCH IN SCHOOL OF EDUCATION COURSES	37
SECTION III: UNDERGRADUATE STUDENTS	39
ACADEMIC & GOOD STANDING	39
ACADEMIC ALERT/PROBATION	39
ACADEMIC SUSPENSION/DISMISSAL	39
COURSE & CREDIT REQUIREMENTS	39
<i>Independent Study and Internships</i>	39
<i>Maximum/Full-time Course Loads</i>	40
<i>Transfer Credit Hours</i>	40
GRADUATION	40
<i>Application for Graduation</i>	40
LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM	40
STUDENT ORGANIZATIONS	40

<i>Education Diversity Scholars Neighborhood</i>	40
<i>Multicultural Leadership Scholars Program</i>	41
SECTION IV: TEACHER LICENSURE CANDIDATES	42
BENCHMARKS	ERROR! BOOKMARK NOT DEFINED.
TO THE TEACHER LICENSURE CANDIDATE	42
ACADEMIC & GOOD STANDING	43
<i>Professional Standards</i>	43
<i>Procedures to Uphold Academic & Professional Standards</i>	44
COURSE & CREDIT REQUIREMENTS	44
<i>Wait Lists</i>	44
<i>Coursework at Other Institutions</i>	44
<i>Course Pointing and Waivers</i>	45
<i>Correspondence or Online Coursework</i>	45
<i>Independent Study</i>	45
<i>Recency of Credit and Evaluation of Existing Coursework</i>	45
<i>Study Abroad Coursework</i>	45
FACULTY ADVISOR	45
FIELD EXPERIENCES	45
<i>General Expectations for Successful Field Experiences</i>	46
<i>Attendance</i>	46
<i>Practicum Placement Procedures</i>	47
<i>Timelines and Planning for Success</i>	47
<i>Suggestions for Professional Dress and Behavior for Teacher Licensure Candidates</i>	49
LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM	50
<i>Changes in Regulations After You have been Formally Admitted</i>	50
<i>Changing Programs</i>	50
LICENSURE EXAMS	50
OBTAINING A TEACHING LICENSE	51
<i>Licensure</i>	51
<i>Teacher Licensure in Other States and Reciprocity</i>	51
STUDENT TEACHING	52
<i>Prioritizing Your Student Teaching Experience</i>	52
<i>Placement Process Before Student Teaching</i>	52
<i>Experiences During Student Teaching</i>	52
PARTNERS IN EDUCATION (PIE)	53
APPENDIX A: PROFESSIONALISM RUBRIC	54
STUDENT TEACHING CANDIDATES	54
PRACTICUM CANDIDATES	59
APPENDIX B: LETTER OF INTRODUCTION TO YOUR PRACTICUM TEACHER	62

APPENDIX C: STUDENT TEACHING APPLICATION MATERIALS AND PLACEMENT PROCESS	63
STUDENT TEACHING PLACEMENT TIMELINE.....	63
STUDENT TEACHING CHECKLIST	63
ELIGIBILITY.....	64
STUDENT TEACHING PLACEMENT PROCESS.....	64
<i>Apprenticeship Pathway Programs</i>	64
<i>Mentor Teachers</i>	65
<i>Partner School Districts</i>	65
<i>Required District Applications</i>	66
<i>Rural Initiative Placements</i>	66
<i>Pre-placement Interview</i>	66
<i>Summary of Steps for a Placement</i>	67
<i>Placement FAQ</i>	67
STUDENT TEACHING APPLICATION MATERIALS.....	68
<i>Application Documents</i>	68
<i>Considerations Related to Application Materials</i>	68
<i>Common Reasons for Rejected Placements</i>	69
<i>Cover Page</i>	69
<i>Resume</i>	69
<i>Narratives</i>	69
<i>Content Area Course History (required for MIDDLE, secondary and K-12 Music candidates)</i>	69
<i>Other Things to Know About the Documentation Process</i>	70
<i>Sample Letter to a Teacher who meets with you</i>	71
<i>Sample Letter to a Principal, School Leaders, and Others</i>	71
<i>Processing your Application (FAQ's)</i>	71
<i>Your Student Teaching Contract</i>	72
<i>Sample Letter to Mentor Teacher not Picked</i>	72
UNIVERSITY SUPERVISORS	72
<i>Seminars</i>	73
<i>Observations by University Supervisors (Non-Music)</i>	73
<i>Observations by University Supervisors (Music)</i>	73
SOURCES THAT PROVIDE EVIDENCE FOR LICENSURE.....	73
SAMPLE RESUME.....	74
APPENDIX D: STUDENT TEACHING MANUAL	76
ATTENDANCE, DAILY SCHEDULE, AND SUBSTITUTE TEACHING	76
<i>Overall Dates of Attendance</i>	76
<i>Labor Disputes within a School District</i>	76
<i>Illness/Absences</i>	76
<i>CU Seminar Sessions</i>	77

<i>Your Weekly Work Schedule</i>	77
<i>Substitute Teaching</i>	77
THE PROFESSIONAL TRIAD	78
<i>University Supervisor (US) Responsibilities</i>	78
<i>Mentor Teacher (MT) Responsibilities</i>	78
<i>Teacher Candidate (TC) Responsibilities</i>	79
LEARNING RESPONSIBILITIES DURING STUDENT TEACHING	79
<i>Opportunities at the School Site</i>	79
<i>Reflection for Professional Growth</i>	80
<i>Working with Your Mentor Teacher(s)</i>	80
<i>Adapting to the School Culture</i>	81
<i>Knowing & Working with Your Students</i>	81
<i>Planning</i>	82
<i>Assessment</i>	83
SUPERVISION AND EVALUATION IN STUDENT TEACHING.....	83
<i>Gradual Release of Responsibility</i>	83
<i>Solo-Teaching Experience</i>	84
<i>Supervision: Supporting your Growth as a Teacher</i>	84
<i>Evaluation of Student Teaching Performance</i>	85
edTPA: SCIENCE, MATH, AND MUSIC STUDENTS ONLY	86
<i>edTPA Fees & Vouchers</i>	86
<i>edTPA Handbooks & Templates</i>	86
<i>Support for edTPA During Student Teaching</i>	86
<i>Assessing edTPA, Scores and Licensure</i>	86
<i>edTPA Remediation Policy and Procedure</i>	87
PRACTICES IN PROCESS (PIP) PROJECT: HUMANITIES AND WORLD LANGUAGE STUDENTS	87
REMOVAL FROM STUDENT TEACHING AND/OR THE PROGRAM	88
RECOMMENDATION FOR COLORADO TEACHER INITIAL LICENSE	88
TROUBLESHOOTING AND COMMUNICATION.....	88
APPENDIX E: RESOURCES FOR PREGNANT AND PARENTING STUDENTS	90
SCHOOL OF EDUCATION RESOURCES.....	90
<i>Lactation Room</i>	90
<i>Questions about Graduate Student Funding and/or Payroll</i>	90
<i>Leave of Absence Form</i>	90
CAMPUS RESOURCES	90
COMMUNITY RESOURCES	90
APPENDIX F: DISSERTATION PROPOSAL DEFENSE SIGNATURE PAGE TEMPLATE	91

INTRODUCTION

The purpose of this handbook is to provide you with information about the policies, procedures, and requirements that pertain to all academic programs in the School of Education (SOE). The SOE maintains admission, retention, and graduation requirements that go beyond general university requirements. These requirements are explained in this handbook.

The SOE comprises many diverse and distinct programs. This handbook is divided into sections containing information for all SOE students including, SOE [Graduate students](#), SOE [Undergraduate students](#), and [Teacher Licensure students](#).

As a student in the SOE, you might belong to more than one of the groups mentioned above. That's okay! If you have any questions or confusion, please reach out to a member of the advising team for clarification.

MISSION STATEMENT

Our work in the School of Education is grounded in a lived commitment to democracy, diversity, equity, and justice. Guided by this commitment, our faculty, researchers, staff, and students pursue evidence-informed policy and practice. We teach and conduct research to make a positive difference with and in schools and communities. We aim for our graduates to be engaged and informed educators, public scholars, researchers, policymakers, and community leaders.

ACCREDITATION

The SOE is fully accredited by the North Central Association of Colleges and Schools. The SOE is also fully accredited by the National Council for Accreditation of Teacher Education (NCATE) through 2020. In 2013, the NCATE merged with Teacher Education Accreditation Council (TEAC) to form the [Council for the Accreditation of Educator Preparation \(CAEP\)](#). All initial licensure and teacher-added endorsement programs are approved by the Colorado Department of Higher Education (CDHE).

STANDARDS-BASED PROGRAMS

For Teacher Education candidates, the Colorado Academic Standards (CAS) outline the expectations of what students should know and be able to know in each content area and in each grade level. The CAS include 10 content areas (comprehensive health and physical education, dance, drama and theater arts, mathematics, music, reading, writing and communicating, science, social studies, visual arts, and world languages) and incorporate the Common Core State Standards (CCSS) in mathematics, reading, writing, and communicating.

These standards help teachers to help their students have the skills and knowledge needed not only to move on to the next grade level, but also to be on track towards career and college readiness. The Colorado Department of Education (CDE) has standards guides for each content area by grade, and an FAQ on the standards, which is continually updated for additional information visit the [Colorado Department of Education's website](#).

The majority of these standards are satisfied during the student teaching semester; to satisfy a standard, you must either demonstrate understanding or the ability to perform independently at the level expected of a first-year teacher. In your courses and practicum experiences before student teaching, you will be introduced to the knowledge base for each standard element and have opportunities to develop and practice the skills and dispositions associated with each standard element. Course syllabi are annotated to show the standards addressed in that particular course.

SCHOOL OF EDUCATION STAFF CONTACTS

ADVISING TEAM: RESOURCE CENTER FOR EDUCATIONAL SUCCESS (RECESS)

Our staff advisors work as a team to support prospective and current students in any SOE program (minor, licensure, BA, MA, PhD). To schedule an appointment with an advisor, call 303-492-6555, stop by room 151, the Resource Center for Educational Success (ReCESS) Office in the Education building, or undergraduate students may book appointments using [MyCUHub](#).

- **Scarlett Pontón de Dutton, Director of Advising and Student Success**
 - Scarlett oversees and inspires the advising team and is the primary point of contact for inquiries and support for current doctoral students.
 - Email: scarlett.ponton@colorado.edu
 - Phone: 303-492-6555
- **Arely Mora Domínguez, Assistant Academic Advisor**
 - Email: arely.mora@colorado.edu
 - Phone: 303-492-6555
- **General questions**
 - Undergraduate Students: edadvise@colorado.edu
 - Graduate Students: Soe.Gradvise@colorado.edu
 - Phone: 303-492-6555

FIELD PLACEMENT SUPPORT TEAM

Our field placement team is here to support students in teacher licensure programs plan and successfully complete their 800 hours of field experiences to become a licensed teacher.

- **Rachel Perini, Field Placement Coordinator**

Rachel assists candidates through the student teaching application process. She is the first point of contact within the office for your student teaching questions or general questions about practica.

 - Email: rachel.perini@colorado.edu
 - Phone: 303-735-1908
- ❖ **Alison Boggs, Director of Secondary Field Placements**

Alison is responsible for overseeing the student teaching process for Middle, Secondary, and Music licensure candidates. She is the person to contact if you have specific questions or concerns about your student teaching experience.

 - Email: lynne.boggs@colorado.edu
 - Phone: 303-492-2590
- ❖ **Ashley Cartun, Director of Teacher Education Partnerships and Accreditation**

Ashley is responsible for overseeing the student teaching process for Elementary candidates. She is the person to contact if you have specific questions or concerns about your student teaching experience as well as your CWPro account.

 - Email: ashley.cartun@colorado.edu
 - Phone: 303-492-2590

OTHER STUDENT SUPPORT PROFESSIONALS

- **Travis Anderson, Senior Director of Planning and Academic Programs**

Travis is our primary liaison with the Colorado Department of Education and is responsible for all communications with the state. He is also a resource to discuss SOE processes, policies, and procedures. To schedule an appointment with Travis, call 303-492-6555 or stop by room 151 in the Education building.

- Email: travis.anderson@colorado.edu
- Phone: 303-492-2559

- **Liz Meyer, Associate Dean of Students**

Liz is the faculty member responsible for student success. She makes decisions on petitions, handles appeals, and meets with students who may be struggling or experiencing challenges in their program. You can make an appointment with her by accessing her [Office Hours Calendar](#) and signing up for a time. You must be signed into your Colorado.edu Google account to do so. If it is urgent, or you need a time outside of office hours, please email her to make an appointment.

- Email: elizabeth.j.meyer@colorado.edu
- Phone: 303-735-3029

- **Malerie Barnes, Director of Admissions**

Malerie is the primary contact for all prospective students not currently enrolled on the CU Boulder campus. This includes those interested in the BA, MA, and PhD as well as licensure opportunities at the School of Education. Please contact her with re-admission questions.

- Email: malerie.barnes@colorado.edu

SECTION I: ACADEMIC POLICIES AND PROCEDURES

ACADEMIC INTEGRITY

Commitment to the highest standards of intellectual honesty is a responsibility of every student and faculty member at the University of Colorado. All students in courses and programs in the SOE are expected to conduct themselves in accordance with the highest standards of honesty and integrity. Cheating, plagiarism, illegitimate possession and disposition of papers and examinations, alteration, forgery or falsification of official records, and similar acts, or the attempt to engage in such acts are grounds for suspension and/or expulsion from the University. Please see the University's [Academic Integrity Policy](#) and [Honor Code](#) for further information.

ACADEMIC & GOOD STANDING

Your academic standing is based on grade point average (GPA) and is evaluated after each term of is completed. Academic standing differs by program. Academic standing is not the only requirement to be in good standing and remain enrolled in your program, as you must also meet professional standards and make reasonable academic progress. Please refer to the Academic & Good Standing portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)).

ACCOMODATIONS

DISABILITY REASONABLE ACCOMMODATIONS

If you qualify for accommodations because of a disability, please submit a letter to your instructor(s) in a timely manner from Disability Services so that your needs may be met over the semester. Faculty will respond to the issue with respect and understanding and provide reasonable accommodations as outlined in the letter from Disability Services. To seek advice or assistance on disability accommodation, please contact Disability Services at 303-492-8671; or visit them at the Center for Community (C4C) or online [Disability Services](#).

RELIGIOUS REASONABLE ACCOMMODATIONS

If, due to religious obligations, you have conflicts with scheduled exams, assignments, or required attendance, then faculty will make every effort to deal reasonably and fairly with you, provided advanced notification of the conflict is given. Whenever possible, you should give at least two weeks advance notice to request accommodation. For additional information on [Religious Accommodations](#) follow the link.

OTHER EMERGENCIES OR EXTENUATING CIRCUMSTANCES

If you experience a medical emergency, family crisis, or other unexpected event please contact your professors and/or member of the academic advising team as soon as you can to notify them that you are experiencing an emergency or unexpected circumstance. We can provide supports and extensions to help limit the impact of these circumstances on your GPA and academic progress. We also want to be sure you are connected with the appropriate campus resources. Undergraduates can email: edadvise@colorado.edu and graduate students can email: Soe.Gradvise@colorado.edu as well as your faculty advisor. You or your advisor should also reach out to the Associate Dean of Students: Liz Meyer, Elizabeth.j.meyer@colorado.edu or 303-735-3029, to ensure we are activating all possible supports and procedures to support your particular circumstance. You may also learn more about additional [campus resources available here](#).

Depending on your situation, we can connect you with the Student Support and Case Management Team, explore emergency financial aid, connect you with support groups on campus or in the community, help draft petitions for retroactive withdrawals from the semester, request a leave of absence, or incomplete grade agreements.

ADMISSION

PROVISIONAL ADMISSION

Provisional admission is offered to applicants who have not satisfied admission requirements, such as minimum GPA, satisfying a Basic Skills requirement, or successfully passing a licensure exam. Provisional admission is offered to applicants on a case-by-case basis. Provisional admission stipulations are defined in your admission letter. Failure to resolve the admission provision(s) as described in the letter will result in your dismissal from the SOE.

DEFERMENT

Newly admitted SOE students may defer their admission for up to one year.

For Graduate Students: a written request for deferment must be emailed to edadvice@colorado.edu or submitted in person to the Resource Center for Educational Success (ReCESS) in room 151 of the Education building. Eligibility requires that you have not enrolled in any courses. Once you have enrolled, admission may not be deferred, and you may choose to withdraw from the university. Newly admitted students are not eligible for the university's leave of absence programs and must withdraw. In this case, you will have to reapply and submit new application materials. Once you leave the SOE and return after one academic year, you are subject to the requirements in effect upon your return.

For Undergraduate Students: If you would like to defer your enrollment for up to one year, you can do so by emailing admissions@colorado.edu. A deferral request form will be posted to your status page, which you fill out with the term to which you would like to be deferred, the reason(s) for the deferral and what you will be doing during the deferment period. The deadline to request a deferral is the first day of class for the original term that you applied to.

Please refer to the Leave of Absence and Withdraw portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)) for leave of absence policies.

ADVISING

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

ADVISING RESOURCES

Each resource offers expertise in specialized areas as described below. Complex issues may require that you seek information from all sources.

Staff Academic Advisors

1. Advise you on course options, pre-requisites, and completion of program requirements.
2. Clarify university and SOE, procedures, programs, and expectations and/or assists you in finding answers to university and School policy, procedural, programmatic, and expectation questions.
3. Monitor and enforce SOE policy on academic and professional standing, and counsels with faculty and other administrators on candidates who are identified as having problems meeting academic or professional standards.
4. Determine student teaching eligibility for you prior to student teaching, meet with you to review your eligibility and any stipulations or permissions pursuant to their eligibility status, and monitor compliance with these stipulations and permissions up to student teaching.
5. Are available year-round through appointments and weekly walk-in hours.
6. Make referrals to campus resources when appropriate.

Directors and Coordinator of Field Experiences

1. Place you in practica and student teaching locations.
2. Give substantive advice clarification about placement options.
3. Provide goals for practica and student teaching.
4. Counsels with faculty and other administrators on candidates who are identified as having problems meeting academic or professional standards.

Faculty Advisors

1. Give substantive advice about content area course options, and program structure.
2. Provide general career counseling, professional advice, and clarification on educational and professional goals.
3. Counsels with administrators on candidates who are identified as having problems meeting academic or professional standards.

COMMUNICATION POLICIES

CHANGE OF ADDRESS

Please make sure your name, address, telephone number, and email are current on University records. Record changes with the Registrar's Office through your student portal ([MyCUinfo.colorado.edu](https://myCUinfo.colorado.edu)).

E-MAIL

E-mail is the official means of communication within CU Boulder. Therefore, we will send communications to you in this format and will expect that those communications will be read in a timely fashion. You are expected to check your official, CU Boulder e-mail address on a daily and consistent basis in order to stay current with university communications. You may have e-mail electronically redirected to another e-mail address. Having e-mail redirected does not absolve you from the responsibilities associated with communication sent to and from your official CU e-mail address.

FORMAL LETTERS AND CONTRACTS

Your letter of admission, Program of Studies Checklist, student teaching contract, scholarship award letters, and other written materials sent to your permanent address are official communications of expectations and requirements to complete your program or to receive benefits. It is your responsibility to review all materials mailed to your official address, and to review all documents before signing them.

COURSE AND CREDIT POLICIES

ADMINISTRATIVE DROP POLICY

The School of Education may administratively drop you from a course for multiple reasons including nonattendance and missing required course prerequisites or co-requisites. You must attend class regularly to keep your place in a course during the first two weeks of the semester or contact the instructor in advance of missing a class. If you fail to attend without contacting the instructor in advance, you may be administratively dropped.

INDEPENDENT STUDY

Independent Study is an opportunity to collaborate with a faculty member on a special project for learning outside of the formal, class-lecture structure. You must secure a faculty sponsor to pursue an Independent Study. Graduate students may not serve as faculty sponsors. If the faculty member agrees, an Independent Study Proposal Form, located

on the [School of Education's website](#), must be completed. Please contact a staff advisor for form details. Please refer to the Independent Study portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)) for details.

LATE ADD/DROP POLICY

To request a course, add or drop after published deadlines, you must complete and submit a petition. Please see the [PETITION & APPEALS GUIDELINES](#) section of the handbook.

TRANSFER COURSEWORK

Please refer to the Transfer Coursework portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)) for details.

WORK EXPERIENCE/EXPERIENTIAL CREDIT

Work experience or experiential credit may not be applied towards a SOE degree or program requirement.

GRADING POLICIES

GRADE CHANGES

To request a change the grade status after published deadlines (eg. pass/fail to letter grade), you must complete and submit a petition. Please see the [School of Education Petition Form](#) section of the handbook.

GRADE APPEAL POLICY

You may appeal any academic decision, including course grades and results of the comprehensive examination (graduate students). To appeal, you should first present your reasons for appealing to the original decision maker (i.e. faculty member or faculty committee). If you remain dissatisfied with the result of the appeal, you should follow the [Student Grievance Policy](#).

INCOMPLETE GRADES & AGREEMENTS

Incomplete grades are a written agreement between instructor and the student to delay the posting of the final grade on the transcript for *up to* one year. Incompletes may be awarded for many reasons, including illness or family emergencies. Incomplete grades must be requested by the student and cannot be awarded by the instructor for non-attendance. In the case of non-attendance, the instructor will award the grade(s) earned. If you are in need of an incomplete grade(s), the student should approach the instructor and request the incomplete. If the instructor approves, an Incomplete Agreement Form, located on [the School of Education's website](#), must be completed. Please contact a member of the [Advising Team](#) for questions completing the online form.

The purpose of the agreement is to provide protection for both you and the instructor. The agreement clarifies in writing all outstanding requirements, in order to eliminate confusion at a later date. The agreement stipulates what work is needed to fulfill course requirements and outlines the timeframe for completion of said work. The university allows you to take up to one year to fulfill requirements, but the instructor may specify a shorter time period. If a one-year timeframe is agreed upon, then all work must be submitted to the instructor well before the last day of classes, so the instructor will have time to read the materials and submit the grade change paperwork before grades are due. It is your responsibility to find out from the instructor when the work must be submitted in order to resolve the grade.

You may re-enroll in the course within one calendar year to resolve the grade, but the course must be taken with the same instructor or else the IF grade will convert to an F grade. An IF grade, if not completed, changes to an F when it expires and will impact the grade point average. When the grade is changed to the final letter grade, the original incomplete notation (IF) will remain on the transcript permanently, followed by the letter grade.

PASSING GRADES

Undergraduate and Teacher Licensure candidates must earn a grade of C- or better for a course to fulfill requirements for a degree and/or licensure. MA and PhD candidates must earn a grade of B- or better for a course to fulfill requirements for a degree.

PASS/FAIL AND NO-CREDIT COURSEWORK

Coursework applied toward a SOE degree, minor, or licensure may *not* be taken pass/fail or as a no-credit course.

PETITION & APPEALS GUIDELINES

SCHOOL OF EDUCATION PETITION FORM

You may petition for exceptions or waivers to SOE policies by completing a School of Education Petition Form, located on the [School of Education's](#) website. Please contact an academic advisor for details. The following situations are some examples of what may be petitioned with the form:

- Enrolling in course for which you have not satisfied the pre-requisites;
- Dropping or adding a course after University deadlines;
- Requesting a credit overload for the term;
- Pass/Fail changes;
- Retroactively adding a course;
- Requesting a student teaching exception.

STUDENT GRIEVANCE POLICIES & RESOURCES

The School of Education Student Grievance Procedure is intended to provide a procedure for the resolution of disputes between students and faculty or staff of the SOE, as well as procedures for handling student disciplinary matters. Any question about these procedures should be directed to the Associate Dean of Students (ADS).

If you have a grievance with an individual faculty member, the first step is to speak directly to the faculty member about your concerns. However, if you feel that this would put your safety or well-being at risk, or if this doesn't resolve the issue, meet with either your faculty advisor (unless there is a conflict) or the ADS. Your faculty advisor will help you navigate this process and will convey the information to the ADS. After meeting with your faculty advisor, if you elect to pursue a formal complaint, please fill out an official grievance using the template below. Be sure to get your faculty advisor's signature (or attach an email indicating they have read it and have met with you to discuss it) before submitting the form. If the complaint involves your faculty advisor you can also work with a member of the Advising Team, program chair, or other faculty member to draft and submit the grievance.

The Graduate School and the Campus Undergraduate Education Advisory Board are in the process of updating campus grievance policies at the time of this writing. Our policies will conform to any updated policies and procedures issued by campus administration. For more information please see:

- [Graduate School Grievance Policy](#)
- [Student Appeals, Complaints, and Grievances: A Brief Guide](#) This website provides a thorough summary of various grievances and the resources available on campus to report and receive support when experiencing a challenging incident on campus.
- Campus reporting & support resources website: www.colorado.edu/dontignoreit

SOE GRIEVANCE PROCEDURE

Once the ADS receives the form, they will meet with you within 5 working days of receipt of the grievance. The ADS will investigate the grievance and seek to provide a proposed resolution within 10 working days of receipt, if possible. If you are not satisfied with the proposed resolution, you can appeal to the Executive Committee (EC), which includes the Dean of the SOE and Associate Deans, by notifying the ADS that an appeal and review by the EC is requested within 10 working days of the proposed resolution. You should provide any additional evidence or information for review by the EC at this time. The EC will meet within 10 working days of the request for an appeal. You and the faculty member may be invited to present cases separately to the EC. The EC will reach a decision by majority vote. The decision of the EC will be provided to you by the ADS within 48 hours of the EC meeting.

If you are a candidate in a teacher licensure or endorsement program, this grievance will be documented in the "School of Education Complaint Log" for teacher licensure accreditation reporting purposes. The ADS, and all university faculty and staff, are considered "responsible employees" and will report to the Office of Institutional Equity and Compliance (OIEC) if one of the protected classes is possibly involved in the complaint (please see <https://www.colorado.edu/institutionalequity/discrimination> for a list of protected classes).

Subsequent appeals may be made to the Dean of the Graduate School or Vice Provost of Undergraduate Education.

GRIEVANCE TEMPLATE

In an email or written statement to your advisor (or to the Associate Dean of Students, if the advisor is in a conflict of interest with the content of the complaint) please provide the following information:

1. Your name & email address
2. Date complaint is being submitted
3. Your current degree program (e.g. BA in English, MA+, PhD, etc.)
4. School of Education program (e.g. EFPP, Elementary Licensure, Leadership Studies Minor, etc.)
5. Faculty or staff member name
6. Course number and title (N/A if it is a non-course related issue)
7. Date of the incident or beginning of concern

8. Provide a brief description of the incident or summary of the collection of behaviors that are of concern. Include any relevant supporting evidence (emails, screenshots, etc.) for this description. The summary should be no longer than one page and emphasize facts and impacts of behaviors. Additional documents may be attached as supporting evidence.
9. If you had a meeting with the faculty or staff member of concern to discuss the issue, please provide the date of that meeting and a brief description of what occurred.
10. Faculty advisor, staff advisor, program chair, or other faculty member's signature & date confirming they have read the complaint and discussed it with you. You can also attach an email confirming this.
11. Your signature & date

Policy approved by faculty July 23, 2018.

OMBUDS

You may also utilize the Boulder Campus Ombuds. The Ombuds Office assists students, faculty, and staff to informally and impartially resolve complaints or disputes with other individuals, offices, or departments within the university. The Ombuds Office does not maintain records and is independent of any department or office. The Ombuds Office can be contacted at 303-492-5077 or visit their [website](#).

SCHOLARSHIPS

A limited number of scholarships and awards are available through the School of Education. Each year a list of available scholarships is available via [AcademicWorks](#), accessible through your [MyCUInfo](#) student portal, around October 1st. The university's [Office of Financial Aid](#) can help determine what other scholarships or types of aid are available to you. You may also be eligible for other CU Boulder Scholarships.

SECTION II: GRADUATE STUDENTS (MA AND PHD INFORMATION)

ACADEMIC PROBATION, SUSPENSION, & DISMISSAL

Graduate students should refer to the [Graduate School Rules](#) (pages 14-15) for policies concerning academic probation, suspension, and dismissal.

FINANCIAL SUPPORT

Each year a number of merit-based Teaching Assistantships (TA), Research Assistantships (RA), Graduate Part-Time Instructors (GPTI), and fellowships are available in the School of Education to support full-time doctoral study. Half-time appointments (the maximum allowed) for 20 hours of work per week are the norm. Quarter-time RA, TA, and GPTI appointments (10 hours per week) may also be made. The monetary amount of stipends paid for assistantships are set by the university. These stipends are taxable income.

You must be considered a full-time student to hold an assistantship. According to university policy, full-time enrollment prior to completing the comprehensive examination is five (5) hours of coursework per semester at the 5000 level or above or eight (8) semester hours of mixed level coursework. After passing the comprehensive examination, full-time is considered to be five (5) dissertation hours per semester.

The Office of Financial Aid in conjunction with the Graduate School awards financial aid in the form of grants and work-study jobs on the basis of both need and merit criteria. You must be registered for a minimum of four credits in order to be eligible for Financial Aid.

LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM

Graduate students who have not passed their comprehensive examinations are eligible to apply for the Leave of Absence Program. This program guarantees you a place in the university upon your return for up to one academic year. There is a \$50.00 fee to apply for the program. Details are available on the Registrar's [website](#)

Any semester(s) on Leave of Absence are included in the time limit to complete the degree. Electing the Leave of Absence program option does not extend this time limit. If you have passed the comprehensive examination and want to apply for the Leave of Absence Program, you must submit a petition to the SOE for approval. It will then have to be approved by the Graduate School as well. Doctoral students should note that the Leave of Absence Program post-comps may be appropriate due to health- or family-related circumstances and requires additional documentation. It is not appropriate due to difficulties with writing the dissertation.

If you do not register for a fall or spring semester and fail to sign up for the formal Leave of Absence Program, you will be dis-enrolled from your graduate program. A readmit application must be completed and submitted in order to return to degree-seeking status. Readmission is not automatic. If program standards have changed, if you had not been making satisfactory progress, or if enrollment levels have been reached, readmission may be denied. In order to withdraw from the SOE permanently, you must do so formally with the [Registrar](#).

If you are experiencing extenuating circumstances that may interfere with your academic progress, please contact your faculty advisor and/or member of our staff advising team so we can be sure to connect you with appropriate support resources for your situation. For additional information, contact the ReCESS Office at 303-492-6555 or Soe.Gradvise@colorado.edu. See also the section on [ACCOMODATIONS](#).

STUDENT ORGANIZATIONS

GRADUATE STUDENTS OF COLOR COLLECTIVE (GSOCC)

Our mission is to promote diversity and social justice on campus and create a safe space for the critical discussion of race. This group is open to graduate students who are interested in advancing this effort either professionally or personally. For more information about getting involved and contacting the current student leaders please contact: Krishna Pattisapu, Director of Diversity, Recruitment and Retention, Krishna.pattisapu@colorado.edu

STUDENT ASSOCIATION FOR GRADUATE EDUCATORS (SAGE)

Our mission is to build community among graduate students in the School of Education. New and continuing graduate students volunteer to organize academic and social activities throughout the year. SAGE also maintains open communication between faculty and students as well as to and from the University Graduate Student Council. For more information contact SAGE@Colorado.edu

SECTION IIA: GUIDELINES FOR MASTER'S STUDENTS

ACADEMIC & GOOD STANDING

All students admitted to the Graduate School are required to maintain a minimum cumulative grade point average of 3.00 in all coursework taken regardless of the level of coursework or the reason it was taken. You may use one class in which a C was earned toward the degree requirements with department permission, and if the GPA on the degree plan is 3.00 or above. Grades earned in courses taken as a non-degree student or transfer courses are not included by the Graduate School in calculating the GPA. You cannot be admitted to candidacy or be awarded a degree with a cumulative GPA below 3.00.

You are expected to make regular, steady progress toward the degree. Your faculty advisor will conduct evaluations of your work each year to assist in selecting appropriate courses and to insure you are moving steadily towards your educational goals. If you fail to do satisfactory work, you will be subject to suspension or dismissal from the Graduate School. Appeal of suspension or dismissal may be made to the Graduate School.

Graduate Students may now take advantage of Grade Replacement which will take effect fall 2019. For details on the program please review: <https://www.colorado.edu/registrar/students/degree-planning/grade-replacement>

BUENO CENTER COHORTS

Students who are pursuing their degree through a program affiliated with the BUENO Center sit in a unique situation that is different from most graduate students in the SOE and across campus. As a result, BUENO students should contact their cohort director with any questions or issues before contacting any other office on campus (this applies to applications for admission, paying fees for matriculation, registering for courses, paying tuition, applying for graduation, etc.). If you do not know who your cohort coordinator is, or you need a second point of contact, please call the BUENO Center at: 303-492-7371 or [email Rebecca Yoho](mailto:email.Rebecca.Yoho), the program assistant at the [BUENO Center](#) so she can assist you with your specific situation. Most student processes are different depending on the cohort, grant, and school district agreements. You may also reach out to the Director of Advising and Student Success, Scarlett Pontón de Dutton or the Associate Dean of Students, Liz Meyer (see School of Education Staff Contacts page in this handbook) for additional support and assistance.

COMPREHENSIVE EXAMINATION

Graduate degree candidates will complete a comprehensive examination, the format of which varies by program (examples include a capstone course, take-home exams, or portfolio). You must be registered for at least one credit during the semester in which the comprehensive examination is taken. If you fail the comprehensive examination, you be re-examined or re-take the capstone course once. The date will be determined by the examining committee. The comprehensive examination may be repeated only once.

If you perform poorly on a specific area of the examination, the faculty committee may request that you prepare for a supplemental exam covering area(s) of deficiency. Results of the comprehensive exam are not reported to the Graduate School until the supplemental exam is completed and the committee reaches a final pass/fail decision.

Master's comprehensive exam or the thesis defense must be scheduled at least two weeks before the exam is held during the designated timeframe for the semester. The chair of the examining committee must hold a regular (not special) appointment to the graduate faculty; the other committee members must be members of the graduate faculty. Many of our programs include the comprehensive exam as part of the capstone course experience – these courses are only offered in the spring semester.

COURSE & CREDIT REQUIREMENTS

Credit hours alone do not guarantee the adequacy of a program of study. Although you may have some latitude in developing a degree plan with your individual faculty advisors, the particular courses selected must ensure that you have both general knowledge about education and advanced knowledge in the area of specialization.

COURSE LEVEL

Up to six hours of coursework taken in other departments at the University of Colorado Boulder outside the School of Education at the 3000- or 4000-level may count toward the MA. However, if a 3000- or 4000-level course is used in the degree plan, it must be approved by the faculty advisor. The Graduate School does not allow 1000- or 2000-level courses to be counted toward a master's degree. No 3000- or 4000-level EDUC courses may count toward a graduate degree in Education. Any coursework taken to clear SOE deficiencies for a Teacher Licensure program is in addition to the minimum number of hours noted above.

COURSE VALIDATION

If required to validate coursework, speak with your faculty advisor. Course validation must be done by a member of the SOE faculty. Course validation is usually done in one of the following ways: (1) retake the course final examination; (2) take a special oral exam based on the syllabus from the course; (3) take a special written exam made up solely for the purpose of course validation; or (4) prepare a paper on course content. Your faculty advisor and the Director of Advising and Student Success make the decision as to whether it is possible to validate the course and apply the course to the degree.

CONTINUING EDUCATION

Once you are admitted to a graduate program, prior coursework taken through University of Colorado Boulder Continuing Education may be counted toward the MA degree if the instructor is a member of the Graduate Faculty and the coursework is appropriate to your program. These courses are considered transfer courses and are counted towards the nine (9) credit hours transfer limit. A [Request for Transfer Credit form](#) must be submitted to your advisor.

INDEPENDENT STUDY, PRACTICA, AND INTERNSHIPS

No more than six hours total of independent study, practicum, or internship can be applied toward the minimum number of hours for the MA degree. If your degree plans exceed the minimum number of hours, you may include more hours of this type of credit.

MAXIMUM/FULL-TIME COURSE LOADS

The maximum course load for a graduate student at the University of Colorado Boulder is 15 hours each fall or spring semester. Summer session students are advised to take no more than six hours; the maximum load is nine hours; within this limit, you may not take more than six hours in any five-week summer term or more than three hours in any three-week summer term. A full-time load during the fall or spring semester is five or more semester hours of 5000 or above level courses, or eight semester hours of mixed-level coursework.

TRANSFER CREDIT HOURS

Only nine semester hours of courses taken at other schools and/or courses taken as a non-degree student at University of Colorado Boulder can be transferred toward the MA degree. The university from which the transfer course was taken must offer a degree comparable to the one sought at University of Colorado Boulder. When transferring courses to University of Colorado Boulder from another institution, the [Request for Transfer Credit form](#) (<https://www.colorado.edu/graduateschool/sites/default/files/attached-files/transfercredit.pdf>) should be completed, signed by the faculty advisor, and submitted to the SOE for approval after completing six (6) credit hours as a graduate student in a degree seeking program. The request must be accompanied by a transcript. Because the relevance of transfer credit must also be judged in relation to the total program, your Degree Plan must be submitted before approving transfer work. Courses at another university will not be transferred if a grade less than a B was received in the course, or if the course counted towards another, completed degree. The transfer of credit request for the MA must be received in the Graduate School no later than the beginning of the semester of graduation. Extension courses, professional development workshops, and correspondence courses may not be transferred to an advanced degree. Courses taken more than five years prior to admission to the MA program must be validated.

FACULTY ADVISOR

The letter of acceptance names a faculty member who has been assigned as your faculty advisor. This assignment should be considered temporary but may continue by mutual agreement. You should make an appointment with the assigned faculty advisor to establish a program of study for the degree. You may request a change of faculty advisor by contacting the advising staff after discussing the change with both the new and old advisor.

GRADUATE DEGREE PLAN

During the first year of study, a Graduate Degree Plan must be approved and signed by your faculty advisor and the Director of Advising and Student Success. Degree plans will not be approved by the Director of Advising and Student Success if they do not meet the requirements specified, even if signed by an advisor. You are responsible for developing, with your faculty advisor, a substantive course of study that is consistent with these requirements. Note that program areas each have course requirements and guidelines that must be followed in planning a course of study. To avoid any misunderstanding, you are encouraged to submit a degree plan as early in the program as possible rather than waiting until the time for the comprehensive examination. Once a degree plan has been approved, it can be modified by obtaining the same set of signatures required for initial approval.

GRADUATE PROGRAMS – UNIVERSITY CATALOG LINKS

- ♦ [CURRICULUM & INSTRUCTION – HUMANITIES](#)
- ♦ [CURRICULUM & INSTRUCTION – MATH & SCIENCE EDUCATION](#)
- ♦ [CURRICULUM & INSTRUCTION – LITERACY STUDIES](#)
- ♦ [LEARNING SCIENCES & HUMAN DEVELOPMENT](#)
- ♦ [EDUCATIONAL FOUNDATIONS, POLICY & PRACTICE](#)
- ♦ [EDUCATIONAL EQUITY & CULTURAL DIVERSITY](#)

GRADUATE FACULTY

All courses on the degree plan must be taught by faculty who are members of the graduate faculty, or who have been approved by the Graduate School. This includes courses taken outside of your department. Membership on the university faculty does not automatically constitute membership on the graduate faculty. A faculty member's graduate status can be ascertained by calling the faculty member's department. Transfer courses require the approval of an advisor and the Dean of Students.

GRADUATION

APPLICATION FOR GRADUATION

A student must apply online for graduation via the student portal; this is the official notification to the Graduate School of intent to graduate during a given semester. A student will be permitted to graduate during a specific semester only if they have applied by the deadline for that semester. If a student does not graduate during the semester for which they applied, they must reapply through the student portal for the new semester.

ADMISSION TO CANDIDACY

Students must submit the admission to candidacy form, containing your formal degree plan, during the first week of the semester you plan to graduate. The form is available [online](#). The admission to candidacy application must be reviewed and signed by your faculty advisor and Director of Advising and Student Success before it is sent to the Graduate School for approval. Please submit this form by announced deadlines that are emailed to students' CU email throughout the semester.

DEADLINES FOR GRADUATION

Deadline sheets for graduation are emailed to students each semester at their CU email accounts. The Graduate School determines all deadlines. The student is responsible for meeting all deadlines to ensure graduation during a particular semester.

TIME LIMITS FOR DEGREE COMPLETION

For the MA degree, you must complete the degree within four years from your initial enrollment. (Note that the University has a policy for “summers only” time limits. However, these rules do not apply in the SOE because summer course offerings do not make it possible to earn a degree in “summers only.”) A one-year extension may be granted if formally requested in writing, recommended by your faculty advisor, and approved by the Associate Dean of Students and the Dean of the Graduate School. The extension request must show valid reasons as to why an extension is needed. If an extension is granted, all degree requirements must be completed within the extended time period.

Electing the Leave of Absence option does not extend this time limit. If you do not complete all degree requirements within the specified period of time, you may be required to validate any coursework.

SECTION IIB: GUIDELINES FOR DOCTORAL STUDENTS

ACADEMIC & GOOD STANDING

All students admitted to the Graduate School are required to maintain a minimum of a 3.00 grade point average each semester/term they are enrolled. A grade below B- is unsatisfactory and will not be counted toward fulfilling the minimum requirements for the degree. Because a B- is entered as a 2.70, any B- grades must be offset by grades of B+ or better to maintain an overall average of 3.0. If you fail to do satisfactory work, you will be subject to probation or suspension from the Graduate School. Appeal of suspension may be made to the Graduate School, whose decision will be final.

Grades in language courses partially fulfilling the PhD culture/language requirement, in courses transferred from other institutions for the degree, and in courses taken as a non-degree student at the University of Colorado are not included by the Graduate School in calculating the GPA.

You are expected to make regular, steady progress toward the degree. The advisor will conduct evaluations of your work each year to assist in selecting appropriate courses and to insure you are moving steadily towards your educational goals. Upon recommendation of the advisor and approval by the Graduate School, you may repeat a class (only once) in which a grade of C, D, or F was received. The new grade will substitute for the old in the computation of the grade point average by the Graduate School; however, all grades appear on the transcript. If you fail to do satisfactory work, you will be subject to probation or suspension from the Graduate School. Appeal of suspension may be made to the Graduate School.

ADMISSION TO CANDIDACY

In order to be advanced to doctoral candidacy, you must submit an [Application for Admission to Candidacy form](#) to the Graduate School and pass the comprehensive examination. It must be reviewed and signed by your advisor and the Director of Advising and Student Success before it is sent to the Graduate School. Please submit this form by the announced deadlines. You must submit the completed form at the beginning of the term in which the examination will be taken. The SOE announces specific deadlines via email each semester. You will receive email notification from the Graduate School of admission to candidacy. Please see the section below on Comprehensive Examinations for specific details on this process.

ADVISOR CHANGES

Advisors are assigned when students are admitted to the PhD program to provide an initial support and point of contact in the program area. If after the first year, a student is interested in changing their primary advisor, the student may initiate the change in a variety of ways:

1. Discuss possible changes to advising/committee structure with your current advisor
2. Hold an exploratory conversation with a potential new advisor about their interest in working with you and their ability to take on new students
3. Request a coaching conversation with the Associate Dean of Students, Liz Meyer, about why you want to change advisors and possible new advisors to approach. The AD of Students can provide additional support if there are extenuating circumstances related to the change.

Once a student has initiated this process using one of these steps, and all parties involved have discussed the impacts of the requested change, and all are supportive of the request, the NEW advisor should send an email to the Associate Dean of Students (Liz Meyer) and Director of Advising and Student Success (Scarlett Pontón de Dutton), requesting an official change of advisor and cc'ing the former advisor and student. If an advising change is requested, we encourage students to complete this process before one of the key milestones in the program:

- Establishing your comprehensive exam committee
- Establishing your committee for your dissertation proposal (Committee should remain the same until graduation after this milestone)

ANNUAL REVIEW

The purpose of these reviews is for you, your faculty advisor, and the Doctoral Core faculty to review your progress, in the first year, and each subsequent year of the program, identifying scholarly interests as well as academic strengths and weaknesses. This meeting is intended to ensure that students are getting clear and regular feedback about their academic and professional responsibilities as graduate students. At the end of this meeting, the advisor will note if a student is making “satisfactory” progress, if “actions are recommended” or “unsatisfactory” progress. The advisor will provide detailed comments to support any of these designations and impacts on future funding. The advisor will then email a PDF of the completed form to the student who will upload it into DocuSign and route for signatures by: student, advisor, program chair, Associate Dean of Students, and ensure a copy with these four signatures is delivered to soe.gradvise@colorado.edu.

- ♦ The Doctoral Core faculty meet during the second semester to discuss first year students’ scholarly interests, strengths, and weaknesses. When appropriate, core faculty will pass along the substance of these discussions to each advisor. Advisors can access their doctoral advisee’s transcripts for review in MyCUInfo under “Teaching Tools” → “Faculty Center” → “Advisor Center”. If there are any concerns with performance during in assistantships (GPTI, TA, GRA), Assistantship Supervisors will email feedback to faculty advisors at the end of each semester.
- ♦ Program faculty will discuss your professional strengths and areas for growth in academics and assistantships and determine how this should be shared with you. This meeting should occur either during the last two weeks of the spring semester or the two weeks following the spring semester.
- ♦ Faculty Advisors are responsible for scheduling an advisor-student review meeting at the end of each academic year.

As deemed appropriate the advisor should review with each first-year advisee the final projects/papers (with instructors’ comments) from the second semester qualitative, quantitative, and foundations courses, as well as grades received in those courses. (If you or your advisor wish to use the first semester foundations Perspectives on Classroom Teaching and Learning course, that would be appropriate.) If advisors would like a member of the Core faculty to attend that first-year review meeting, they can request it.

- ♦ Core faculty should flag, to the appropriate advisor and the Director of Advising and Student Success, any first-year student struggling to meet course/program standards. In such situations, your program chair may request a meeting with you, your advisor, and the concerned core faculty. In such situations, every attempt should be made to provide the support and structure for your success.
- ♦ In your subsequent years doctoral faculty should indicate to the appropriate advisor any concerns about your adequate progress. If the concerns merit serious attention, a meeting with you, your advisor, faculty and the Director of Advising and Student Success should occur. At that meeting your prospects for quality doctoral work should be discussed and, if promising, a plan should be devised that addresses the noted concerns. If the concerns are serious, other vocational plans may need to be considered.
- ♦ You and your faculty advisor should regularly attend to the Doctoral Student Progress Checklist so as to facilitate your progress.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations or “comps” must be scheduled with the SOE by completing your application for candidacy form and emailing Soe.Gradvise@colorado.edu with the names of your committee members and the date of your exam at the beginning of the semester you plan to take your comprehensive exams. You should also request a room booking at this time. The examining committee is comprised of three faculty members. The chair of the examining committee must hold a current, regular membership on the graduate faculty and is typically your advisor or someone appointed in their absence in the case of sabbatical. The other two members must hold regular or special memberships on the graduate faculty. You must be registered during the semester that the comprehensive examination is taken.

The format of the comprehensive examination varies by program area (varieties include take-home exams, take-home exam accompanied with an oral defense, and sit-down examinations). You should consult your faculty advisor concerning the format of the comprehensive examination in your program area. If you fail the comprehensive examination, you may request to be re-examined, with the re-examination date to be determined by the examining committee. The comprehensive examination may be repeated only once.

If you perform poorly on a specific area of the examination, the faculty committee may request that you submit revisions within two weeks. If you need more time to revise in order to pass, your transition to candidacy will be delayed. Results of the comprehensive exam are not reported to the Graduate School until revisions are completed and the committee reaches a final pass/fail decision. Comprehensive examinations are to be completed prior to completion of the dissertation.

STUDENTS ARE RESPONSIBLE FOR THE FOLLOWING ITEMS

Before the exam:

1. Scheduling a meeting with your advisor the semester before you plan to write your comps to determine the three members of your committee.
2. Reaching out to the other faculty members and confirming their willingness to serve in this capacity.
3. Completing the Candidacy Application (fillable PDF form) and submit to Soe.Gradvise@colorado.edu by the deadline. See the "PhD Dates and Deadlines" sheet emailed out each semester.
4. Sending the list of 3 committee members names, affiliations, and email addresses to Soe.Gradvise@colorado.edu with completed and signed candidacy application form.
5. Identifying a time for the oral exam when all three committee members can participate.
6. Booking the room by emailing Soe.Gradvise@colorado.edu. If someone is participating via Zoom, you must also include Sara McDonald, Building Proctor on this request: Sara.McDonald@colorado.edu The oral examination must happen during the scheduled week of comprehensive oral examinations on the "PhD Dates and Deadlines" sheet. If your program area does not have an oral examination component, you may skip this step.
7. Students will receive their questions from the committee chair by the date and time noted on the "PhD Dates and Deadlines" sheet. PLEASE NOTE: Committee chairs should cc: Soe.Gradvise@colorado.edu so there is a record of when questions were delivered to the student.
8. Completing their examination and submitting their responses to their committee members and cc'ing Soe.Gradvise@colorado.edu by the deadline noted on the "PhD Dates and Deadlines" sheet.

After the exam:

1. Making a digital copy of the signed examination form for your records.
2. Bringing a copy of the signed examination form to the ReCESs office of the SOE.
3. Completing and submitting any required revisions within the timeframe.
4. Registering for the minimum required dissertation hours every semester after completing the comprehensive exam. See "continuous registration" section below.

CONFERENCE TRAVEL FUNDS

The School of Education offers partial funding for PhD students to attend national or international conferences. The School of Education Travel Award provides multiple funding opportunities. **Students may only receive funding for one trip per academic year (July 1st – June 30th).**

AVAILABLE FUNDING OPPORTUNITIES:

Pending available funds within the School of Education, doctoral students are eligible for:

1. TRAVEL AWARD TO ATTEND A CONFERENCE in their 1st or 2nd year (1x award - \$400)

2. TRAVEL AWARD TO PRESENT AT A CONFERENCE AS **CO-AUTHOR** (2x award - \$700)
3. TRAVEL AWARD TO PRESENT AT A CONFERENCE AS **FIRST OR SOLO AUTHOR** (2x award- \$700)
4. TRAVEL AWARD TO PRESENT **GRANT-FUNDED RESEARCH** AT A CONFERENCE (\$500)

Funds will be applied directly to student tuition accounts the first week of each month. If the account balance is zero, a refund via direct deposit will be disbursed by the Bursar's Office. **The grant is treated like a fellowship and reported to the Office of Financial Aid; therefore, please be aware it may affect your student loan package.**

PLEASE NOTE: Students are able to make their own flight and hotel reservations, pay their own registration fees, etc. SOE staff will not be handling reservations. Students applying for the grant-funded travel award will need to keep all of their receipts and submit them at the end of their trip for reimbursement.

Before applying:

1. Talk to your advisor and, if you are presenting grant-funded research, your project PI.
2. Students applying for the Grant-funded research award will need to submit a [Travel Authorization Form](#) prior to applying.
3. Students presenting as a co-author, first, or solo author will need to submit confirmation that your paper has been accepted to: soe.accttech@colorado.edu with the subject heading "TRAVEL AWARD SUPPORTING DOCUMENTS". This can be the email you received notifying you of the acceptance or the conference schedule that highlights your presentation.
4. Gather needed information:
 - Student ID
 - Conference name, dates, location
 - Name of paper
 - Name of co-authors

To apply:

1. Complete the Google Form: <https://goo.gl/forms/gqvWoV21SaI6RF2H3>
2. Email any supporting documents to soe.accttech@colorado.edu with the subject heading "TRAVEL AWARD SUPPORTING DOCUMENTS"
3. Check your student account around the 2nd week of the month to see if your award has been disbursed.

Applications are reviewed on the 1st of every month. If you have questions, please feel free to contact Suzanne.Bonomo@colorado.edu. Please also explore other sources of funding from the [CU Boulder Graduate School](#) and your professional associations.

CONTINUOUS REGISTRATION

PhD students who have passed their comprehensive examinations are required to be continuously registered for at least five dissertation credits each fall and spring semester until the dissertation is completed and successfully defended, or you formally withdraw from the program. This requirement includes the term in which the dissertation is defended.

If you are an off-campus student, you may register for only three semester hours of dissertation credit (called off-campus status). You may be considered to have off-campus status if you are not taking courses or are not employed in a graduate assistantship. Off-campus status does not extend your time limit for completion of the degree, and you (even if you have off-campus status) must register for five dissertation hours during the semester of your dissertation defense.

Once you have passed the comprehensive examinations, you must petition for an exemption to take part in the Leave of Absence Program and only rare circumstances are considered. You should consult with the Director of Advising and Student Success for appropriate course numbers and registering for dissertation hours.

COURSE & CREDIT REQUIREMENTS

The PhD degree requires a minimum of 56 hours of coursework, plus a minimum of 30 hours of dissertation credit. Deficiencies are determined by the program's admissions committee and may require study beyond this minimum. Any work taken to clear deficiencies is in addition to the minimum number of hours noted above. Courses taken as a non-degree student (pre-admission category) may be counted for a doctoral degree if you are admitted during the term you are taking these hours, and if the course is being taught by a member of the Graduate Faculty. The non-degree hours and transfer hours in combination may not exceed 12 credits.

COURSE LEVEL

Up to six hours of coursework taken in departments at the University of Colorado Boulder outside the School of Education at the 4000 level may count toward the PhD. However, if a 4000-level course is used in the degree plan, it must be approved by the faculty advisor. The Graduate School does not allow 1000-, 2000-, or 3000-level courses to be counted toward a PhD degree. No 4000-level EDUC courses may count toward a graduate degree in the SOE. Any work taken to clear SOE deficiencies is in addition to the minimum number of hours noted above.

COURSE VALIDATION

If required to validate coursework, speak with your faculty advisor. Course validation must be done by a member of the SOE faculty. Course validation is usually done in one of the following ways: (1) retake the course final examination, (2) take a special oral exam based on the syllabus from the course, (3) take a special written exam made up solely for the purpose of course validation, or (4) prepare a paper on course content. Your faculty advisor and the Director of Advising and Student Success make the decision as to whether it is possible to validate the course and apply the course to the degree.

DOCTORAL SEMINAR – “EDUC 69XX READINGS IN (PROGRAM AREA)”

First-year PhD students are required to register for the 1-credit Specialty Seminar during their first two semesters. Afterwards, you are expected to attend your program's Specialty Seminars, but will not receive additional course credit. Additionally, first year PhD students participate in a “Professional Seminar” or “ProSem” that meets five times each semester. This course is required to fulfill the credits earned in the “Readings” course and is led by the Associate Dean of Students with additional faculty presenting as guest speakers.

GENERAL COURSE DISTRIBUTION REQUIREMENTS:

All PhD students are required to take the following seven courses in their first and second years:

- ◆ Perspectives on Classroom Teaching and Learning (EDUC 8210)
 - note: EDUC 8210 is always taken in the fall of 1st year
- ◆ Research Methods (one of these 2 course sequences may be taken 2nd year)
 - Qualitative Research Methods I (EDUC 8250) & Qualitative Research Methods II (EDUC 8260)
 - Quantitative Research Methods I (EDUC 8230) & Quantitative Research Methods II (EDUC 8240)
- ◆ Introduction to Educational Research and Policy (EDUC 8220) (may be taken in the spring of 1st or 2nd year)
- ◆ Specialty Seminar (EDUC 69xx, program area dependent) – first year students are automatically enrolled in these “controlled enrollment” courses; these typically meet Wednesdays over the lunch hour.
- ◆ An Advanced Seminar in Democracy, Diversity, and Social Justice (ASDDSJ). This course is chosen in consultation with the faculty advisor (note: this may be taken in the third year as well). Course options currently approved to satisfy this requirement include:
 1. EDUC 5301 Queer Topics in Education

2. EDUC 6210 Education Policy and the Law
3. EDUC 6220 Gender Issues in Education
4. EDUC 6240 African American Issues in Education
5. EDUC 6804 Latinx Education Across the Americas
6. EDUC 8014 Advanced Seminar in Democracy, Diversity, and Social Justice
7. EDUC 8125 Radical Theories in Education
8. EDUC 8615 Language Issues in Education Research

It is the faculty's explicit expectation that as much as possible this course engages the ways in which race and ethnicity particularly, as well as class, disability, gender, gender identity and expression, language, and sexual orientation relate to each other. It must be selected from the approved menu of course options in consultation with the faculty advisor. In selecting this course, the first priority is for it to be a course in the SOE; if an appropriate course is not available in the SOE, you an outside course may be considered. In that case, you would need to petition the Director of Advising and Student Success for approval of the outside-of-education course. The course selection must also be approved by your faculty advisor. The Graduate Studies Committee will regularly review the courses on the menu for adherence to the theme of "Democracy, Diversity, and Social Justice." For more details on program requirements, please visit the [university catalog online](#).

INDEPENDENT STUDY

No more than six hours of independent study may be included for credit on a degree plan for the PhD degree.

MAXIMUM/FULL-TIME COURSE LOADS

The maximum course load for a graduate student at the University of Colorado Boulder is 15 hours each fall or spring semester. Summer session students are advised to take no more than six hours; the maximum load is nine hours. Within this limit, students may not take more than six hours in any five-week summer term or no more than three hours in any three-week summer term. A full-time load during the fall or spring semester is five or more semester hours of 5000- or above level courses, or eight semester hours of mixed-level coursework.

PROGRAM AREA COURSE DISTRIBUTION REQUIREMENT

Each program area—Educational Equity and Cultural Diversity (EECD); Educational Foundations, Policy and Practice (EFPP); Learning Sciences and Human Development (LSHD); Curriculum & Instruction (EDCI), and Research and Evaluation Methodology (REM)—requires you to enroll in specialty seminars in their first year. Other requirements vary by program area. Consult your staff advisor and the appropriate [program area](#) for remaining program area course requirements.

TRANSFER COURSES

The PhD degree requires a minimum of 56 hours of coursework, plus a minimum of 30 hours of dissertation credit. A maximum of 12 semester hours total of graduate courses taken at other schools and/or as a non-degree student at University of Colorado Boulder can be transferred toward the PhD degree. The university from which the transfer course was taken must offer a degree comparable to the one sought at University of Colorado Boulder. When transferring courses to University of Colorado Boulder from another institution, the [Request for Transfer Credit form](#) should be completed, signed by the faculty advisor, and submitted to the Director of Advising and Student Success for approval after the completion of six (6) credit hours as a degree seeking graduate student. The request must be accompanied by a transcript. Because the relevance of transfer credit must also be judged in relation to your total program, the Degree Plan must be submitted before approving transfer work. The faculty advisor or the Director of Advising and Student Success may request additional documents, including syllabi and/or course descriptions. Courses at another university will not be transferred if a grade less than a B was received in the course (i.e., B- or lower cannot be transferred). Courses taken more than 5 years prior to admission must be validated.

CULTURE/LANGUAGE REQUIREMENT

The culture/language requirement consists of two components: a) a required PhD advanced seminar in democracy, diversity, and social justice (ASDDSJ) and b) a language component. The required ASDDSJ course is chosen from a faculty-approved menu of course options (see [General Course Distribution Requirements](#) for the menu of options).

Introductory language courses are recorded on the Degree Plan form as having satisfied the language requirement but may not be listed as doctoral coursework. **One** of the options below will fulfill the language component:

1. Satisfactory completion of two semesters' worth of college-level conversational language courses taken at an accredited institution within the three years preceding admission with a grade of C or better. The conversational language requirement also can be met by:
 - Conversational courses offered through Continuing Education. If the courses are taken for no credit, the instructor must provide written documentation of second semester oral proficiency. Students should inform instructors before the start of the courses that such certification is sought.
 - Introductory University of Colorado Boulder campus courses such as SPAN 1010, ITAL 1010, FREN 1010, GRMN 1010, etc. These traditional courses meet the conversational requirement because instruction is conducted in the language and substantial language labs are part of the course expectations. Courses taken at another institution must be equivalent to the above courses to count towards this requirement.
2. Satisfactory performance on an oral proficiency examination indicating sufficient mastery to complete a second semester college course and ability to speak about your research in your second language. For Spanish-speaking students, please contact Professor Millie Gort, mileidis.gort@colorado.edu to arrange a meeting for the examination. For other languages, arrangements can be made for such exams to be available through language department faculty or from Continuing Education instructors on a case-by-case basis. Please contact the Director of Advising and Student Success for assistance in setting up exams for other languages.
3. The BUENO Puebla experience or a similar immersive language study experience. Alternative experiences must be pre-approved by EECD faculty member, Professor Millie Gort, mileidis.gort@colorado.edu.
4. Successful completion of: EDUC 8615 Language Issues in Education Research (typically offered every other spring).

DISSERTATION AND FINAL ORAL EXAMINATION

The Graduate School dissertation specifications are on their [website](#). You can also request them via email at gradinfo@colorado.edu. You should carefully read the Graduate School Specifications. Dissertations are approved by the Graduate School on the basis of guidelines listed in this manual. The Graduate School offers a "pre-check" service in order to ensure your dissertation will be approved prior to submission. You can email the table of contents, first chapter and any graphs/tables to gradinfo@colorado.edu for approval prior to the deadline.

The requirements for the composition of the final PhD examination committee are described below in the section titled, "Dissertation Advisor and Committee". Dissertation Committee members must be reapproved at the beginning of the term in which they will defend the dissertation. You should obtain the required paperwork for defending the dissertation from the Graduate Studies Office at the beginning of the term in which they will defend the dissertation.

The SOE will follow the Graduate School schedule requirements for graduation.

DISSERTATION ADVISOR AND COMMITTEE

Your faculty advisor does not automatically become your dissertation committee chair. You must seek a chair who is an expert in the area you wish to investigate. Identification of a dissertation topic and selection of the chair must be by mutual consent. Your dissertation chair or at least one dissertation co-chair must be a faculty member who is rostered in the students' program area. In the event that you would like a dissertation chair from another program area, one of the dissertation co-chairs needs to be a tenure track faculty member from within your program area.

Once you and the dissertation advisor have agreed on the topic of the dissertation, you should proceed together to identify the full dissertation committee. You or your advisor must ask each faculty member if they are willing to serve on the committee.

All members of the final PhD examining committee are expected to participate at the proposal oral exam and sign the formal proposal examination form. Consistent with the Graduate's School's requirements for the final PhD examination, the committee must include at least **five** faculty: three of whom must be Boulder campus resident faculty and one of whom must be Boulder campus resident faculty but outside the student's department. The Chair and outside member of the dissertation committee must have regular membership on the graduate faculty. The other three members must have regular or special memberships on the graduate faculty. Special membership, which includes faculty from other institutions, requires the approval of the Dean of the School of Education. The entire list of prospective committee members must be approved by the Director of Advising and Student Success and the Associate Dean of Students at the start of the semester during which the proposal will be defended, and then re-approved at the start of the semester during which the dissertation will be defended.

DISSERTATION PROPOSAL (FORMERLY KNOWN AS THE "PROSPECTUS")

The dissertation proposal (formerly referred to as the "prospectus") must describe the proposed study in sufficient detail so that members of the committee can judge the significance of the intended research and the adequacy of the planned study methods. The oral defense of the dissertation proposal is a meeting where the student and five members of the committee agree to the purpose and methods of the proposed study. After the dissertation committee members have reviewed the proposal and signed the signature page, the dissertation proposal must be sent electronically to Soe.Gradvise@colorado.edu and the signature page delivered to the ReCESS Office of the SOE. As always, keep a digital copy for yourself.

If the proposed study involves human subjects, you must obtain the approval of the [University of Colorado Boulder Institutional Review Board](#) (IRB). Procedures for this process are available on the web. A copy of the IRB approval of the proposed research must accompany the signed proposal signature page when it is submitted to the ReCESS office.

The dissertation proposal is a forward-looking document that outlines your proposed terrain of study through elaborating the following: a justification for the study; the conceptual framework and review of relevant literature; and the methodology. The written document should provide a clearly articulated and defensible stance, one which will provide the basis for further discussion among and planning by the proposal committee. The written document can take three distinct forms: the grant proposal model, the three-chapter delineation, and the philosophical and historical inquiry model.

The proposal defense is an oral defense of the written document and takes no longer than two hours. Feedback should be formative and forward looking, focusing on both conceptual and methodological issues. Faculty should determine whether the student is ready to proceed and what revisions are required. The approved proposal serves as a formal agreement between you and faculty, covering what you are expected to do and what the faculty committee has agreed to as the plan. Proposals are usually defended during the school year (not summer). Students should submit their paper to all committee members two weeks prior to the defense. Three to four days prior to the defense the committee chair (usually the student's advisor) should check in with committee members to see if any concerns merit a separate meeting with faculty or a delay of the defense. After consultation with the advisor, the you may invite student colleagues to observe (but not participate in) the defense. The committee must be approved (by the Graduate School) prior to the proposal defense.

Students are responsible for:

1. Meeting with your advisor the semester before the proposal defense to determine who your FIVE (5) dissertation committee members will be.
2. Approaching and inviting faculty to serve on your committee.
3. Emailing Soe.Gradvise@colorado.edu a list names, affiliation, and email address of their FIVE (5) committee members by the deadline on the "PhD Dates and Deadlines" sheet. Typically, it is the first week of the term. If your committee is not approved by the graduate school before your defense, you will not be able to defend that term.
4. Scheduling a date and time for the proposal defense so that all 5 committee members can participate.

5. Emailing Soe.Gradvise@colorado.edu to reserve a room at least 4 weeks prior to your planned defense. If someone is participating via Zoom or other technology, also include the building proctor, Sara.McDonald@colorado.edu on this request.
6. Creating a signature page to bring to the proposal defense. This signature page should include: the title of your proposal, your name, program area, email address, proposal defense date, and signature lines for all 5 committee members. See APPENDIX F: DISSERTATION PROPOSAL DEFENSE SIGNATURE PAGE template for a sample.
7. Delivering fully signed version of signature page to the ReCESS office and keeping a digital copy for your records.

DISSERTATION CREDIT

30 hours of dissertation credit are required for all PhD programs. Ten hours may be taken prior to the semester in which the comprehensive examination is taken. Up to ten hours may be taken in the semester during which the student takes the comprehensive examination. The section on continuous registration below gives specific guidelines for registration in periods during which the dissertation is being prepared. A grade of IP (in-progress) is reported on each dissertation registration until the final examination, at which time a grade for all dissertation hours is submitted to the Graduate School via the Final Grade Card which should be submitted by the academic advising staff.

You must be registered in five credit hours (minimum) the semester you defend. You do not have to be registered to turn in dissertation hours to the Graduate School if the defense was held in a prior semester.

DISSERTATION FORMATS

The SOE allows you to prepare either a traditional dissertation format or a three-article dissertation format. Disciplinary traditions and practices differ by Program Area, so the option to pursue the traditional or three-article dissertation needs to be negotiated with the dissertation committee. Please review the Graduate School [Thesis and Dissertation Specifications](#) for information about formatting and submission.

TRADITIONAL DISSERTATION FORMAT

Traditional format: The traditional dissertation typically¹ consists of five chapters, which may be organized as follows:

- Chapter 1 - Introduction
- Chapter 2 - Literature Review
- Chapter 3 - Methods
- Chapter 4 - Results
- Chapter 5 - Conclusions/Discussion
- References
- Appendices

THREE-ARTICLE DISSERTATION FORMAT

Three-article format: The three-article dissertation would typically be organized as follows:

- Chapter 1 - Introduction
- Chapter 2 - Manuscript # 1

¹ The number and content of chapters may vary according to disciplinary fields or methodological approaches.

- Chapter 3 - Manuscript # 2
- Chapter 4 - Manuscript # 3 (this could be a multi-modal component)
- Chapter 5 - Conclusion
- References
- Appendices

Additional guidance to consider for this format:

1. The dissertation must be the student's original idea
2. There should be a minimum of three articles
3. The articles should have a thematic focus, framed by an Introduction (grounded in relevant literature and theory) and Conclusion.
4. All articles are based on original research and scholarship² and represent a cohesive body of work; some overlap is permissible, but they should be three stand-alone pieces. By the time of the dissertation defense, at least one article will need to have been accepted for publication in a peer-reviewed journal or, if rejected or undergoing a very lengthy journal review process, assessed by faculty and judged to be high quality dissertation work. According to disciplinary practices, program areas will determine the specific expectations for the submission or publication of the articles within the dissertation. (Please note the journals must be approved by the dissertation committee.)
5. The choice of journals is to be agreed upon by the student and the dissertation committee. This option is to be negotiated with the dissertation chair and dissertation committee.
6. The student is expected to be the first author on all three papers and sole author on at least one of the three papers.
7. This dissertation format option is to be negotiated with the dissertation chair and dissertation committee.

DISSERTATION DEFENSE

You must deliver the final text three weeks to your committee members before the scheduled defense. The Chair will contact committee members one week prior to defense to request substantive feedback (preferably in writing) about the dissertation and to inquire if the document is defense-ready.

Students are responsible for the following:

1. Meeting with your advisor to determine deadlines for submission of early version to advisor, final version to committee, and proposed week of oral defense.
2. Registering for at least 5 dissertation hours the semester you plan to defend.
3. Emailing Soe.Gradvise@colorado.edu the 5 names, affiliations, and email addresses of your committee members by the deadline on the "PhD Dates and Deadlines" sheet. Usually this is the 1st or 2nd week of classes.
4. Applying for graduation online and entering in the proposed title for your dissertation by the campus deadline (usually 3rd week of classes). If you end up postponing your defense, it is easier to cancel your request to graduate than it is to add you after the deadline has passed. You may update/revise the title of your defense up to a certain date.

² This means, for example, original research questions and data analysis.

5. Reserving a room for the defense by emailing Sara.mcdonald@colorado.edu and Soe.Gradvise@colorado.edu 4 weeks in advance of your planned defense date. Starting fall 2019 all dissertation defenses will be advertised on SOE calendars and multi-media unless the student and dissertation chair explicitly request otherwise.
6. Delivering signed examination forms to ReCeSs Office after making a digital copy for yourself.
7. Uploading your complete dissertation by the date on the “PhD dates and deadlines” sheet.

The oral defense is a formal examination and should progress along the following model. The chair should communicate this fact to the audience, so they understand the purpose of the defense:

Pre-meeting: Chair and committee meet to review process and key items to cover during the oral exam. This is a closed meeting for committee members only and usually takes place during the first 10 minutes of the scheduled examination time.

Step 1: Chair invites candidate and public in and explains the format for defense – including how the observers and members of the audience will be invited to participate; 10-15 minute presentation by the student; committee and public members welcome.

Step 2: The sequence of the next two items will be determined in consultation with the candidate:

- Committee takes the next 60-80 minutes to question candidate.
- 10-15 minute audience participation with questions and discussion.

Step 3: Candidate and public asked to leave, committee discusses defense. Committee decides on needed revisions and who among the committee will read/oversee revisions.

Step 4: Candidate returns to room, final discussion, signature of forms.

PUBLISHABLE PAPER REQUIREMENT

In addition to coursework requirements, you should be immersed in ongoing research with the faculty as early in their program as possible. All doctoral students in the SOE are required to complete, at a minimum, one publishable paper prior to taking comprehensive examinations; other research endeavors prior to the dissertation are desirable. The term “publishable” is used rather than “published,” to allow for the possibility that evaluation reports, research technical reports, and conference papers (with an accompanying written text) may be determined by a faculty committee to meet the quality research standards of a published article. Regarding authorship, you are expected to have made a substantial contribution to the publishable paper. This contribution would be signified by sole authorship, first authorship, or 50% co-authorship with another student colleague. Each of the program areas has established criteria for implementing this requirement and has identified the most likely journals to which students in that program might submit manuscripts. A two-person faculty committee must agree as to the appropriateness of a given publishable paper project to satisfy this requirement and must agree on its adequacy once completed. Please have your faculty advisor and second faculty member sign the approved article or paper and submit it to the Director of Advising and Student Success to indicate that this requirement has been met. *(Revised November 4, 2014)*

DISSERTATION – FREQUENTLY ASKED QUESTIONS (FAQS)

1. What are the types of dissertation format acceptable in the School of Education?

- a. Traditional format
- b. Three-article format

2. Which format is preferred?

There are times when a traditional format will be appropriate and other times when a three-article format will be appropriate. Students should discuss the options with their faculty advisors early in their programs. The decision on which format to pursue will depend on the type of study and research questions and will differ by disciplinary traditions and practices.

3. What will the dissertation proposal look like for the three-article dissertation?

This format requires students to begin planning early in their program. Because one article (often this will be the key article from which students will be able to make research presentations) generally needs to be accepted for publication, students often will need to obtain Institutional Review Board approval (if needed) first, under the Chair's supervision. Significant work will need to be done for the first article before the proposal defense. In general, the dissertation proposal for a three-article dissertation will consist of the full Introduction of the dissertation (including relevant literature and theory, as well as an explanation of the connections between the articles) and an overview of each of the articles.

4. Is the traditional format dissertation more difficult than the three-article format?

No. Both are challenging research endeavors. Each has different affordances and constraints; which students should discuss in depth with their faculty advisors. In addition, decisions about format should not drive the research. Students should not choose the format first and then attempt to fit the research question(s) into that format.

5. Could one of the articles be a multi-modal piece?

Yes. This is up to the discretion of each program area and dissertation chair and committee. A multi-modal piece contains research that is presented in a mode other than expository text. Modes could include video, digital stories, computer programming language, art, audio, or 3-D physical objects.

6. What if one of my articles is not accepted for publication by the time of the dissertation defense?

Although we expect students to be able to publish their first article, we understand that the journal editorial process is a subjective process and can be lengthy. In this case the dissertation committee would be able to assess the manuscript to make sure that it meets the standards of a high-quality dissertation. Students would then be expected to submit the manuscript elsewhere.

7. What would the Introduction and Conclusion look like?

The Introduction frames the dissertation. It describes the guiding research question(s) and the purposes and significance of the research. It establishes the common theme that ties the three manuscripts together and explains the contribution to the field. The Introduction and Conclusion change three potentially separate articles into a coherent whole that makes up the dissertation. The Conclusion describes the larger "takeaways" from the three manuscripts taken together. It explains how the three manuscripts together contribute to the field in a way that they would not if considered separately.

8. Could I switch from one format to another?

Yes. However, changing formats is likely to require significant reorganization, planning, and possibly additional data collection and analysis.

FACULTY ADVISOR

The letter of acceptance names a faculty member who has been assigned as your faculty advisor. This assignment should be considered temporary but may continue by mutual agreement. You should make an appointment with the assigned faculty advisor to establish a program of study for the degree. You may request a change of advisor by following the information provided in the section titled ADVISOR CHANGES. Selection of a dissertation chair must be by mutual consent.

FULL-TIME RESIDENCY REQUIREMENT FOR PHD STUDENTS

The SOE has a residency requirement whereby PhD students must spend at least two semesters as full-time students on campus (one of these semesters must be during the first two years of doctoral study). Unlike the Graduate School's residence requirement, which only requires a certain number of semesters, the SOE's expectation is that students will not hold a full-time job during their two semesters of residence.

GRADUATE DEGREE PLAN

During the 1st year of study, a Graduate Degree Plan should be discussed with the faculty advisor. You are responsible for developing with your advisor a substantive course of study consistent with required courses. Note that program

areas each have course requirements and guidelines that must be followed in planning a course of study. To avoid any misunderstanding, you are encouraged to draft your Degree Plan as early in the program as possible.

GRADUATE FACULTY

All courses on the degree plan must be taught by members of the graduate faculty. This includes courses taken outside of the student's department. Membership on the University faculty does not automatically constitute membership on the graduate faculty. A faculty member's graduate status can be ascertained by calling the faculty member's department.

GRADUATION

APPLICATION FOR GRADUATION

A student must apply online through the student portal for graduation via the student portal; this is the official notification to the Graduate School of intent to graduate during a given semester. The student will be permitted to graduate during a specific semester only if you have applied by the deadline for that semester. If they do not graduate during the semester for which they applied, the student must apply online again for the new semester. Application submissions are not retained beyond the semester indicated online.

DEADLINES FOR GRADUATION

Deadline sheets for graduation are emailed to students' CU email each semester. The Graduate School determines all deadlines. You are responsible for meeting all deadlines to ensure graduation during a particular semester.

DIPLOMA LANGUAGE

All PhD students enrolling in the SOE in fall of 2019 will graduate with a "PhD in Education" and are registered in the EDUC-PHD program. Students who enrolled prior to fall of 2019 will have the option of remaining in their current registration category (LSHD-PHD, EFPP-PHD, REME-PHD, EECDD-PHD, EDCI-PHD, etc.) OR making an administrative program change into the EDUC-PHD program. If a student makes this administrative change it does not change their academic program area or program of study requirements. The student's program area will become a "subplan" on your academic record to ensure the correct affiliation with a program area.

If a student enrolled before fall 2019 wants to retain the current program area affiliation on their diploma, NO ACTION IS NEEDED. However, if a current student wants their diploma to read "PhD in Education," that student needs to apply for a program change by emailing soe.gradvise@colorado.edu, with the subject line: "requesting a change to the EDUC-PHD program plan" prior to the semester of your graduation. The Director of Advising will follow up with a confirmation email once the change has been processed. Please make a meeting with the advising team for more information. We also recommend discussing the implications of this change with your faculty advisor. General faculty consensus is that the language on your diploma is less important than how you frame your expertise on your Curriculum Vitae when on the job market. This framing is something you should get input on from your faculty advisor and other mentors in your chosen career field.

TIME LIMITS FOR DEGREE COMPLETION

For the PhD degree, you must complete all requirements for the degree within six years, including defending the dissertation and submitting it to the Graduate School. A one-year extension may be granted if formally requested in writing, recommended by your faculty advisor, and approved by the Associate Dean of Students and the Dean of the Graduate School. The extension request must show valid reasons as to why an extension is needed. If an extension is granted, all degree requirements must be completed within the extended time period.

MASTER’S DEGREE OPTION (LITERACY, HUMANITIES, OR STEM EDUCATION; EECD; EFPP; LSHD)

This option is only for PhD students who entered the program without a master’s degree in education, and who would like to earn an MA en route to the PhD. (A master’s degree also is an option for PhD students who would like to earn an MA as a terminal degree from CU Boulder, although it would not be an MA “en route” to the PhD.)

Requirements:

- complete 30 credit hours of course work at the 5000 level or above, the comprehensive exam requirement, and all required courses with grades of B- or better
- complete the master’s paperwork as required by the Graduate School
- apply for and receive the MA degree before the PhD degree.

MASTER’S PAPERWORK

A student wishing to earn a master’s degree *en route* to the PhD must apply online for graduation and submit a completed Candidacy Application for an Advanced Degree to the School of Education Graduate Studies Coordinator by the posted Graduate School deadline for that semester. The Candidacy Application for an Advanced Degree is available on the Graduate School website, www.colorado.edu/graduateschool/academic-forms. The Graduate Studies Coordinator will coordinate the final comprehensive exam form and the student’s faculty advisor must submit a final grade card to the Graduate Studies Coordinator after the comprehensive exam.

Approved by faculty on February 14, 2018

RE-ADMISSION TO DOCTORAL PROGRAMS AFTER ADMISSION IN TO CANDIDACY

The process to apply for re-admission after being disenrolled from the CU Boulder Graduate School for a more than a semester without extenuating circumstances pre-approved by the program is as follows.

The student must:

- Complete the attached application and tuition classification forms;
- Submit a personal statement listing their rationale and research agenda; and
- Identify a potential chair from within the appropriate program area, and a list of potential dissertation committee members from among SOE faculty members (3).

The application will then be reviewed by the program faculty committee for a decision. A student who is readmitted to the program would be required to work closely with the newly identified faculty advisor to re-take the Comprehensive exams and restart the program from that point.

Approved by Leadership Team November 12, 2018

Please note applicable policies from the Graduate School Rules:

- A student who fails to register continuously for required hours after passing the comprehensive examination must retake and pass the examination, to regain status as a student in good standing in the graduate school (pp 21-22).
- Students who fail to complete the degree in this six-year period may be dismissed from their program with the concurrence of the major advisor and/or appropriate departmental personnel. To continue, the students must file a petition for an extension of the time limit with the Dean of the Graduate School. (p. 23).

POLICY ON THE CONDUCT OF RESEARCH IN SCHOOL OF EDUCATION COURSES

The School of Education recognizes that there are occasions in which SOE courses are important contexts in which to conduct research. Such research may involve SOE instructors, students, staff, and related resources (e.g. syllabi, instructional materials, student work). Research studies carried out in the SOE that involves courses, instructors, and/or staff must be approved in advance by the SOE Associate Dean of Students and Associate Dean of Research. In addition, for research conducted in courses or programs that have a faculty coordinator (e.g. EDUC 3013 School and Society, Elementary Education, Secondary Humanities, CU Teach), the researcher needs approval to conduct research from the coordinator of the course/program. As with any research involving human subjects, an application to conduct research must be submitted to IRB for review and approval prior to conducting any research activities. The approval process leading up to the proposed research should proceed as follows:

1. Send draft research proposal to the program/course coordinator for their review
2. Program/course coordinator provides response via email agreeing to proposed study
3. Researcher forwards approval and proposal to the AD of Students and AD of Research
4. AD of Students and AD of Research provide response via email agreeing to proposed study
5. Submit IRB application to conduct research
6. After IRB approval has been secured, researcher will contact course instructor(s) & initiate recruitment process
7. Secure informed consent of participants (with assistance if researcher is the instructor of the course)
8. Researcher should provide updates to the program/course coordinator as requested
9. At the conclusion of the study, the researcher should provide a summary of the findings with the course/program coordinator, AD of Students, and AD of Research.

Policy drafted by AD of Research March 11, 2019

SECTION III: UNDERGRADUATE STUDENTS

ACADEMIC & GOOD STANDING

As an undergraduate student, you are required to maintain a minimum cumulative GPA of 2.75 in all coursework taken regardless of the level of coursework or the reason it was taken. If you fail to do satisfactory work, you will be subject to academic alert, probation or suspension from the SOE.

ACADEMIC ALERT/PROBATION

After your first semester in the SOE, whether you are a First-Year student or a Transfer student, and your GPA drops below a 2.75, you are placed on academic alert. There are many options available to you, and you must meet with an academic advisor.

Once you are no longer in your first semester in the SOE, you are placed on probation if your cumulative GPA drops below 2.75 at the end of a spring or fall semester. If placed on probation, you must meet with a staff advisor to go over your best course of action. You have the following options to return to good academic standing:

- You may continue in main campus courses in the following spring/fall semester if you believe you will be able to raise your cumulative GPA to 2.75 or higher by the conclusion of that semester. Failure to achieve the required GPA will result in scholastic suspension or dismissal.
- You may remain out of main campus courses for one full academic year. After that year, you will be granted two semesters of probation to achieve the cumulative GPA of 2.75.
- You may take courses through CU Continuing Education. This may include summer session, online course, or evening courses. Please be aware that you must achieve a term GPA of 2.3 or higher in CU Continuing Education courses or you will be dismissed from the university.

ACADEMIC SUSPENSION/DISMISSAL

If you are unable to raise your cumulative GPA to a 2.75 or higher at the conclusion of your final probation semester, you will be placed on academic suspension or dismissed. You will be unable to continue to enroll in any main campus courses during a fall or spring semester. You will have to earn reinstatement into the SOE. You have the following options to be reinstated:

- You may take courses through CU Continuing Education. This may include summer session, online course, or evening courses. Please be aware that you must achieve a term GPA of 2.3 or higher in CU Continuing Education courses or you will be dismissed from the university.
- You may take main campus courses in the summer terms.
- You may take courses at another institution, and appeal for reinstatement based on coursework and grades taken at the other institution. If your reinstatement is approved, you will have two semesters of academic probation to raise your CU cumulative GPA to a 2.75 or higher.

Reinstatement is not automatic. Please contact a staff advisor to inquire about reinstatement.

COURSE & CREDIT REQUIREMENTS

Please consult the current [University Catalog](#) or speak with a staff advisor for more information concerning course and credit requirements.

INDEPENDENT STUDY AND INTERNSHIPS

No more than six hours total of independent study or internship can be applied toward the minimum number of hours for a bachelor's degree.

MAXIMUM/FULL-TIME COURSE LOADS

The maximum course load for an undergraduate student at the University of Colorado Boulder is 18 hours each fall or spring semester. The maximum load is 15 hours for a summer semester; within this limit, students may not take more than six hours in any five-week summer term or more than three hours in any three-week summer term. A full-time load during the fall or spring semester is about 15-18 hours.

TRANSFER CREDIT HOURS

Transfer credit is done at the college/school level. Each course that is transferable to CU has been reviewed for applicability toward degree requirements. To find out more information about the transfer credit process please visit <http://www.colorado.edu/admissions/transfer>. You may also email TCHelp@colorado.edu with specific questions.

GRADUATION

APPLICATION FOR GRADUATION

Students must apply for graduation via the student portal; this is the official notification of intent to graduate during a given semester. You will be permitted to graduate during a specific semester only if you have applied by the deadline for that semester. If you do not graduate during the semester for which you applied, you must apply online again for the new semester. Application submissions are not retained beyond the semester indicated online.

LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM

Once admitted to an education program, you are expected to enroll in classes every fall and spring term until you complete the program. If you need to take some time off from school but you wish to continue in the program, you should contact a staff advisor. You may take up to two semesters off after your last graded semester without having to apply for a [leave of absence](#).

If you do not continue to enroll in coursework while in the SOE and do not apply for a leave of absence program, you will be dismissed for failure to progress. To reactivate your enrollment, you must reapply, and you will be required to follow the program in effect at the time of readmission.

If you are experiencing extenuating circumstances that are impeding your academic progress, please also see the section on [ACCOMODATIONS](#).

There are two ways to withdraw from the University of Colorado. You must either complete the [Registrar's Withdrawal](#) procedure or withdraw by default (by never registering or not re-registering after dropping all Boulder main campus classes). If you are enrolled through the Division of Continuing Education and Professional Studies, you must withdraw from that campus separately. Non-attendance DOES NOT constitute withdrawal, nor is it the responsibility of an instructor to drop you from a class for non-attendance. If you stop attending a class, you remain liable for all applicable tuition and fees and will receive a failing grade.

STUDENT ORGANIZATIONS

EDUCATION DIVERSITY SCHOLARS NEIGHBORHOOD

The Education Diversity Scholars (EDS) neighborhood is a part of the CU Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance. CU-LEAD is a set of multidisciplinary academic neighborhoods whose candidates, faculty, and staff are united to promote diversity and educational excellence for our campus through access for candidates of color and first-generation candidates. These neighborhoods build community by providing academic enrichment, leadership activities, scholarships, small group classes and computer labs, personal links to faculty and staff, a gathering place, counseling and mentoring, and opportunities for community service. For more information on CU-LEAD and EDS, contact the Director of Diversity, Recruitment and Retention, Krishna Pattisapu at (303) 735-7482 or krishna.pattisapu@Colorado.EDU.

MULTICULTURAL LEADERSHIP SCHOLARS PROGRAM

The Multicultural Leadership Scholars Program (MLS) supports the development of leaders from diverse backgrounds, experiences, concerns, knowledge, interests, and accomplishments. Through coursework, service, and socialization, scholars develop a deep awareness of their own values and belief systems as well as those of others. The program features meaningful relationships with professors and peer mentors, diverse practicum classes, financial support, career exploration and an increased sense of community. MLS is open to students of all majors who are interested in exploring leadership, and who come from underrepresented groups in higher education, including first-generation students, students of color, and LGBTQIA students. For information on how to become part of the MLS community, contact the Director of Diversity, Recruitment and Retention, Krishna Pattisapu at (303) 735-7482 or krishna.pattisapu@Colorado.EDU.

SECTION IV: TEACHER LICENSURE CANDIDATES

TO THE TEACHER LICENSURE CANDIDATE

There is always something to learn about the art of teaching. Successful teachers are reflective and willing to grow throughout their careers. Your new role as a teacher places the responsibility on *you* to create a classroom environment that is dynamic, challenging and focused on student learning. Although this student teaching semester is the culminating experience in your teacher licensure program, it is just the beginning of your professional development as an educator.

To get the most out of this experience, consider student teaching as a course in which you have at least two instructors - your mentor teacher(s) and your university supervisor. Approach every day as an opportunity to learn and grow as a professional educator.

Do not hesitate to call us if you have questions or concerns that cannot be addressed by your cooperating teacher or supervisor, or if unexpected situations arise. We hope you will make the most of your experience, that you will learn and grow from your successes and mistakes, and that you will keep students as the focal point of all you do.

Alison, Ashley, and Rachel (your field experiences team)

303-492-6555

BENCHMARKS

1. Admission & Orientation
 1. Read student handbook
 2. Activate Colorado.edu email and use regularly
 3. Background check
 4. Meet with Education Advisor to develop projected course of study
2. Coursework & early field experiences
 1. Activate your CWPro account
 2. Create your CWPro licensure portfolio
 3. Midterm & final professionalism feedback each semester in CWPro
 1. If areas of concern are noted a care & concern plan is developed
3. PRAXIS:
 1. Should take summer after junior year for Music Candidates, summer after sophomore year for Elementary and Math candidates, at least one year prior to student teaching for other content areas.
 2. Register six months before exam date.
 3. Meet with an Education Advisor to create a timeline and study strategy.
 4. Must have passing score prior to start of student teaching
 5. Must send scores to SOE (testing code 4841)
 6. Download your score report and send to Advisor
4. Methods courses & advanced field experiences
 1. Midterm & final professionalism feedback in CWPro
 2. Coaching, observations, and feedback are offered by cooperating teachers and field coaches during field experiences
 3. If areas of concern are noted --> care & concern plan is developed. Issues must be resolved prior to starting student teaching placement.

4. Complete Mini-edTPA -related assignments (in some program areas)
5. Complete Literature Review for Practices in Progress (PIP) (in Humanities)
5. Apply for student teaching (week 3 of methods semester)
 1. Submit pre-student teaching application the semester before student teaching
 2. Pre-Placement interview with Director of Field Experiences/Field Experiences Coordinator
 3. Student interviews with potential Mentor Teachers (up to 2)
 4. If interview is successful, student is offered Student Teaching contract
 5. Sign Student Teaching contract
 6. Must meet ALL 8 professionalism criteria
 1. “developing” or “target for novice” to start Student Teaching
 2. no “areas of concern” present on professionalism rubric)
6. Student Teaching
 1. Student Teaching kickoff (1st week of January or August)
 2. Midterm & final professionalism feedback in C&W
 3. edTPA or PIP (Minimum passing score for edTPA is 42 or B for PIP)
 - If score/grade is not met, remediation with support for resubmission until passing score/grade is earned
7. Recommended to CDE for initial teaching license
8. Transferring Licensure / Teaching Abroad
 1. Meet with an Education Advisor to understand transfer requirements and process for teacher certification in other states the semester before student teaching.
 2. Recruitment and application process for teaching abroad starts the year before planned job start. Meet with an Education Advisor the fall before student teaching.

Last updated: June 22, 2019

ACADEMIC & GOOD STANDING

If you are a Teacher Licensure candidate, and also a graduate student, you are subject to the academic standing requirements of your graduate program. If you are a Teacher Licensure candidate, and also an undergraduate student, you are subject to the academic standing requirements of your undergraduate program.

If you are only a Teacher Licensure candidate, and not simultaneously in any undergraduate or graduate program on campus, you are required to maintain a minimum cumulative GPA of 2.75 in all coursework taken regardless of the level of coursework or the reason it was taken.

To remain in good standing as a Teacher Licensure candidate, you must not only make maintain satisfactory academic performance, but you must also make satisfactory progress toward program requirements, and uphold the [professional standards](#). As a Teacher Licensure candidate, in addition to your cumulative GPA requirements, you must also maintain a content GPA of 2.75. The content GPA is calculated using all previous coursework (including that completed at other institutions prior to admission) and CU Boulder coursework (including core/liberal arts courses, education courses, and content area coursework for middle and secondary teaching fields).

PROFESSIONAL STANDARDS

As a licensing institution, we have an obligation to the teaching profession and the citizens of Colorado to maintain high standards for our teacher education candidates. In addition to meeting academic standards, you must also demonstrate attitudes and behaviors consistent with professional conduct and effective work with children. You must perform and conduct yourself in accordance with State of Colorado licensure standards. You must demonstrate attitudes and

behaviors consistent with professional conduct and effective work with children. These standards and procedures apply to the all candidates in the Teacher Licensure program. Furthermore, you are also subject to performance and conduct standards by the partner schools in the Teacher Licensure program.

Failure to meet any of the standards articulated above may result in any of the following sanctions: probation, suspension, or dismissal from the program. If you are charged with harming the health and welfare of children, you will be immediately removed from the field placement.

PROCEDURES TO UPHOLD ACADEMIC & PROFESSIONAL STANDARDS

Each semester the Director of Advising and Student Success reviews all transcripts to ensure you have made satisfactory progress toward program requirements and have achieved satisfactory academic performance. The Directors of Field Experiences review all practicum and student teaching assessments completed by cooperating teachers and university supervisors. In addition, throughout the semester the Associate Dean of Students solicits information from members of the Advising Team, the Directors of Field Experiences, and faculty about students' academic and professional performance and conduct. If you are identified in the monitoring process described above, the Associate Dean in collaboration with licensure program chairs may take any of the following actions: take no action, request to meet informally with you, hold an intervention meeting, place you on probation, or suspend or dismiss you from the SOE.

During an informal meeting or intervention meeting, a support plan may be developed and placed in your file. If an intervention meeting is warranted, you are notified in writing of the specific concerns raised about the candidate's performance, the purpose of the intervention meeting, the participants, and applicable dates/times. In addition, other participants may include the course instructor, university supervisor, cooperating teacher. You may request to bring your faculty advisor or other advocate.

The purpose of the meeting is twofold: to identify issues and concerns regarding your academic or professional performance, and to outline specific actions you and other parties will take in response to these concerns, including a timeline for the actions.

If probation, suspension, or dismissal appears warranted for going against professional standards and/or for a combination of low academic performance and ongoing serious concerns about professional standards, you are notified in writing of the specific information indicating the possible need to take action (probation/suspension/dismissal). You are notified of three potential meeting dates and are requested to respond by a specific date.

At this meeting, the information is outlined, and you have an opportunity to address and respond to the information. All meetings will be recorded. You may request to bring your faculty advisor or other advocate. You may request a second meeting if there is not time to adequately address concerns. You are informed of the committee's recommendations in writing.

COURSE & CREDIT REQUIREMENTS

WAIT LISTS

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

COURSEWORK AT OTHER INSTITUTIONS

Courses taken at accredited institutions other than CU Boulder are evaluated toward content requirements when you apply to the program. Restrictions that apply to coursework taken at other institutions are 1) recency of credit; b) grades received in the course(s); and c) equivalency of course content.

COURSE POINTING AND WAIVERS

You may request a course pointer or waiver if you believe you have met a licensure requirement that was identified in the admissions process as a deficiency. These determinations are made by a faculty member whose field of expertise encompasses the subject specific to the license requirement. You may be asked to provide course documentation. Documentation includes: a syllabus (must be from the instructor, semester, and year in which the course was taken), a course description (from catalog year when the course was taken), and a concise written statement explaining why this course is appropriate for the specific requirement.

Please contact your staff advisor for more information on course pointing and waivers.

CORRESPONDENCE OR ONLINE COURSEWORK

Correspondence coursework should be approved in advance by a staff advisor. In order for a CU Boulder correspondence course to appear on a transcript for a given semester, it must be completed at least five weeks prior to the end of that semester.

INDEPENDENT STUDY

Independent Study cannot be applied towards Teacher Licensure requirements.

REGENCY OF CREDIT AND EVALUATION OF EXISTING COURSEWORK

Education coursework more than ten years old is *not accepted* for current requirements in any of the Teacher Licensure programs. Also, if you are seeking middle or secondary licensure, and the academic coursework in your content area is more than five years old, you must take six additional semester hours of coursework in the content field of specialization. The coursework must be within the five years immediately preceding program completion.

STUDY ABROAD COURSEWORK

Coursework taken abroad cannot fulfill *any* professional education course requirements, including foreign language methods courses. Study abroad experiences should be chosen carefully in consultation with your staff advisor.

FACULTY ADVISOR

Your faculty advisor's name and contact information were mailed to you in the acceptance letter. This information is kept in the Resource Center for Educational Success (ReCESs). Call (303) 492-6555 to obtain contact information and office hours. If you have this information, please contact your faculty advisor by phone or e-mail to make arrangements.

FIELD EXPERIENCES

Field experiences are an important component of our teacher licensure programs, as they provide you with practical applications of course content. Licensure candidates participate in a minimum of 800 hours of field experiences. These consist of practica, or placements made prior to student teaching, and student teaching, a full-time school placement in the final education semester. Unsatisfactory performance in a field experience will result in not passing the associated education course.

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

Both you, the course instructors at CU Boulder, and partnership districts have much to gain from the collaboration involved in a successful field experience. You benefit from the opportunity to become directly involved in the life of a

classroom and to network with education professionals. Through your classroom visits, you have opportunities to observe a variety of effective teaching practices, develop individual teaching skills, and initiate professional relationships with master teachers and other school staff. Field experience provides practicum teachers with skilled classroom assistance as well as the opportunity to develop professionally through their supervision and observation of future teachers. Finally, field experience provides course instructors with an important link to area schools and ongoing practice.

GENERAL EXPECTATIONS FOR SUCCESSFUL FIELD EXPERIENCES

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

- ◆ We expect you to enter the field experience with an open mind, and with a willingness to learn, grow and develop.
- ◆ With each field experience, you are expected to become more engaged in the practice of teaching. This emphasis on teaching reflects CU Boulder's commitment to providing our candidates with classroom-based opportunities designed to promote professional growth and reflection.
- ◆ We expect you to actively reflect on what you see and do in the placement classroom. To support this process, you will complete practicum-based assignments in each course that is linked to a field experience.
- ◆ We expect you to know and respect the norms of the practicum school and classroom. Field experiences mark the beginning of your professional role in the classroom, and you should plan to follow the school's code of professional conduct. Typically, this means arriving 15 to 30 minutes early, signing in at the main office, providing advance notice of cancellations, and following school dress codes for faculty. Schools vary in their specific requirements and conventions and you are responsible for learning the school and classroom policies in advance.
- ◆ We expect you to communicate frequently with both your course instructor and the practicum teacher. We encourage you to seek opportunities to discuss your observations with professional staff in a constructive manner and to strive to make the field experience a useful part of your professional learning. We also expect you to display initiative and make a full contribution to student achievement. If, for any reason, you do not feel that your field experience is contributing positively to your professional program, you should communicate your concerns to your course instructor.

ATTENDANCE

Attendance in both courses and field experiences is both expected and essential for your learning. Instructors rely on class time to model best practices and to provide opportunities for you to carry out teaching practices with their support. If you miss a class, reading a colleague's notes is an inadequate replacement. Instructors communicate specific policies on attendance in their syllabi. Instructors, at their discretion, may lower your overall course grade if you miss more than one class, or they may not accept work if you are absent the day of an assignment. Instructors may outline procedures for contacting them in the event of an extreme emergency (e.g. significant illness, death in the family, car accident). Please read each syllabus to ensure you understand your instructor's attendance policy.

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

PRACTICUM PLACEMENT PROCEDURES

Practicum placements are made to ensure the practicum schools provide the educational opportunities required by the School Education and the Colorado Department of Education. The directors work closely with your course instructor to secure quality practicum placements. You are not allowed to set-up your own practicum placements. Many of practicum placements are made outside the city of Boulder.

At the start of the semester, you will receive an email message and a link to the practicum web page. This will allow you to acknowledge information about expectations for your practicum-linked course. Courses require specific placements with partnering schools/districts where field experiences are assigned. You will be placed in these schools on a regularly scheduled basis as a co-requisite to many of your education courses. The practica placements are designed to balance grade levels (e.g., middle and high school for secondary, primary and intermediate for elementary) and diversity (e.g., at least one school practicum placement must be in an ethnically diverse setting).

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

Once a placement has been secured for you, the placement information will be emailed to you. You will start your practicum experience during the first-to-third week of the semester. On rare occasions, you may be asked to begin your practicum in the fourth week.

As a Teacher Licensure candidate, you are responsible for your transportation to and from your practicum school. This is not the responsibility of the SOE. Most placements are outside Boulder schools. Most of the schools we work with are accessible by public bus. You are also encouraged to carpool with other candidates.

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

TIMELINES AND PLANNING FOR SUCCESS

BEFORE THE FIRST SEMESTER BEGINS

- ◆ Activate your Colorado.edu email and learn how to effectively use it. All communication will come to you via Colorado.edu email only. Please check it every day.
- ◆ View the New Student Orientation webcast. Contact a staff advisor for assistance viewing the webcast.

THE FIRST WEEK OF THE SEMESTER

- ◆ Read and understand your course syllabus. Successful completion of the practicum is required in order to successfully complete the class.
- ◆ Read and understand the practicum expectations outlined in this handbook and your syllabus.
- ◆ Read and understand the professionalism rubric. (See Appendix A.)
- ◆ Obtain your CU name badge.
- ◆ Map out your practicum time and assignment deadlines on your calendar.
- ◆ Compose your letter of introduction. Your instructor may collect this as an assignment or review it. (See Appendix B.)

THE SECOND WEEK OF THE SEMESTER

- ◆ Assemble your introductory packet. This will include: your letter of introduction, information from your course instructor on practicum assignments/assessments, and information from the Director of Field Experiences.
- ◆ Research the school and district of your tentative practicum placement. Review the End of the Year Report and the School Improvement Plan to understand the goals and initiatives of the school and district.

- ◆ Set practicum goals for yourself that align with the goals and initiatives for your tentative practicum placement.
- ◆ Prepare questions for your practicum teacher and be ready to explain your learning goals, assignments, and discuss ways to be a constructive contributor to the learning environment.
- ◆ Transportation is your responsibility. Arrange a back-up plan so you can reach your placement should you experience transportation problems. Discuss such a possibility with other practicum students at your practicum school or at nearby schools. If necessary, use public transportation or call a taxi.

FIRST PRACTICUM VISIT

- ◆ This is time for you to make a good impression and contacts that could lead to a future job.
- ◆ Once you get your placement assignment, you will report to your practicum school.
- ◆ Take your introductory packet with you. This will include: your letter of introduction, information from your course instructor on practicum assignments/assessments, and information from the Director of Field Experiences on practicum's overview.
- ◆ If you have a specific assignment due for class, make sure that you give your practicum teacher plenty of advance warning.
- ◆ Arrange with your practicum teacher when you should arrive and leave each day. Punctuality is important. It is important to build in some time to talk and plan with your practicum teacher before or after classes. This is not always easy but try to work out some time when you can talk to your practicum teacher to get feedback.
- ◆ Obtain a copy of your practicum teacher's schedule and email address.
- ◆ Tour the practicum school. Find out where you should park, which bathrooms you may use, and where you may eat.
- ◆ You should treat your practicum responsibilities with all the seriousness you would give to your first teaching position. Absences are to be avoided except in the most serious circumstances, and you should expect to show up, regardless of weather conditions and transportation issues. The teachers and students expect and count on you to be there. If you must miss a day (or part of a day), notify practicum teacher and instructor, and arrange to make up the missed practicum hours or days prior to the end of the semester.
- ◆ Be actively engaged in what's going on in the classroom. Be proactive and show initiative. Talk to your practicum teacher about the kinds of activities you need to be involved in while you're in the classroom and what your goals are for this experience. Find ways to work with students and support your practicum teacher's goals.
- ◆ Direct, honest, and calm communication is the first step in resolving professional misunderstandings or conflicts. Practice the professional assertiveness that you are going to need as a teacher. If you have any problems or concerns about your practicum placement, please contact your course instructor immediately. We want you to have a successful experience and will do what we can to assure that that happens.

DURING THE SEMESTER

- ◆ Be prepared for any work your practicum teacher expects for you. Confer with your course instructor if you have questions or concerns about tasks you are asked to complete by the school.
- ◆ Continue to develop your teacher identity by professional dress and behavior.
- ◆ Learn your students' names. Follow school policies with regard to student contact.
- ◆ Support appropriate behavior norms set up by the practicum teacher. Follow all school procedures. Be discreet with comments and opinions. Please...no value judgments about the practicum teacher or students.
- ◆ Remember that your primary focus at all times should be the students and working with your practicum teacher. Avoid social conversations during class, checking email, surfing the internet, reading personal materials or other tasks that send the message that the practicum is not your top priority.

- ◆ Follow the school's cell phone policy for students and teachers.
- ◆ Be sure to check-in/sign-in at the practicum school's main office and always wear your CU name badge. Wearing your nametag is important and complies with various safety regulations in the practicum school.
- ◆ Take advantage of learning opportunities at the practicum school. Attend special events such as parents' night, assemblies, conferences and extracurricular activities.
- ◆ Observe other teachers who teach within your grade level/content area.
- ◆ Observe other teachers who do not teach your grade level/content area.
- ◆ Ask your practicum teacher if it is appropriate for you to attend team, grade-level or department meetings.
- ◆ Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the practicum assignment. If you know that you will want to keep some of the instructional materials for your own use, you must check the school's policy and then decide whether to purchase the necessary supplies outside of the school.
- ◆ Maintain a positive attitude, and always speak professionally about students and school staff members. Confine discussion regarding specific students to those who have professional contact with the student. When discussing classroom incidents in university classes, do not use student names.
- ◆ Pay attention to timelines and required deadlines. If you have a specific assignment due for class, make sure that you give your practicum teacher plenty of advance warning. Work with your course instructor to adjust syllabus deadlines if needed to accommodate your practicum teacher's curriculum.
- ◆ Your practicum teacher will evaluate your progress in your practicum and give you feedback. The placement team will contact all practicum teachers at midterm to check your progress.
- ◆ Final evaluations will be completed on-line. The final evaluation report will be sent to your instructor before final grades are given for the course.
- ◆ Remember that we are guests in the school. We are there to learn from practicum teacher and students. You may see some teaching styles that do not necessarily match your own, but there is something to learn from everyone.

AT THE END OF THE SEMESTER

- ◆ Reflect on your work and experiences.
- ◆ Send thank you letters to your practicum teacher and the appropriate administrators, and support staff and the students.
- ◆ Return any instructional materials that you borrowed during your practicum experience.
- ◆ Update your resume.
- ◆ Review your teacher licensure plan with a staff advisor. Make sure you are taking licensure courses in the proper sequence.
- ◆ Set personal and professional learning goals for the next semester.

SUGGESTIONS FOR PROFESSIONAL DRESS AND BEHAVIOR FOR TEACHER LICENSURE CANDIDATES

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

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

LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM

Once admitted to an education program, you are expected to enroll in classes every fall and spring term until you complete the program. If you need to take some time off from school but you wish to continue in the program, you should contact a staff advisor. You may take up to two semesters off after your last graded semester without having to apply for a [leave of absence](#).

If you do not continue to enroll while in the SOE and do not apply for a leave of absence program, you will be dismissed for failure to progress. To reactivate your enrollment, you must reapply and you will be required to follow the program in effect at the time of readmission.

There are two ways to withdraw from the University of Colorado. You must either complete the [Registrar's Withdrawal](#) procedure or withdraw by default (by never registering or not re-registering after dropping all Boulder main campus classes).

If you are enrolled through the Division of Continuing Education and Professional Studies, you must withdraw from that campus separately. Non-attendance DOES NOT constitute withdrawal, nor is it the responsibility of an instructor to drop you from a class for non-attendance. If you stop attending a class, you remain liable for all applicable tuition and fees and will receive a failing grade.

Undergraduates who wish to discontinue their enrollment in the Teacher Licensure Program, but who wish to remain enrolled on the CU Boulder campus should write a letter of withdrawal to the Director of Advising and Student Success. This letter should state your intention to withdraw, effective date, and be dated and signed by you. You are expected to complete current education courses unless you withdraw from the university as described above.

CHANGES IN REGULATIONS AFTER YOU HAVE BEEN FORMALLY ADMITTED

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

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

CHANGING PROGRAMS

If you wish to change Teacher Licensure programs, you are required to reapply. Examples of cases in which a candidate must reapply include switching from Elementary to a Secondary field (or vice versa) and switching from one Secondary field to another (e.g., Math to Social Studies). If you are interested in switching programs, you must meet with a staff advisor.

LICENSURE EXAMS

To be eligible for student teaching, you must pass a state-approved content area licensure exam *prior* to the student teaching semester. The current approved exam is the PRAXIS Subject Assessment. Please see below for the exam information relevant to your licensure area. You are required to report scores to the SOE. The testing code for the SOE is 4841.

The SOE does NOT receive individual score reports. The score report is only available for a limited time; it is important that you access your score report and *save a copy for your records in a timely manner*. Potential employers and state certification bodies may request copies of your score report.

We strongly recommend the following time frames for taking the exams:

- If you intend to student teach in a **fall** semester, then you need to take an exam by **December** of the preceding year;

- If you intend to student teach in a **spring** semester, you need to take an exam by **March** of the preceding year.

Please meet with a staff advisor to determine which exam and what exam time will best fit your completion plan.

For registration information, please visit the [PRAXIS II website](#).

LICENSURE AREA	PRAXIS SUBJECT ASSESSMENT TEST NAME (TEST #)
Elementary Education	Elementary Education: Multiple Subjects (5001; Subtests 5002, 5003, 5004, 5005)
K-12 Music Education	Music: Content Knowledge (5113)
Middle School Mathematics	Middle School Mathematics (5169)
Secondary English	English Language Arts: Content Knowledge (5038)
Secondary Mathematics	Mathematics: Content Knowledge (5161)
Secondary Science	General Science: Content Knowledge (5435)
Secondary Social Studies	Social Studies: Content Knowledge (5081)
Secondary French	French: World Language (5174)
Secondary German	German: World Language (5183)
Secondary Japanese	Not Available (please contact the SOE for information)
Secondary Latin	Latin (5601)
Secondary Russian	Not Available (please contact the SOE for information)
Secondary Spanish	Spanish: World Language (5195)

OBTAINING A TEACHING LICENSE

Neither the SOE nor the university grants you a teaching license. You must apply for a teaching license with a state department that awards licensure. Please speak with your advisor about this process.

LICENSURE

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

TEACHER LICENSURE IN OTHER STATES AND RECIPROCITY

To obtain a teaching license in another state, you must apply for the license with the Department of Education in that state. In some states, you may be required to take additional courses or tests specific to that state, but we know of no case where the entire professional education sequence had to be repeated for licensure in another state. You may hold an active teaching license in more than one state. In fact, it is often to your benefit to obtain a Colorado Teacher License even if you intend to teach elsewhere. If you intend to teach elsewhere upon completing the program, please speak with a staff advisor, who can help you understand how to obtain a license in that state.

STUDENT TEACHING

Student Teaching involves extended teaching in a school in one of the school districts that partners with the School of Education. Student teaching is done at the grade-level and content area in which you are to be licensed. Your workload will resemble that of a full-time teacher in the school. Student teaching cannot be waived by any previous teaching experience. You are not paid for this experience.

PRIORITIZING YOUR STUDENT TEACHING EXPERIENCE

During student teaching, your first priority is to successfully carry out the student teaching responsibilities and assignment(s). You must demonstrate that your student teaching position is your top priority at all times during the student teaching semester. This includes not enrolling in any other university classes (regular, internet based, or independent study), taking on other time-intensive projects, roles or jobs, or prioritizing other interests during the student teaching semester.

Your placement team (Directors/Field Coordinator) reserves the right to terminate or extend the length of student teaching when appropriate. If personal commitments and obligations and the need to work negatively affect your student teaching performance, this may ultimately impede your completion of your student teaching requirements or your overall goal of obtaining a strong recommendation from your mentor and supervisor.

Examples of reasons for a lengthened student teaching contract:

- An extended absence due to an emergency mid-semester or labor strike.
- Further evidence of mastery of standards is needed or requested.

Examples of reasons for a termination of a student teaching contract:

- Inability to create a safe learning environment for and/or poor relationships with students.
- Unprofessional behavior as defined by the professionalism rubric.
- Evidence that the teacher candidate is not ready or able to complete the student teaching semester (i.e.: struggling to carry out basic lesson plans or everyday teaching duties).
- When other jobs and responsibilities take precedence and priority over the student teaching experience.

PLACEMENT PROCESS BEFORE STUDENT TEACHING

The semester before student teaching you will begin the placement process. You will seek to be assigned to one or two teachers, called *mentor teachers*, in a school. Mentor teachers have at least three years of teaching experience, are endorsed in the teaching field you are pursuing, and serve as models and mentors during your student teaching experience. You will not be assigned to a mentor teacher who is a friend or relative, or to a school in which you were a student or where a relative is currently a student.

EXPERIENCES DURING STUDENT TEACHING

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

During your student teaching semester, you will enroll in a course called “student teaching” and in a seminar (EDUC 4513) with your university supervisor and other student teachers. In this seminar you will share experiences, troubleshoot issues, read pertinent materials, and prepare a teacher performance assessment.

There is a mandatory SOE meeting at the start of student teaching. This meeting is called the Kick-Off meeting. At this meeting, you learn about the licensure process, teacher’s legal responsibilities, the edTPA/PIP, and meet with your university supervisor.

Please consult with your Director of Field Experiences or the Field Experiences Coordinator for questions on the student teaching experience.

PARTNERS IN EDUCATION (PIE)

After you complete your licensure program, you may decide to seek a position as a Partners in Education (PIE) teacher. In this program, first-year teachers obtain teaching positions in local partnership school districts and participate in an intense induction program which includes starting a master's degree program through the School of Education. Although you take a pay reduction, you receive 15 hours of free CU tuition, nine of which are earned during the academic year and are connected to your teaching. Also, you receive intensive coaching and mentoring for a half-day each week from an expert district teacher assigned to you.

You will receive more information about the PIE Program during your student teaching semester. Contact Penny Scott-Oliver, Director of School and University Partnerships (Penny.Oliver@Colorado.EDU).

APPENDIX A: PROFESSIONALISM RUBRIC

STUDENT TEACHING CANDIDATES

In order to fully earn a rating level, you must meet all indicators for that element. For example, if you have met all of the indicators at Level 3 but only a few indicators at Level 4, you would earn a Level 3 score overall for that element. You must reach a Level 3 for all elements (A - D) by the end of your student teaching semester. If you are evaluated at a Level 1 at any point in the program, in any element, you must meet with faculty, your Mentor Teacher (MT), your University Supervisor (US), and/or a Director to set specific, measurable goals through a Care & Concern plan and create a timeline to monitor your development.

Teacher Candidate:	Mentor Teacher:	University Supervisor:

The following elements are expected of all Practicum Students and Teacher Candidates. Concerns around any of the categories below will be documented in the “overall comments” section of Chalk & Wire (CWPro) midterm/final evaluations and below in the comments box³.

ADVOCACY	<ul style="list-style-type: none"> Protects and respects student confidentiality and dignity Engages with and enacts humanizing practices and pedagogies
INTEGRITY	<ul style="list-style-type: none"> Demonstrates honesty Upholds their professional position of trust When responsible for documenting student learning, candidate does so thoroughly and accurately
PROFESSIONAL DRESS	<ul style="list-style-type: none"> Dresses neatly and appropriately Pays attention to modesty; therefore, candidate’s dress is professional and models appropriate attire for a focused learning environment
Comments (only if concerns are present):	

³ If concerns are present in the “ADVOCACY” or “INTEGRITY” categories, the Directors/program faculty will meet with you, document the concerns, and develop next steps as these concerns are potential grounds for dismissal from the SOE.

ELEMENT A: WORK ETHIC & PERSEVERANCE					
Level 1 (Program Concerns)	Level 2 Indicators of Practice	Level 3 Indicators of Practice (Meets End-of-Program Standards)	Level 4 Indicators of Practice		
<p>Student <i>has yet to</i> demonstrate:</p> <p>1) All Level 2 indicators</p> <p>AND/OR</p> <p>2) Other essential criteria related to work ethic & perseverance . Please see comments for details.</p>	<p>When participating in practicum and education courses, the practicum student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows enthusiasm for learning and improvement <input type="checkbox"/> Follows through on tasks <input type="checkbox"/> Demonstrates steady effort/drive and a commitment to hard work <input type="checkbox"/> Accepts constructive feedback in a positive manner <input type="checkbox"/> Seeks first to understand the purposes behind and perspectives of others' actions 	<p>During student teaching, the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strives for excellence in all activities <input type="checkbox"/> Perseveres under challenging circumstances <input type="checkbox"/> Produces high quality products and performances <input type="checkbox"/> Solves problems and completes—complex tasks, seeking support as needed 	<p>...AND the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes initiative <input type="checkbox"/> Treats setbacks as opportunities to learn <input type="checkbox"/> Is able to complete multiple complex tasks independently <input type="checkbox"/> Voluntarily revises written work to improve quality when needed 		
Overall Level for this Element:	Midterm 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Final 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>				
Comments (required):					

ELEMENT B: RESPONSIBILITY FOR ACTIONS			
Level 1 (Program Concerns)	Level 2 Indicators of Practice	Level 3 Indicators of Practice (Meets End-of-Program Standards)	Level 4 Indicators of Practice
<p>Student <i>has yet</i> to demonstrate:</p> <p>1) All Level 2 indicators</p> <p>AND/OR</p> <p>2) Other essential criteria related to taking responsibility for actions. Please see comments for details.</p>	<p>When participating in practicum and education courses, the practicum student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes responsibility for and advantage of learning opportunities <input type="checkbox"/> Is flexible and open to change and growth <input type="checkbox"/> Demonstrates an awareness of strengths and areas of growth 	<p>During student teaching, the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates accountability for their own student teaching success <input type="checkbox"/> Prioritizes responsibilities by putting students' needs first <input type="checkbox"/> Collaborates with a learning lens, acting on feedback from mentors <input type="checkbox"/> Evaluates progress toward goals 	<p>...AND the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently accepts responsibility for the outcomes of their actions <input type="checkbox"/> Proactively offers viable solutions when problems arise <input type="checkbox"/> Researches and/or seeks collegial feedback in relation to goals
Overall Level for this Element:	Midterm 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Final 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>		
Comments (required):			

ELEMENT C: COLLEGIAL INTERACTIONS & COMMUNICATION			
Level 1 (Program Concerns)	Level 2 Indicators of Practice	Level 3 Indicators of Practice (Meets End-of-Program Standards)	Level 4 Indicators of Practice
<p>Student <i>has yet</i> to demonstrate:</p> <p>1) All Level 2 indicators</p> <p>AND/OR</p> <p>2) Other essential criteria related to collegial interactions & communication. Please see comments for details.</p>	<p>When participating in practicum and education courses, the practicum student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interacts professionally with <i>all</i> school-based and School of Education personnel in emails, on the phone and in person <input type="checkbox"/> Shows compassion and empathy for others <input type="checkbox"/> Communicates with others to address and resolve issues as soon as possible 	<p>During student teaching, the teacher candidate attends school and university meetings and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is engaged, takes notes, and contributes meaningfully <input type="checkbox"/> Demonstrates respect for the ideas being shared and is sensitive to the feelings of others <input type="checkbox"/> Manages technology in a professional manner 	<p>...AND the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promptly completes any related follow-up tasks <input type="checkbox"/> Proactively shares ideas and the workload <input type="checkbox"/> Monitors and responds to any new developments over time
Overall Level for this Element:	Midterm 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Final 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>		
Comments (required):			

Element D: TIMELINESS & ORGANIZATION							
Level 1 (Program Concerns)	Level 2 Indicators of Practice	Level 3 Indicators of Practice (Meets End-of-Program Standards)	Level 4 Indicators of Practice				
<p>Student <i>has yet to</i> demonstrate:</p> <p>1) All Level 2 indicators</p> <p>AND/OR</p> <p>2) Other essential criteria related to timeliness & organization. Please see comments for details.</p>	<p>When participating in practicum and education courses, the practicum student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes assignments and professional tasks within expected timeframes <input type="checkbox"/> Responds to email requests for information within 48 hours <input type="checkbox"/> Arrives to meetings, courses and activities on time (or communicates with instructors/ Cooperating Teachers about delays/absences) 	<p>During student teaching, the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submits lesson plans and assignments by the deadline <input type="checkbox"/> Requests pre-approved extensions for any delayed submissions <input type="checkbox"/> Responds to email requests for information within 24 hours <input type="checkbox"/> Always arrives on time (and communicates in advance about delays/absences) <input type="checkbox"/> Is prepared with necessary materials and has advance tasks completed 	<p>...AND the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allots extra time to intentionally walk through classroom activities prior to implementing them <input type="checkbox"/> Consistently arrives earlier (or stays later) than expected <input type="checkbox"/> Uses a personal organizational system to successfully manage multiple deadlines and documents 				
Overall Level for this Element:	<div>Midterm 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></div> <div>Final 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></div>						
Comments (required):							

COLORADO TEACHER QUALITY STANDARDS 2 - (PRACTICUM STUDENTS ONLY)

All practicum candidates are expected to demonstrate Level 2 indicators of practice at minimum and strive towards demonstrating several Level 3 indicators as they approach the student teaching semester. Students evaluated at a Level 1 at any point in the program will meet with faculty and/or a Director to develop a Care & Concern plan to monitor progress.

Colorado Teacher Quality Standard 2B: DIVERSITY & COMMUNITY			
Level 1 (Program Concerns)	Level 2 Indicators of Practice	Level 3 Indicators of Practice (Meets End-of-Program Standards)	Level 4 Indicators of Practice
<p>Student <i>has yet to</i> demonstrate:</p> <p>2) All Level 2 indicators</p> <p>AND/OR</p> <p>2) Other essential criteria related to diversity and community. Please see comments for details.</p>	<p>When participating in practicum and education courses, the practicum student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows commitment to and respect for diversity <input type="checkbox"/> Shows commitment to developing common goals and building classroom community <input type="checkbox"/> Positions all students' backgrounds and knowledge as valuable in classroom spaces <input type="checkbox"/> Is welcoming to diverse family structures 	<p>During student teaching, the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enacts instructional approaches and uses materials that reflect diverse cultures, identities, backgrounds, and experiences <input type="checkbox"/> Enacts observable commitments towards developing common goals and building classroom community <input type="checkbox"/> Acknowledges the value of each student's contributions to lessons 	<p>...AND the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> models and encourages others to value and incorporate diversity in the classroom while actively planning, supporting, and encouraging community building and working towards common goals.
Overall Level for this Element:	<p>Midterm 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Final 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p>		
Comments (required):			

Colorado Teacher Quality Standard 2C: RESPECT FOR STUDENTS

Level 1 (Program Concerns)	Level 2 Indicators of Practice	Level 3 Indicators of Practice (Meets End-of-Program Standards)	Level 4 Indicators of Practice
<p>Student <i>has yet</i> to demonstrate:</p> <p>3) All Level 2 indicators</p> <p>AND/OR</p> <p>2) Other essential criteria related to respect for students. Please see comments for details.</p>	<p>When participating in practicum and education courses, the practicum student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes attempts to engage students as individuals <input type="checkbox"/> Has learned about the unique interests and/or strengths of more than one student in the class <input type="checkbox"/> Acknowledges students' accomplishments 	<p>During student teaching, the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages all students as individuals with unique interests and strengths <input type="checkbox"/> Implements lessons that reflect students' interests and strengths <input type="checkbox"/> Encourages students to expand and enhance their learning 	<p>...AND the teacher candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creatively and consistently engages students as individuals by showing that they know their students' interests and strengths and incorporate them into classroom discussions, lessons, and school activities
Overall Level for this Element:	Midterm 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	Final 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	
Comments (required):			

Colorado Teacher Quality Standard 2D: RESPONSIBILITY FOR LEARNING			
Level 1 (Program Concerns)	Level 2 Indicators of Practice	Level 3 Indicators of Practice (Meets End-of-Program Standards)	Level 4 Indicators of Practice
<p>Student <i>has yet to</i> demonstrate:</p> <p>4) All Level 2 indicators</p> <p>AND/OR</p> <p>2) Other essential criteria related to responsibility for learning. Please see comments for details.</p>	<p>When participating in practicum and education courses, the practicum student:</p> <p><input type="checkbox"/> Shows commitments to adapting their teaching and curriculum for the benefit of all students</p>	<p>During student teaching, the teacher candidate:</p> <p><input type="checkbox"/> Demonstrates thoughtful and appropriate adaptations of their teaching for the benefit of all students, such as those with special needs across a range of ability levels</p>	<p>...AND the teacher candidate:</p> <p><input type="checkbox"/> Regularly seeks out and applies evidence-based practices when designing differentiated lessons</p>
Overall Level for this Element:	<p>Midterm 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Final 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p>		
Comments (required):			

APPENDIX B: LETTER OF INTRODUCTION TO YOUR PRACTICUM TEACHER

This assignment is based on requests we have received from practicum teachers at participating practicum sites. Your practicum teacher would like to know a little bit about you before you arrive in his or her classroom for your field experience. A letter of introduction is your opportunity to introduce yourself and make a good impression. The letter should be typed in a standard letter format. It should be one page in length, upbeat, and friendly but not overly informal. This letter should reflect both the university's goals and objectives for the practicum in which you are enrolled and your objectives for this experience.

You should include the following in your letter:

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

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

APPENDIX C: STUDENT TEACHING APPLICATION MATERIALS AND PLACEMENT PROCESS

The student teaching experience is the capstone of our Teacher Licensure program, a time when our candidates truly discover and shape challenging new identities as beginning teachers. Student teaching involves extended teaching in a school within the school districts that partner with CU Boulder in the appropriate subject and level, as though you were a full-time teacher in that school for the semester. Student teaching is done at the grade level and teaching field in which you are to be licensed.

In partnership with the SOE, you will spend the next few months making arrangements for your student teaching semester. The placement process is collaborative and combines guidance and sharing of professional expectations and parameters from us, well-informed preferences from you, and the expressed preferences of public school teachers and administrators who agree to mentor you in your professional semester. Please read the following information carefully. It is designed to assist you during this process and will address many questions you may have. **You are responsible for knowing and understanding the information in this document. It is extremely important that you meet all deadlines. Failing to do so may reduce or eliminate your chance of student teaching during your desired semester (or at all).**

STUDENT TEACHING PLACEMENT TIMELINE

Fall Student Teaching:

- January 30 Student teaching application materials due by 5pm to studentteach@colorado.edu
- May 10 In order to student teach in the fall semester, all student teaching contracts must be sent out to be finalized by your Mentor Teacher and school administrator by May 10th. Any placements without a sent contract by May 10th cannot be guaranteed.
- July 31 Program course and licensure exam requirements must be completed (confirm eligibility with a Member of the Advising Team)

Spring Student Teaching:

- September 10 Student teaching application materials due by 5pm to studentteach@colorado.edu
- December 10 In order to student teach in the spring semester, all student teaching contracts must be sent out to be finalized by your Mentor Teacher and school administrator by December 10th. Any placements without a sent contract by May 10th cannot be guaranteed.
- December 20 Program course and licensure exam requirements must be completed (confirm eligibility with a Member of the Advising Team)

STUDENT TEACHING CHECKLIST

- ☐ Confirm student teaching eligibility with a Member of the Advising Team.
 - ✓ Pass the PRAXIS licensure exam now and send score report to a Member of the Advising Team
- ☐ Submit application (cover page, resume, narratives, and content area course history) to studentteach@colorado.edu by deadline (Sept 10 for fall/Jan 30 for spring)
 - ✓ Resume
 - ✓ 3 Narratives
 - ✓ Course History (for music, middle, and secondary)
- ☐ Complete pre-placement survey and meet with your placement team (Field Coordinators and Directors). The survey and contact information for your placement team will come to your Colorado.edu email one semester in advance (early September and mid-January).

You will be matched with a student teaching job opening based on your learning needs and interests.

- ☐ Student teacher job openings vary from semester to semester and are made by the placement team.
- ☐ Interview with your mentor teacher to determine if this is a good match for both of you.
- ☐ Contact your placement team within 48 hours after your interview at the school to indicate your agreement to this placement by Dec 10 (for spring) or May 10 (for fall). **We cannot guarantee a placement if this deadline is not met.**
- ☐ Sign student teaching contract and contact mentor teacher to set-up planning sessions.
- ☐ Register for student teaching coursework:
- ☐ Attend mandatory Student Teacher Kick-off Meeting/1st Seminar – Typically held the first week of August and January. Date will be announced in pre-placement meetings and in pre-student teaching communications. Begin and end student teaching on your contract dates and attend all EDUC 4513 or MUSC 4193 seminars

ELIGIBILITY

To be eligible to begin student teaching you must have:

- ✓ Successfully completed ALL required academic and education courses prior to student teaching, including successful completion of the practicum experiences.
- ✓ Demonstrated appropriate professional attitudes and behaviors (dispositions) expected in school settings.
- ✓ Maintained an overall 2.75 GPA in your teaching field, and in education courses (3.00 for Master's Plus students).
- ✓ Completed the teaching field methods course.
- ✓ Confirmed a student teaching assignment by Dec 10 (for spring) or May 10 (for fall).
- ✓ Completed the Basic Skills requirement.
- ✓ Passed either the PRAXIS licensure exam.

All students who plan to student teach will have their files reviewed and their eligibility approved by a Member of the Advising Team.

- ✓ Students will not be allowed to register for student teaching if they are unable to complete their requirements before student teaching deadline (see calendar on page 3).
- ✓ Student Teaching documents will not be sent to schools until Eligibility has been confirmed by a Member of the Advising Team —no exceptions will be made.
- ✓ All requirements on the Student Teaching Eligibility Agreement must be completed on or before the deadline on the Student Teaching Eligibility Agreement. Student teachers who have not met the requirements must postpone their student teaching until the requirements have been met.

STUDENT TEACHING PLACEMENT PROCESS

APPRENTICESHIP PATHWAY PROGRAMS

Some Colorado districts allow Teacher Licensure candidates who are bilingual in Spanish and English, and those in hard to fill content areas like math and science, to apply for jobs and potentially be hired during student teaching as part of an Apprenticeship Pathway to Licensure. Teacher Licensure candidates must have the recommendation of SOE faculty in order to be considered for hire. Candidates follow the typical hiring process

to compete for jobs with experienced teachers and receive support from the district as well as the university as they proceed through the student teaching semester. Contracts offered are for a full year and at the regular pay rate for a first-year teacher. Please contact a staff advisor for more information.

MENTOR TEACHERS

Working with appropriate mentor teachers is essential, since they influence your experience, both during and after student teaching. For example, we know that teacher candidates become more like their mentor teachers as time goes by. Our goal is to place you with the best mentor teachers possible. This does not necessarily mean that we aim to place you with a mentor teacher who reflects your own exact philosophy, teaching style, and personality. Our main goal is to locate a mentor that can facilitate your own professional growth.

MENTOR TEACHER REQUIREMENTS

The State of Colorado requires that your mentor teacher must hold a Colorado professional license in the teaching field in which you will be student teaching. For example, if you request a teacher in language arts at a middle school, that teacher must hold a Colorado license as a language arts teacher. If you are working in a team, one of the teachers listed should hold a license in your area and should be listed first on the confirmation contract returned by the school. To hold a professional license, your clinical teacher has at least three years of teaching experience.

Key School Characteristics

Many candidates focus on school programs to determine their choices. Examples of appealing choices for candidates include schools with:

- Interdisciplinary or teaming approaches,
- Alternative education programs,
- Strong grade levels/departments, or
- Diverse populations of students.

These are school attributes you can list on the survey and/or mention in your pre-placement interview with your placement faculty.

PARTNER SCHOOL DISTRICTS

Most of our student teaching placements are in diverse settings in the following districts:

- Adams 12
- Boulder Valley School District
- Denver Public Schools
- St. Vrain Valley Schools

We make placements in these districts because we have solid professional relationships with them and they offer strong support(s) for our teacher candidates (for example, professional development or workshops designed especially for teacher candidates). In addition, we choose specific schools within these districts because of a commitment to place students in cohorts which we know makes for a stronger experience. Teacher candidates may petition for a placement in a different district. We will consider placement outside partner districts for the following reasons among others:

- Desire to support students in a candidate-identified school impacted by poverty
- Personal hardship related to housing or transportation
- Desire for a rural placement (please see [Rural Initiative Placements](#))

REQUIRED DISTRICT APPLICATIONS

Denver Public Schools and St. Vrain Valley School District both require student teaching applications that can be accessed on the district website (human resources or jobs page). You will receive more information on how to apply to these districts from Field Placement Assistant as the application deadline approaches.

RURAL INITIATIVE PLACEMENTS

We encourage Teacher Licensure candidates to consider a placement in a rural school in northeastern Colorado. The Colorado Center for Rural Education and the Colorado Department of Higher Education seek to encourage talented teacher candidates to student teach in Colorado rural school districts and eventually become a teacher in a Colorado rural school district. The value of the stipend is \$2,800 for the semester of student teaching. Stipend recipients are expected to complete student teaching in a Colorado rural school district and then apply and work at a rural school district. If selected as a Rural Teaching Scholar, the recipient will receive half of the stipend at the start of student teaching (first \$1,400) and the remaining half (second \$1,400) when they successfully complete student teaching and expect to work in a Colorado rural school district.

Eligible Rural Stipend Applicants Must Meet the Following Criteria:

1. Be enrolled in a teacher preparation program at one of the Colorado institutes of higher education.
2. Be already placed in a student teaching experience within a Colorado rural school district.
3. Be willing to commit to pursuing a career as a full-time teacher in a Colorado rural school district after graduation and securing a Colorado teaching license.
4. Have completed all requirements for their undergraduate degree except their student teaching experience.
5. Have earned a GPA (cumulative grade point average) of 2.75 out of 4.00 or above.

Definition of Colorado Rural School District: For the purpose of this stipend, any Colorado school district with a student enrollment of 6500 students or less is defined as a rural school district. Preference for student teaching placement will be given to those school districts that are also located 50 miles or more from major metropolitan areas and outside of the Front Range region of Colorado. For a list of eligible rural districts, please see Appendix C. If you are interested in learning more about the Rural Initiative and/or would like to apply to be considered for this state program, please share your interest with your placement team during your pre-placement interview (see below).

PRE-PLACEMENT INTERVIEW

The placement team will hold a formal meeting with you once you have submitted your Student Teaching Application called the “Pre-Placement Interview” to begin the process of placing you with a partner mentor teacher. Once you have submitted your CU student teaching application, you will receive an email notification to complete a “Pre-Placement Student Teaching Survey.” We will use your application, pre-placement interview and other survey information to develop an integrated, collaborative plan to match you with a student teaching job opening that serves your needs and interests.

The placement team will contact you with your prospective mentor teacher’s information and have you reach out within 24 hours to schedule a visit to the school for an interview. If the administrator and mentor teacher agree that you would be a good fit for their school/classroom, the placement team will inform you of their official invitation to accept a student teaching position. We will then finalize your student teaching placement with a contract. If the school is not able to host you for your student teaching semester, we will begin with a new plan and seek another potential placement.

SUMMARY OF STEPS FOR A PLACEMENT

1. Complete Pre-placement Survey
2. Request Pre-Placement Interview with your placement team: Dr. Ashley Cartun & Rachel Perini for Elementary or Alison Boggs & Rachel Perini for Middle, Secondary & Music.
3. Complete district application for Denver Public Schools or St. Vrain Valley SD, if you are requesting a placement there. *Notify your placement team once this is accomplished.*
4. Prepare to meet your mentor when they are identified.
5. Visit the school and interview with the school's administrator or mentor teacher or both.
6. Sign your contract!

SECONDARY MATH AND SCIENCE (CU TEACH) STUDENTS ONLY: If you are a middle math, secondary math or secondary science candidate, contact the Master Teacher who will provide placement assistance prior to your meeting with the Director of Secondary Field Experiences.

PLACEMENT FAQ

Q: May I student teach in a district not listed?

A: We require you to select a student teaching site within the districts that partner with CU and where we have available supervision by University Supervisors unless you successfully petition for a placement outside a partner school district.

Q: Are there any schools at which I may be restricted from doing my student teaching?

A: Yes, you will not be assigned to a mentor teacher who is a relative or friend, to a school in which you were a student recently, or to a school in which you have a relative as a student or faculty member. Many school districts share this policy. In addition, some schools will indicate to us that they will be unable to accommodate teacher candidates at all.

Q: May I student teach at a parochial school?

A: The following are criteria for teacher candidate placement in parochial schools:

1. In order to host a teacher candidate, the parochial school must be accredited.
2. Students may petition to be placed in a parochial school for their student teaching experience.
3. All services provided to the parochial school by a teacher candidate must be secular in nature. A teacher candidate placed in a parochial school setting may not engage in or promote religious indoctrination, practice, or instruction while in the parochial school setting.
4. Supervision and evaluation of teacher candidates in a parochial school setting must be based on the same criteria as those teacher candidates placed in public schools.

Q: May I student teach at a private school?

A: No. Private schools are sometimes not accredited and do not necessarily follow the criteria in place for public schools.

Q: This is going to be a lot of work and time, and I can't hold another job. Do I receive a paycheck or stipend?

A: Most student teaching experiences are unpaid however, some teacher candidates may be hired as part of the rural initiative or apprenticeship pathway programs. Regardless of the placement, plan ahead so that you have the support you need to spend a semester student teaching without holding a job or other responsibilities.

Q: I already have teaching experience—can that count toward my student teaching semester?

A: No, the student teaching semester cannot be waived or replaced by any previous teaching experience.

STUDENT TEACHING APPLICATION MATERIALS

Please examine the following statements carefully. If there are any of these statements you cannot confirm as true, you are obligated to inform us immediately. We assume all of the following to be true at the time of your application submissions:

1. You have never been convicted of a felony.
2. We have your permission to release your name and contact information to prospective employers in school districts, should they contact us looking for potential applicants.
3. You are (or will be) registered properly and in a timely fashion for student teaching courses.
4. You are prepared to travel to whatever location, day, and time your University Supervisor establishes for your *EDUC 4513* seminars. (Your input about this location may or may not be solicited.)

APPLICATION DOCUMENTS

All student teaching documents must be submitted electronically in an email with one attachment. Please do not send your materials in separate emails or in multiple attachments. You should combine all of your materials into one PDF document and send it as an attachment to studentteach@colorado.edu

- ☐ In the subject line of your email message, please type “Student Teaching Documentation Fall 20XX– Last Name, First Name and placement detail (i.e. Elementary Ed, Secondary English, Music, etc.)”
- ☐ Student teachers in music will list the elementary and secondary schools, district(s), clinical teachers, and contract dates that have been pre-confirmed by the music department. Please be sure to SPECIFY that you are a music student and to list “Placement 1—first 8 weeks” and “Placement 2—second 8 weeks”. For more information on the selection process, please contact the appropriate person in the Music Department.
- ☐ Combine the following (in order) as one PDF attachment (file name “LastName_FirstName”) to your email message:
 1. a **cover page** (see sample on page 18) simply listing your name, email address, teaching field/level, and the documents you have included (resume, narratives, etc.)
 2. a **resume** including previous youth experience, special skills you bring to the classroom, and work history (see Baker Resume p. 19)
 3. **three short narratives** addressing the following prompts:
 - Why are you interested in pursuing a teaching career?
 - Describe your commitments as an educator to social justice and equity.
 - What are your three goals for your student teaching experience? How will student teaching help you achieve these goals?
 4. For middle, secondary and music only, a **content area course history** with GPA See page 11 for detailed information and tips.

*If you submit in Word format, or several separate attachments, you will be asked to resubmit. This is for your protection, as no changes can be made to PDF documents.

CONSIDERATIONS RELATED TO APPLICATION MATERIALS

To be considered for a student teaching placement, every teacher candidate will submit electronic documentation. This provides information about the teacher candidate to various school community members (e.g. superintendents, principals, clinical teachers, and other personnel). **This is a marketing tool for the teacher candidate.** A superintendent, personnel director, principal or teacher, who is deciding whether to accept the placement request will receive a first impression of the teacher candidate’s potential by reviewing the documents. It is to the teacher candidate’s advantage to present the materials professionally. It is critical that the documentation be well-written, grammatically correct and free of spelling and typing errors.

Proofreading is essential. A mistake can damage the teacher candidate's placement opportunity. The teacher candidate should seek help from others in proofing the documents and the teacher candidate should allow ample time to complete everything.

COMMON REASONS FOR REJECTED PLACEMENTS

- Teacher candidates not responding to schools in a timely fashion (within 24 hours) or not following up after meeting with school personnel
- Being late to their school interview
- Spelling errors
- Poor quality responses in application or during their interview
- Late paperwork
- Some districts and schools permit their teachers to take only one student teacher a year
- Some districts and schools take only a limited number of student teachers

COVER PAGE

The cover page will list your name, email address, teaching field/level, and will ask you to list the documents included in your submission:

- ☐ Your resume
- ☐ Your three narratives
- ☐ Your content area course history (required for Middle, Secondary and K-12 Music candidates only)

RESUME

Please include a copy of your current resume. We have provided a template at the end of this section which districts and principals have told us they prefer.

NARRATIVES

Please write narratives on the following prompts:

- 1) Why are you interested in pursuing a teaching career?
- 2) Describe your commitments as an educator to social justice and equity.
- 3) What are three central goals you have for your student teaching experience? How will student teaching help you achieve those goals?

Two to four well-written paragraphs will answer either of these questions, but there is no minimum or maximum. Prospective administrators will be looking for thoughtful and proofread responses, not a certain length.

CONTENT AREA COURSE HISTORY (REQUIRED FOR MIDDLE, SECONDARY AND K-12 MUSIC CANDIDATES)

This document consists of a list of no more than 20 courses, showing course number, course title, date of completion, and number of credit hours. In addition, the course history must also contain your cumulative college grade point average. You will calculate this yourself based on the courses you choose to list.

1. ***Does everyone have to complete the content area course history?*** No, elementary students omit this. All middle, secondary students and K-12 music students must complete this document.
2. ***Which courses should be listed in the course history?*** You should list only those courses taken in your teaching field/content area—not education courses.

3. **Where do I get my course information?** For CU coursework, this information is available through mycuinfo.colorado.edu. For non-CU coursework, you will need to refer to transcripts from your other schools.
4. **I have more/less than 20 courses to list. What should I do?** If you do not have 20 courses to list, stop when you have given us all the information you have. If you have more than 20, select the 20 courses you wish to highlight.
5. **Can I list courses in progress?** You can (and should) list courses in progress--just list your ending date as appropriate.
6. **My content area is a foreign language (e.g., Secondary Spanish). I studied abroad, and some of the courses transferred back to CU were conducted in my content area language. May I still write these on my list of content area courses, despite the fact that they were not specifically language courses?** In the list of courses, you should note non-content area courses taught in another language so that a school administrator knows why you included them; e.g., "History of Madrid (taught in Spanish). "
7. **My previous college didn't do credit hours. For completing any course, you received a standard one credit. Should I list the equivalent number of CU credits?** You can probably assume that most courses with labs are good for four or five credit hours and those courses without labs count for three or four. If you have questions, check with your department advisor or with a Member of the Advising Team.

The following is an example of how you may list your course history:

CONTENT AREA COURSE HISTORY EXAMPLE

Course Number	Title	Date Completed	Grade	Credits
ENGL 3116	Nature Writing	December 2014	A	3
ENGL 3563	American Lit after 1860	December 2014	B+	3
ENGL 2010	Literary Theory	May 2015	A	3

Content Area GPA: 3.46

OTHER THINGS TO KNOW ABOUT THE DOCUMENTATION PROCESS

- You must give us your @colorado.edu email address. This is the official communication system for the university. You must check this account on a regular basis for University of Colorado messages, including messages from the School of Education. This email address will also be provided to the school that is receiving your documentation.
- Thank you notes are part of the package you present as a professional educator and are very important. Remember, you are in a long-term interview from determining a potential student teaching placement through your student teaching experience. Please plan to thank every person you meet with in this process.
- Consider mailing your notes for an even better impression.
- Below are some examples of notes you can send after meeting with potential school site staff

SAMPLE LETTER TO A TEACHER WHO MEETS WITH YOU

Dear _____,

Thank you very much for taking time to meet with me about student teaching. I enjoyed talking with you and observing your classroom (include this only if you did observe or state whatever else they did with you). I appreciate your willingness to talk to me about student teaching.

I wish you the best as the year continues with your students.

Sincerely,

SAMPLE LETTER TO A PRINCIPAL, SCHOOL LEADERS, AND OTHERS

Dear _____,

I would like to take this opportunity to thank you for taking time to talk with me about student teaching and for giving me a tour of your building (or whatever they did if it was more than talking with you).

I was impressed with your school and appreciated the opportunity to learn more about your student population (or community, teachers, or whatever you learned from your visit with this person).

Again, thank you for your time.

PROCESSING YOUR APPLICATION (FAQ'S)

1. **If I submit my student teaching documentation before the deadline, will it be sent right away, or do you send all of them at the same time after the deadline?** No, we send everything out at the same time. However, submitting your documentation early will help to make the process faster for everyone. If your documentation is ready, please send it to studentteach@colorado.edu.
2. **Do I need to keep a copy of my information?** Yes, you should keep an electronic copy of everything you submit. If for any reason we ask you to resubmit any part of your information, we will request it via email.
3. **How do I know my documentation is complete and on time?** Check your sent e mail messages to see if you sent a PDF of your resume, narratives and course history (music, middle and secondary only) to studentteach@colorado.edu by the due date. If so, it is in and you can make an appointment with your placement faculty member.
4. **How long is all this going to take? When will my contract arrive so I can sign it and complete the process?** The amount of time the process takes varies from student to student and school to school. Schools don't always know their teacher allotment for the fall until April. So, many districts and schools are not ready to accept inquiries about student teaching until late March or April. Please be patient. We will let you know when we have contacted a principal or district (depending on their process). You will then set up an interview. We will also let you know when we have sent your contract and when it is received so that you can come in and sign and all documentation/contracts can be finalized.

Note: Teacher Candidates must commit to a placement by December 10 (for spring) and May 10 (for fall).

Do not contact a school or teacher on your own; wait until directed to do so by the Resource Center for Educational Success (ReCESs) or by a school. You will be contacted by our office or the school when the principal or mentor teacher is ready for you to set up an interview. **Any placements made outside of our placement process will not be valid.**

YOUR STUDENT TEACHING CONTRACT

Once the Confirmation Contract is returned to our office, we will notify you by email to come in and sign it.

Before signing your contract, you must...

- Agree with all of the terms of your Confirmation Contract. These terms include the start and end dates of your student teaching semester.

When you sign your contract, you agree to or verify ALL of the following:

- You will accept a student teaching position at the school, with the mentor teacher(s), through the dates listed on your contract;
- You did not recently attend the school in which you will student teach;
- No one in your family currently attends the school in which you will student teach.
- You were not a student of your mentor teacher;
- You have no relatives working at the school in which you will student teach;

- Any outstanding requirements identified during student teaching checkout will be completed before the beginning of the student teaching semester (or you will not be allowed to student teach);
- You have put your contract and mandatory student teacher kick-off dates on your personal calendar.

After you have signed your contract, and if you talked with more than one potential mentor teacher, please send thank you notes to mentor teachers not picked:

SAMPLE LETTER TO MENTOR TEACHER NOT PICKED

Dear _____,

Thank you very much for talking with me about student teaching and for considering me for a student teaching placement (if you felt they did). I was impressed with your school and your classroom. However, in looking at all of my options, I have decided to go in another direction.

I wish you all the best as you continue the year with your students.

Sincerely,

UNIVERSITY SUPERVISORS

University Supervisors are a very important part of your student teaching semester. You are part of a triad: University Supervisor (US); Mentor Teacher (MT); Teacher Candidate (TC). University Supervisors represent the School of Education in guiding your student teaching. The US meets with you and other seminar participants at the beginning of the semester to give you a “map” of your path for the semester. The US also meets early

with you and your mentor teacher(s) to make sure all of you are working as a team to support your progress to become a teacher.

SEMINARS

Your US will have a group of student teachers at your same level or content area to supervise and will have you meet together 10 times during the semester in seminar. The seminars will always be held after school hours and seminar attendance is mandatory. This is the course titled EDUC 4513 for which you will receive a letter grade from the US, who will be the instructor. The US is also responsible for giving you a P/F grade for your student teaching course.

OBSERVATIONS BY UNIVERSITY SUPERVISORS (NON-MUSIC)

Your university supervisor will make at least five observation visits to your school during the student teaching semester. Your supervisor is an advocate and liaison between the university, you, and your clinical teacher. In order to get 5 observations in during the semester, the supervisor should visit and consult with both you and the mentor teacher on your performance at least once every two to three weeks.

Visits by the US can be both scheduled in advance and unannounced. Supervisors will collaborate with you to schedule visits and will share their expectations for observation preparation and conferences as well as whether lesson plans should be shared in advance of a visit. For each of the five required formal visits, your supervisor will share observation notes and these notes will also be included in your official file.

OBSERVATIONS BY UNIVERSITY SUPERVISORS (MUSIC)

Your supervisor(s) will make 2-3 observation visits during each of your two 8-week placements, the exact number being determined by your area of concentration. For details, please contact the College of Music.

SOURCES THAT PROVIDE EVIDENCE FOR LICENSURE

The following sources provide evidence that you have satisfied or reached proficiency on each standard:

- Observation Forms and Post-Observation Conferences and Notes.
- Teacher Performance Assessment (edTPA) or Practices in Progress (PIP) Completion
- Mid-Assignment Assessment & Growth Plan Conference with CT, US, and ST (Colorado Teacher Evaluation Rubrics Form).
- Final Evaluation Conference completing the Colorado Teacher Evaluation Rubrics Form.
- Final Evaluation Forms submitted by US and CT.

The University Supervisor is responsible for making sure you have met the above criteria before the US recommends you to our office for a teaching license in the State of Colorado.

Michelle Baker
1829 Denver West Dr., Golden, CO 80401
(303) 555-9977 - michellebaker@colorado.edu

Headings should be crisp and clean!

Use readable fonts and consistent indentations.

Education must be the first information.

Working towards Highly Qualified in Elementary Education

EDUCATION

In chronological order with more relevant experience towards top.

Degree

- ***Bachelors of Arts in Speech Language and Hearing Sciences***
University of Colorado, Boulder
Graduation Date
Cumulative GPA: 3.578

Exam

- **Praxis Elementary Content Knowledge (5018)** Passed: Date _____
Passed with distinction

Describe how each experience has made you a better teacher.

TEACHING EXPERIENCE

Education Practicum Sanchez Elementary, BVSD (Aug.-Dec.2014)
Experience in a full day of coursework has allowed me to witness the energy differences in students as the day progresses and has helped me to understand the importance of classroom management.

Education Practicum Riverdale Elementary, Adams 12 (Aug.-Dec. 2013)
Teaching 1st grade learners exposed me to educational techniques based on grade level and student maturity. Using technology as part of the educational process helped me gain knowledge and confidence using technology to engage students.

Education Practicum McElwain Elementary, Adams 12 (Jan.-May 2013)
I experienced the educational process from three mentor teachers which exposed me to multiple teaching practices. This has helped me build my own teaching/learning tools.

RELATED EXPERIENCES

Other child related experience is valuable to mention.

Preschool Teacher, Highlands Learning Center (Sept. 2010- Feb. 2012)

- Teaching a variety of age groups during the course of my employment allowed me to improve my flexibility to adjust curriculum and classroom management skills to fit the needs of my students.

Conservation Education Specialist, Denver Zoo (June 2010-Sept.2010)

- Developing and implementing Zoo Camp curriculum for elementary students helped strengthen my skills in accessing prior knowledge of a diverse group of learners and relating it to unfamiliar content.

REFERENCES

Sharon Spielberg, Kindergarten Teacher at Teller Elementary (DPS)

Relationship: I was in her class for practicum. She will speak to my passion for teaching.

(303) 675-0121

Sspielberg@dps.org

Four
references
with phone
number
and emails.

Crystal McDonald, Associate Professor of Education at the University of Colorado

Relationship: I was a student in her classes. She will speak to my integrity and work ethic.

(303) 555-7232

kccgm@colorado.edu

Brent Eakers, childcare employer

Relationship: I was a nanny for his family and have known them 4 years. He will speak to my problem solving skills.

(303) 555-4974

beakers@email.com

Amy Hill, Kindergarten teacher at Sunrise Primary

Relationship: I was in her class for practicum. She will speak to my professionalism and growth mindset.

(303) 555-5640

ahill@email.com

Bonus points for
adding a brief
sentence sharing
relationship to
reference!

IMPORTANT INFORMATION ABOUT EDUCATIONAL RESUMES

YOUR NAME AT THE TOP SHOULD BE THE LARGEST FONT ON YOUR RESUME

OBJECTIVE at the top is **NO LONGER WANTED ON AN EDUCATIONAL RESUME.**

An educational resume should not be more than 2 pages back-to-back and should be printed on nice resume paper.

An educational resume **DOES NEED REFERENCES.** List 4 with email and phone numbers.

NEVER state "References on request". Your resume will be immediately tossed.

APPENDIX D: STUDENT TEACHING MANUAL

ATTENDANCE, DAILY SCHEDULE, AND SUBSTITUTE TEACHING

Attendance at-a-glance

Hours needed: minimum 600

Days you can substitute teach for your Mentor: 6

Personal/Sick days allowed: 3

Professional Days/Job fairs allowed: 2

edTPA work days allowed: 3

Regardless of the attendance policies below, you must still meet the minimum hour requirements ([documented in CWPro](#)) in order to be recommended for licensure.

OVERALL DATES OF ATTENDANCE

Your student teaching experience begins and ends on the dates defined in your student teaching contract. Any changes to contract dates must be approved by the field placement team. All candidates must meet (and [document in CWPro](#)) the minimum contact hour requirements in order to be licensed. Most student teaching placements are approximately 18 weeks long and require a minimum of 600-620 contact hours (based on a 38-hour work week). Because student teaching follows the K-12 schedule, student teaching typically begins before CU's academic semester. Teacher Candidates typically begin in early August; in the spring semester, Teacher Candidates typically begin a few days after January 1st. Follow your school district's policy/calendar for all holidays and vacation dates (not CU Boulder's academic calendar). You **may not** schedule vacation days during your student teaching assignment unless they are taken when your school is on break or observing a holiday. In the event of school closure due to weather or other circumstances, the teacher licensure candidate is to follow the policy of the host school district.

LABOR DISPUTES WITHIN A SCHOOL DISTRICT

University of Colorado licensure candidates completing student teaching assignments in school districts where teachers are on strike should not cross picket lines for the duration of the ongoing strike.

ILLNESS/ABSENCES

Whenever illness occurs, you are responsible for notifying the mentor teacher and the university supervisor **before** the school day begins. Procedures for reporting absences to the school administration should follow the policy of the assigned school. If you are absent, you must be ready to give your mentor teacher(s) written lesson plans. **A maximum of three (3) sick/personal days are allowed during the student teaching semester.** Sick days can be used at the TC's discretion but must be clearly communicated and planned for accordingly. More than three (3) absences due to illness or for personal reasons during the student teaching semester must have written verification and may impact the contract dates and progress of the student teaching placement. Unexcused or extended absences may require an extension of the student teaching experience as determined by the triad and approved by the Directors.

Because many Teacher Candidates also seek a regular teaching position during student teaching, you may request permission for **up to two days** to attend staff development courses for Teacher Candidates, and an occasional professional meeting, or a "job fair." Approval for attending such meetings outside of school or district-sponsored events is at the discretion of the mentor teacher(s) and university supervisor. Over the course of the semester, take advantage of professional development sessions offered by your school or district for all teachers. Attendance at these will not count as "days off," but be sure to notify all parties (mentor

teacher, supervisor, etc.) of your upcoming absence, ensure all of your teaching responsibilities are covered and all lesson plans shared prior to your time away.

CU SEMINAR SESSIONS

All meetings related to student teaching are mandatory and part of your course grades. You are also expected to attend all seminars associated with EDUC 4513 Education & Practice (see your course syllabus for more specific details on attendance expectations for this seminar). Seminar days/dates and specific details about expectations are set by your university supervisor.

Coaching During Student Teaching

In addition, you may not accept a coaching position during your student teaching semester. Coaching is a major time commitment that requires modification of the teaching schedule. It will also affect planning and preparation in ways that will negatively impact the success of your classroom teaching.

YOUR WEEKLY WORK SCHEDULE

Teacher candidates must follow the daily schedule of the school and of the mentor teacher(s) to whom you are assigned. You should adhere to the same school hours that apply to all full time teachers in your school. Teachers are expected to arrive early enough to allow ample time for planning and organizing before classes begin. Likewise, you are expected to remain long enough after dismissal to allow time for planning and conferring. Typically, you will arrive at the school about 30-40 minutes before students, and may leave about 30-60 minutes after students. Work schedules, daycare, etc., are **not** excuses for failure to meet the school schedule. If out-of-school commitments interfere with your in-school hours, you may be asked to withdraw from student teaching. Model your arrival and departure behavior on the *best* of the teachers in the school, not the most convenient schedule for you.

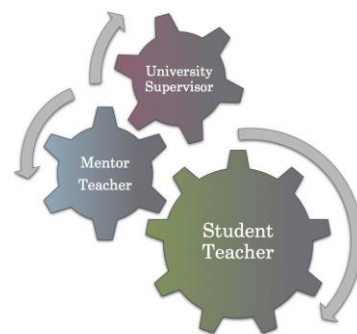
You are required to be in contact with your mentor teacher and ensure you have completed and communicated about all tasks and requirements prior to leaving for the day.

SUBSTITUTE TEACHING

Teacher candidates who already possess a substitute license from CDE may serve as a substitute for their mentor teacher(s) for **up to six days** during the student teaching semester. The teacher candidate may receive compensation for those six days. The teacher candidate may **not** substitute for a teacher who is not their mentor teacher(s). The university supervisor may advise a teacher candidate to decline an offer to serve as a substitute if the teacher candidate is not meeting program requirements.

THE PROFESSIONAL TRIAD

The student teaching triad encourages professional discussion to support the growth of the teacher candidate and begin the process of self-reflection about teaching. The teacher candidate, mentor teacher, and university supervisor are each important members of the professional triad focused on student learning. It is important to honor the unique perspective of each of the members. All conversations should be honest and focused on student learning as well as on moving the teacher candidate toward professional competence. Teacher Candidates are most successful when mentor teachers and university supervisors work collaboratively and give consistent messages to the Teacher Candidate regarding strengths and professional needs. This triad must develop and maintain continuous communication to ensure that the teacher candidate moves toward professional competence.



UNIVERSITY SUPERVISOR (US) RESPONSIBILITIES

The university supervisor (US) may be a full-time university faculty member, an advanced graduate student who is also an experienced teacher, or an adjunct faculty member with many years of teaching and/or school administrative experience. The US fulfills the following responsibilities:

- Visit school and facilitate a triad conference among the mentor teacher (MT), US, and teacher candidate (TC) within the first two weeks of the student teaching assignment.
- Observe the TC at least five times during the semester and provide specific written feedback on each visit (visits are both scheduled and may also be unannounced); additional visits may be scheduled, particularly if a Teacher Candidate needs additional support.
- Support TC with edTPA (capstone project) within [acceptable guidelines of support](#).
- Facilitate midterm and final assessment/growth plan conferences among the MT(s), US, and TC and discuss evaluation forms.
- Make a pass/fail recommendation to the Directors for each TC.
- Conduct 10 seminars, EDUC 4513 Education & Practice, a co-requisite course for Teacher Licensure candidates during the student teaching semester.
- Facilitate communication between the teacher candidate and the mentor teacher, and provide a direct line of communication between the CU School of Education and the school in which the TC is completing student teaching.
- Help resolve any problems that may occur during the student teaching semester that cannot be resolved between the TC and MT should they occur.
- Assist the mentor teachers with other questions or challenges they may have.

MENTOR TEACHER (MT) RESPONSIBILITIES

Mentor teachers must meet the following criteria: (1) have a minimum of three year's experience, (2) hold a valid Colorado professional teaching license, (3) either be endorsed in the same teaching field the Teacher Candidate is pursuing or meet NCLB "highly-qualified" criteria for the same field the Teacher Candidate is pursuing (e.g., secondary mathematics teacher; elementary teacher), and (4) have support of appropriate building administrator. In addition, CU seeks to work with mentor teachers with the following additional qualifications/experiences, (1) ability to positively impact student learning and engagement in school, (2) strong teaching practice, (3) and a desire to work closely with and support a novice teacher.

The MT is your daily and primary guide in learning to teach and they fulfill these core responsibilities:

- Participate in initial conference with US and TC.
- Orient TC to school, community, and building culture, students, classroom routines, and policies, curriculum, and instruction & assessment practices.
- Model effective teaching practices and make their thinking transparent.

- Guide and support TC in gradual assumption of teaching responsibilities.
- Participate in a co-teaching seminar offered by their district or CU.
- Regularly plan with, observe ST, and provide specific feedback to candidate, including daily informal conversations.
- Conduct one focused observation each week.
- Meet once a week for a more extended conference in which they conduct longer-term instructional planning and track progress in meeting Performance-Based Standards and/or professional growth/development goals
- Provide space and acceptable support for the TC to complete their edTPA Participate in mid-term assessment/growth plan and final conferences among the mentor teacher(s), university supervisor, and teacher candidate.

TEACHER CANDIDATE (TC) RESPONSIBILITIES

You are expected to participate in and fulfill all daily tasks accomplished by full-time professional teachers. Over the semester, you will gradually assume teaching responsibilities fulfilling the responsibilities/duties listed below. You, your mentor teacher(s), and your university supervisor will work out a specific plan and timeline for your gradual assumption of lead planning and lead teaching responsibilities. See the section below on Gradual Release of Responsibilities for more details on a suggested progression.

Typical responsibilities of the TC include the following:

- Follow school/district curriculum.
- Plan and prepare all materials for your daily lessons.
 - Consult and coordinate with your MT and/or grade-level teams.
 - Follow requested lesson plan format (may be specified by your school or university supervisor or use formats practiced in teacher education courses).
 - Complete written lesson plans (“winging it” is not acceptable).
 - Provide written lesson plans that a substitute, or your MT, can follow if you will be absent.
- Teach in dynamic, engaging ways using sound principles of instruction.
- Operate instructional technology (e.g., document cameras, interactive whiteboards).
- Assess student learning (formatively and summatively).
- Administer state or district assessments according to standardized protocols, if appropriate.
- Grade student work in a timely manner.
- Maintain accurate student records (grades, attendance, etc.).
- Help students make up work and/or tests/exams.
- Attend staff meetings and other meetings, e.g., grade-level team.
- Attend ILP or IEP meetings for students in your cooperating teacher’s classroom.
- Answer email and voicemail daily.
- Provide supervisory support (e.g., hall, lunchroom, bus, playground, study hall duties).
- Hold office hours or help sessions during off periods or before/after school or during lunch.
- Attend some parent/guardian-teacher conferences or meet with parents/guardians as requested and appropriate.
- Follow all school building and district policies e.g., attendance, discipline, grading, communication, safety.

LEARNING RESPONSIBILITIES DURING STUDENT TEACHING

OPPORTUNITIES AT THE SCHOOL SITE

Student teaching affords you extended opportunities to learn from practice and observation (both yours and those of other veteran teachers at your school). Take advantage of opportunities to broaden your views of teaching by seeing a variety of teaching styles and methods. We recommend that you spend at least some

time observing or possibly working, perhaps on a limited basis, with other good teachers in your building. For example, a Teacher Candidate working in a primary classroom might spend a little time visiting an intermediate teacher; secondary Teacher Candidates might observe one or two other teachers in your department as well as one or two outstanding teachers in other departments.

Additionally, over the course of the semester, take advantage of professional development sessions offered by your school or district. Take advantage of networking opportunities, find ways to contribute to the life of the school community and, after checking with your CT, invite building administrators or other teachers to observe you teaching.

REFLECTION FOR PROFESSIONAL GROWTH

The hallmark of an effective teacher is someone who reflects and inquires about what students are learning (or not learning), the effectiveness of their practice, whether their actions are consistent with their emerging professional vision, and why schools are organized as they are and how they might be improved to better serve kids, families, teachers, and the community. Make time each day to reflect.

In your seminar, you will be expected to complete guided reflection assignments, including in your edTPA and other assignments such as a reflective journal or commentary on a video clip of your teaching. Student teaching affords you a luxury to slow down and examine, explain, analyze, and reflect upon your actions and intentions. Your university supervisor may provide you guided prompts, or you may consider the list below to guide your reflective inquiry.

In thinking about who you are, your presence in the classroom/school, and how you learn:

- What image do I want to project? What image do I project? Is it what I want it to be?
- What resources (both material and human) are available to help me?
- What are my strengths (and weaknesses)?
- How can I be positive (even in the worst of times)?
- In situations where my actions have caused a problem, do I rely on others to provide a solution? What better ways are there?
- What factors in my life need to be arranged so that I can devote the time necessary to make the most of the student teaching experience?
- Who are my resource people? What are their schedules? How can I reach them? What do I need from them? What can they realistically provide? What do I need to provide to them?
- What can I do to facilitate my communication with my cooperating teacher and my university supervisor?
- What expectations does my cooperating teacher or university supervisor expect of me? What are my expectations for my performance and development?
- What must I do to get the broadest and best experience from student teaching (includes classroom teaching experience; observation; social, curricular, and extra-curricular activities both in school and out of school)?
- How can I ensure that my student teaching experience will make me as marketable as possible in the job market?

For additional reflection prompts, download the “[Additional questions for reflection](#)” resource

WORKING WITH YOUR MENTOR TEACHER(S)

Your mentor teacher(s) and university supervisor are jointly responsible for your evaluation and making the recommendation to pass student teaching (see Supervision and Evaluation section below). While the university supervisor will visit you regularly, your mentor teacher is the major source of information and modeling for your professional development.

You and your mentor teacher should engage in **daily** informal conversations designed to assist and support you. You should also schedule lengthier **weekly** conferences with your mentor teacher after observations that

promotes reflection and professional growth. Below are some important topics to discuss throughout the student teaching semester:

ADAPTING TO THE SCHOOL CULTURE

Your MT is your guide to your school's culture, e.g., its values, assumptions, norms, and routines. Besides potentially setting you up to fail with students, violation of these norms and procedures, whether intentional or not, can make acceptance into a school's culture difficult for you. Failure to accept the school's culture may be interpreted by the staff as a lack of professional attitude and demeanor.

It is possible that you may not philosophically accept certain aspects of a school's culture or sub-cultures. Remember that not all schools are alike. Use such insight as a yardstick for judging a potential match when searching for a teaching job. Remember that you are the guest of the school. Please avoid criticism of the school, the teachers, the students, and their parents. Learn and follow the rules, regulations and philosophy of the school in which you work. The classroom is the legal responsibility of the mentor teacher. Curriculum and/or policies are not things you can change simply because you do not approve.

Your supervisor will provide specific suggestions for getting to know the routines and norms of your school building. The document, [*Teacher Candidate Checklist to Get Ready for the Semester*](#), helps you to think through and inquire about policies (district, school, and classroom) that will assist you in active efforts at classroom instruction and management. It also provides a useful format for notes about key people in your school.

In addition, here are some general guidelines to ensure a smooth transition into your school building's culture:

- Be prompt, courteous, and dependable to both students and school staff. If you show staff and students respect and courtesy, they should respond in kind.
- Volunteer! Take the initiative. Ask how you can be of help. Get involved in the school. The students and staff will notice and respond to you as a member of their community.
- Find out and follow school and district policies and calendars.
- Find out who support staff are (e.g., special education specialists, literacy specialists) and how to communicate most effectively with them.
- Find out where and when to eat, make phone calls, and perform other personal business.
- Determine copying and materials use policies: do not "give" work to secretaries or aides until you know this acceptable and standard practice. If you are in high school and have student workers/aides, find out the expectations for delegating tasks to them and appropriate forms of feedback to provide them about their performance.

KNOWING & WORKING WITH YOUR STUDENTS

Your job is to get to know your students--learn their names, their needs, their quirks, their prior experiences with the concepts you are teaching. By knowing your students well, you can support their learning and development. Your mentor teacher will help you learn your students' names, and guide you in noticing and interpreting your students' actions and interactions. Your mentor teacher will also help you access students' files and understand a teacher's responsibilities in providing accommodations for students on IEP, ILP and 504 plans. Your MT will also help you understand the overall student body and context at your school, as well as the school's climate. Some schools set improvement goals around school climate/community: Ask whether this is the case at your school and what theory of action and/or specific practices the school is pursuing to enhance school climate/community and students' experiences at school.

Student teaching brings you into close and extended contact with children and youth. While effective teaching is based on warm, mutually respectful relationships between teachers and students, a growing concern in our society about inappropriate and exploitative adult relationships with children places the relationship between teacher or student-teacher and children into close scrutiny by parents, colleagues, administrators, and even other children. The following guidelines are suggested to protect yourself and your students. The principal of your school may advise you of additional local school guidelines; do not hesitate to raise any concerns with your supervisor, mentor teacher, or the principal.

- Uphold your obligations as a Mandated Reporter.
- Adhere to professional ethics regarding the student-teacher relationship by not pandering to the affections of your students. You can be friendly and affirming without becoming a “buddy” to the students.
- Never permit students to discuss other teachers in front of you. Be ethical in your discussions about the students and the school.
- Be aware that some styles of communication with students and parents (i.e., requiring eye contact, handshakes, use of first names) may be sensitive for cultural reasons. Some interactions could be misconstrued as offensive, inappropriate or even confrontational.
- Avoid being alone with a student of either sex, if possible. When you do need to meet individually with a student ensure, as far as possible, that it is in sight of other adults.
- When providing first aid or personal care to a student (i.e., a young student or a student with a disability), make sure you are accompanied by or can be seen by another staff member or adult, whenever possible.
- Do not administer any medications, including over-the-counter medications.
- Avoid transporting students in your car unless you have the approval of the student’s parent and the principal. Personal phone calls between students and Teacher Licensure candidates are also inappropriate.
- Avoid visiting or meeting students outside the school environment or after school hours unless it is part of an approved school activity or excursion.
- Never use corporal punishment. This means that you must not strike, restrain, push, or physically discipline a student.
- Avoid making physical contact with students in a way that might make them uncomfortable. Hugging a student or touching a student’s face or head as a greeting or gesture of encouragement or familiarity may be misinterpreted. A handshake or an encouraging pat on the back, arm, or shoulder is generally acceptable as a sign of approval or support from the teacher. Teachers always need to be sensitive to children’s individual reactions to being touched.
- Discourage affectionate touching from students as well, while acknowledging their kind intentions.
- Avoid providing your personal phone number or email. Do not friend your students on Facebook or other sites. Do not email, telephone or send phone messages to students for non-essential or personal purposes. Where any of these activities are essential, make sure that they occur with the knowledge and approval of the principal and the parents and use official school email accounts or communication platforms. Be professional in your communication.
- Do not single out an individual student for preferential treatment, gifts, treats, etc.

PLANNING

Work with your mentor teacher to understand your school and district’s established curriculum, along with school-wide, department or grade-level academic policies or practices you will be expected to follow (e.g., late work policies, communication of standards and expectations, length of literacy block, etc.). Your mentor teacher(s) may also have routines around use of time, space, student behavioral expectations, etc. that you will need to work within or change intentionally and thoughtfully only after careful discussion with your MT(s).

You will engage in co-planning with your mentor teacher, and in some cases grade-level or course-level teacher teams. Some planning will be short-term (daily/weekly) and some will be longer-term (monthly). When you have primary responsibility for teaching, you should expect to prepare written lesson plans. The format may be determined by your school/department, your cooperating teacher or university supervisor, or you may rely on lesson plan formats you practiced in teacher education courses.

Planning involves preparing all instructional materials, knowing how to use technology efficiently, and reserving space or other material resources necessary for the lesson(s). Work with your MT to find out what support materials or resources are available in your building/department and how to access them (e.g., text sets, software available on classroom computers or school computer lab, supplementary curriculum materials,

FOSS kits, consumable lab materials, globes, microscopes, etc.). Find out how to make copies and what policies are in place about number of copies you may make or when you may use copy machines, etc.

At the beginning, your mentor teacher will review all lesson plans carefully. “Winging it” is not acceptable. Your university supervisor will have specific expectations about sending lesson plans in advance of scheduled observations and/or about requesting to see written lesson plans for unannounced observations. Principals or other administrators may ask for a written lesson plan at any time. If for some reason you must be absent, you should prepare written lesson plans that a substitute, or your MT, can follow. There may be times when your MT is your substitute and they deserve lesson plans as well.

Your mentor teacher will assist you in identifying an appropriate concept/objective for the learning segment in your Teacher Performance Assessment (edTPA). See the edTPA Handbook for more information on identifying content for the edTPA learning segment. The edTPA Handbooks will be available in the student teaching folder in CWPro.

Learn as much as you can with your mentor teacher about their systems to design coherent, engaging lessons and units of study that are responsive to your students’ needs and district curriculum.

ASSESSMENT

Ask your mentor teacher to spend some time discussing the types of assessments they use, other assessments, which would be acceptable, and grading standards and procedures. You should be prepared to evaluate student progress and be responsible for assessing the lessons you teach. Also, take time to discuss district benchmark assessments and/or state assessments and your role in preparing students for them and/or in proctoring high-stakes assessments.

Download our [Thoughts on Classroom Management](#) resource for more tips on organizing learning in your classroom.

SUPERVISION AND EVALUATION IN STUDENT TEACHING

Your mentor teacher(s) and university supervisor collaboratively *supervise* your development during student teaching, providing formative feedback during observations and conferences. They also collaboratively provide feedback through a Summative Evaluation. A pass or fail grade is recommended to the Director of Field Experiences. In cases of disagreement, the Director of Field Experiences will work with all parties to resolve disagreements; ultimately, though, the Directors have the final say in decisions about whether to pass a Teacher Candidate and/or recommend for licensure.

To pass student teaching you must:

- Complete attendance dates specified in your student teaching confirmation contract (or as amended during semester due to illness or other events).
- Meet deadlines or due dates set by your university supervisor and/or your mentor teacher.
- Satisfy, or demonstrate proficiency on, Performance-Based Standards outlined in the Colorado Teacher Quality Standards and CU Professionalism Rubric.
- Satisfy or demonstrate proficiency on the Teacher Performance Assessment (edTPA) or Practices in Progress Project (PIP)
- Receive a recommendation of PASS from your supervisor and mentor teacher.

Note: Passing student teaching is one of several requirements to be satisfied for licensure recommendation.

GRADUAL RELEASE OF RESPONSIBILITY

The following progressions are guides to support your orientation to the student, classroom/school, completion of the Teacher Performance Assessment (edTPA), and Practices in Progress Project (PIP) the gradual assumption of teaching responsibilities including a solo and/or co-teaching experience, and major checkpoints to assess progress toward satisfying Performance-Based Standards for Colorado Teachers. NOTE: Music K-12 candidates follow a slightly different progression when assuming classroom responsibilities given the structure of their two placements. Your supervisor will provide guidance in adapting this suggested progression to your context.

CU student teaching placements are designed to be co-teaching placements using [co-teaching strategies](#). The goal of the co-teaching model is to provide the teacher candidate a realistic teaching experience (planning, teaching, reflecting, assessing student work, etc.) with the mentor teacher remaining engaged with the students as a co-teacher and co-planner. This partnership enhances the skill of collaboration with professional colleagues. Planned soloing experiences are also expected within this model, which CU recommends lasting between 1-3 weeks. Please view the [Gradual Release of Responsibility Weekly Guide](#) for detailed information.

SOLO TEACHING EXPERIENCE

- ☐ The teacher candidate will be responsible for most of the class for the whole day after the timing and length of the period is negotiated during the midterm triad meeting.
- ☐ During the solo teaching phase, the teacher candidate will work as the sole teacher in the classroom for the entire school day.
- ☐ The goal of the solo teaching period is for the teacher candidate to demonstrate readiness to lead a classroom.
- ☐ The solo period generally lasts at least 1 week and does not last more than 3 weeks.
- ☐ Candidates doing split assignments will have two shorter solo teaching periods. Other exceptions may be made due to school policies regarding the solo teaching period.

After the Solo Period

- ☐ The mentor teacher and teacher candidate will negotiate and preplan the transition for the period of time after soloing. This may be back to a co-teaching structure or entirely back to the mentor teacher, depending on the timing of the soloing.
- ☐ The teacher candidate may use this time to observe other classrooms, as negotiated with the supervisor and mentor teacher.
- ☐ Even though the teacher candidate may not be lead teacher for the full day, they are expected to be at the school for the full day.

Download our [Weekly Guide](#) to guide your student teaching semester.

SUPERVISION: SUPPORTING YOUR GROWTH AS A TEACHER

Your MT and US supervise your development as a teacher.

Initial Visit & Conference

In the first two weeks of the semester, your US will make an initial visit and hold a conference with the MT(s), US, and TC to accomplish the following tasks:

- Get acquainted and share contact information/schedules (if not already done prior)
- Clarify expectations around observations, the Teacher Performance Assessment (edTPA), or Practices in Progress Project (PIP). Performance-Based Standards for CO Teachers and CU's professionalism expectations
- Establish tentative timelines for TC to assume teaching responsibilities and do solo and/or co-teaching
- Set tentative date for mid-semester conference

- Clarify any remaining questions about expectations, MT role, and supporting the TC

Informal Daily & Weekly Meetings Between TC and MT

You and your MT will meet informally each day to plan and debrief how things are going. This is a good time to ask for specific feedback from your MT, suggestions for improvement and to problem solve issues and dilemmas that arise.

Your MT will conduct one focused observation each week. This is not intended to be a formal written observation. You and your MT will decide on a focus for each week's observation, based on your professional growth goals and/or aspects of your practice that need more attention.

You and your MT will also meet once a week for a more extended conference in which you conduct longer-term instructional planning and track progress in meeting Performance-Based Standards and/or professional growth/development goals. This is a good time for you and your MT to maintain and regularly update the *Colorado Teacher Quality Standards and CU Professionalism Rubric*. During your weekly meeting, note specific lessons taught or activities over the past week where you have demonstrated meeting Performance-Based Standards for Colorado Teachers. These *unofficial* notes are a helpful resource during the Mid-Term & Final Conferences facilitated by the US.

Observation Visits by University Supervisor

Your university supervisor will make at least five observation visits to your school during the student teaching semester. Your supervisor is an advocate and liaison between the university, you, and your cooperating teacher(s). The supervisor should visit and consult with both you and the mentor teacher(s) on your performance at least once every two to three weeks.

Visits will be scheduled in advance or unannounced. Supervisors will collaborate with you to schedule visits and will share their expectations for pre- and post-conferences as well as how lesson plans should be shared in advance of a visit. For each of the five required formal visits, your supervisor will share observation notes, and these notes will also be included in your official file. Your supervisor will determine which program-approved form they plan to use.

EVALUATION OF STUDENT TEACHING PERFORMANCE

Demonstrating Proficiency on Performance-Based Standards for Colorado Teachers

To pass student teaching you will be expected to **satisfy**, or demonstrate **proficiency at a BASIC level** on, each standard element of the Performance-Based Standards for Colorado Teachers that are included on the [Colorado Teacher Quality Standards Rubric](#).

Mid-Term Assessment and Growth Plan Conference

The mid-assignment conference is a critical juncture in the student teaching semester. During this conference you, your MT and US will evaluate overall progress in student teaching and more specifically whether you have satisfied or are on track to satisfy Performance-Based Standards for Colorado Teachers and CU's Professionalism expectations.

- **When:** It occurs around weeks 7-9 and may be scheduled on the same day as the supervisor's third observation. The US facilitates the conference among the MT(s), US, and TC.
- **Before:** Prior to the conference, the MT(s) and TC review the *Colorado Teacher Quality Standards Rubric* on which you and your MT have been recording evidence of either satisfying a standard or progress toward demonstrating proficiency at a BASIC level.
- **During:** The US facilitates a discussion of the following
 - **General discussion about what's going well**
 - **Specific discussion about the *Colorado Teacher Quality Standards Rubric*:** The triad (or quad when TC has 2 MT's) will assess whether sufficient evidence has been gathered to satisfy standards and,

- if not, develop specific goals or strategies to demonstrate proficiency in the second half of the student teaching semester. Goals should be set if a specific Performance-Based Standard has not yet been observed by the mid-assignment conference or is not rated at a level 3.
- o **Verify no major concerns:** At the mid-assignment conference, the US or MT verifies they have no serious concerns about the candidate. A serious concern is defined as failing to make adequate progress in *any* area of teaching practice and/or potential to not satisfy *any* standard by the end of the student teaching. This includes dispositions on the CU Professionalism Rubric.
- **After:** If major concerns are raised during the conference, the US will involve the Director of Field Experiences and together they will generate a plan of action to respond to the concerns raised.

Final Evaluations of Student Teaching

The US will hold a final conference with the TC and MT near the end of the semester with the purpose of ensuring all standards on the *Colorado Teacher Quality Standards Rubric* have been satisfied. This is a chance to revisit growth goals established during the mid-term conference and note and celebrate progress. The US submits this completed form to the assistant to the Director of Field Experiences.

EDTPA: SCIENCE, MATH, AND MUSIC STUDENTS ONLY

CU uses the first nationally available, standards-based performance assessment for pre-service teachers: edTPA. During your student teaching semester, you will complete your edTPA capstone portfolio which will be scored nationally. You will upload your edTPA portfolio to Chalk and Wire which transfers it to Pearson, the organization responsible for facilitating national scoring.

The edTPA is a summative, subject-specific assessment of teaching performance that demonstrates your readiness for licensure. Evidence of teaching competence consists of authentic artifacts documenting teaching and learning during a learning segment lasting approximately 3-5 lessons/hours and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the edTPA, you will apply what you have learned from your coursework about research, theory, and best practices related to teaching and learning.

edTPA comprises three tasks: (1) Planning for Instruction & Assessment, (2) Instructing and Engaging Students in Learning, and (3) Assessing Student Learning. edTPA Handbook provides extensive guidelines for completing each task as well as rubrics for evaluating evidence provided in the edTPA.

EDTPA FEES & VOUCHERS

There is a **scoring fee of \$300**. Prior to completing your edTPA work, you will receive a voucher number by email, which is your receipt for the \$300 assessment paid for by CU. You must use the voucher number to receive a key to upload your edTPA portfolio to the Chalk and Wire platform. The Director of Field Experiences determines and communicates the date for uploading (generally October in fall and March in spring). Supervisors will also share this date with you. If you must resubmit your edTPA work, you are responsible for the costs of resubmission.

EDTPA HANDBOOKS & TEMPLATES

Your edTPA handbooks will be available to download in your CWPro Student Teaching course portfolios.

SUPPORT FOR EDTPA DURING STUDENT TEACHING

Your university supervisor will make time during student teaching seminars to discuss edTPA and provide appropriate levels of support as you work through tasks. Because edTPA is an assessment of your ability to accomplish teaching tasks, you will not receive extensive editing or feedback on edTPA drafts. In addition, up to three work days may be scheduled. On these edTPA work days, you may be out of your student teaching classroom to complete edTPA tasks. Please note: other than filming, this is homework and not to be completed in the classroom during the work day.

ASSESSING EDTPA, SCORES AND LICENSURE

During your student teaching semester, you must complete the national Teacher Performance Assessment (edTPA) by the due date given. This assignment is completed and counts for 50% of your grade in the student teaching seminar, EDUC 4513 Education & Practice.

Your edTPA will be scored by a nationally trained and calibrated scorer. We expect Teacher Licensure candidates to receive a minimum composite score of 42/75 (except World Languages which is a 36 due to fewer rubrics) in order to be successful in student teaching and to be recommended for licensure. If you receive a score below 42, the Director of Field Experiences and your university supervisor will look at areas of challenge for you on your edTPA and determine how a low score could affect a licensure recommendation.

EDTPA REMEDIATION POLICY AND PROCEDURE

You will receive a score report from Pearson approximately 4 weeks after submitting your files for review. Please share this score report with your University Supervisor. If you score below 42 (or 36 for World Languages), please reach out to your Director of Field Experiences immediately to discuss your score and next steps.

- 42 and above is passing
- 37-41 will be locally rescored and MAY need to be resubmitted to Pearson if there is not enough evidence that the TC demonstrated appropriate knowledge/ability/etc. in their content area
- a score of 36 or lower would require the student to resubmit Task 3 (\$100) or a completely redone edTPA (\$300) to Pearson. The costs of resubmission are incurred by you.

We are committed to ensuring every candidate meets the national standard of 42 and above through either a national or local score. By producing your own edTPA, you will be a part of a national community of teacher educators who are directly involved with this tool. Data on this assessment is much more meaningful in assessing readiness to teach than multiple choice licensure tests that are currently in place to assess content knowledge. You can take pride in having been a part of this movement to better assess teacher readiness as well as teacher performance in the classroom.

Adding edTPA to your resume and to interviews: Having completed the work of edTPA, you will be more prepared to provide thoughtful answers to interview questions. You should feel comfortable referring to your work with edTPA in an interview. You may NOT, however, share the video recordings you gathered in your edTPA with prospective employers.

You should also take pride in adding the completion of edTPA to your resume. An example of how it might look on a resume follows.

Completed edTPA (educative Teacher Performance Assessment) Semester, Year

- This capstone is a national assessment modeled after National Boards
- Rigorous assessment of readiness to teach
- Focuses on academic language, planning differentiated instruction, engaging students in complex thinking, analysis of patterns in student work, and teacher feedback to guide learning
- Ongoing reflection on impact on student learning

PRACTICES IN PROCESS (PIP) PROJECT: HUMANITIES AND WORLD LANGUAGE STUDENTS

There are three parts to the PIP:

Overview (2-3 pages) *A list of elements of your teaching that you wish to improve (ex. facilitating whole class discussions, designing effective reading or writing instruction, differentiating instruction to support all students, etc.).*

Literature Review (2-3 pages) See what other teachers have studied/tried/suggested about your topic by finding and exploring six (6) sources. These might include published articles; materials from professional organization websites, interviews with a teacher, student, mentor, etc.

Instruction Narrative (4-5 pages) Apply what you've learned by creating a narrative that describes three (3-5) days of classroom instruction that will allow you to try out an idea you think will improve your practice in the area you've selected.

Implementation, Documentation, Reflection, and Recommendations

REMOVAL FROM STUDENT TEACHING AND/OR THE PROGRAM

If at any point during student teaching, the building principal, the university supervisor, or the mentor teacher, in conjunction with the Directors, determine that your behavior and/or performance negatively impacts the K-12 students in the classroom or school community, removal from student teaching will be considered.

Before any action is taken to remove a candidate from student teaching and the teacher preparation program, the building administrator, university supervisor, and mentor teacher will examine relevant issues regarding the total student teaching experience. Following that discussion, the Directors will schedule a conference with the teacher candidate, university supervisor, mentor teacher, and other district personnel as needed. In that conference, a plan of action will be discussed and a recommendation made.

Once serious concerns have been raised in an initial student teaching placement, the following plans of action may occur:

- (1) A Probationary Support Plan is developed for the teacher candidate (TC), and the TC continues in the initial student teaching placement.
- (2) The TC is removed from the initial student teaching placement. A Probationary Support Plan is developed and implemented before the student is allowed to pursue a reassignment student teaching placement. The Probationary Support Plan details remediation steps that must be fulfilled before a reassignment will be made. In most cases the reassignment occurs in the next semester (e.g., if removed in fall, the reassignment occurs in spring).
- (3) The TC is dismissed from the program.
 - a. If concerns are sufficiently serious, dismissal from the program may occur at any time.
 - b. If the TC is removed from a reassignment student teaching placement, fails to meet expectations set forth in the Probationary Support Plan, and/or fails to make adequate progress in a reassignment placement, the TC will be dismissed from the program.

As with all academic decisions, the student has the right to appeal. You may request information about the Appeal Process from the Directors of Field Experiences.

RECOMMENDATION FOR COLORADO TEACHER INITIAL LICENSE

To be eligible for recommendation from CU Boulder for a Colorado initial teaching license, you must:

- Receive a passing grade in EDUC 4691, 4712, 4722, or 4732 (Student Teaching courses).
- Receive a B or higher in EDUC 4513 Education & Practice.
- Pass the state-required licensure exam in your content area.
- Complete all required content background courses as specified on your Course Checklist.
- Complete all required teacher education courses.
- Complete CU Boulder's Basic Skills requirement.
- Complete a bachelor's degree from an accredited university.

TROUBLESHOOTING AND COMMUNICATION

The teachers to whom you are assigned are experienced, and most have worked with teacher candidates before. You are the novice in the situation. Although you have excellent ideas of your own, you should avoid being presumptuous and playing the role of the expert. Present your ideas to your mentor teacher, get feedback, and ask to try them out. Also, value suggestions given by both the mentor teacher(s) and university

supervisor; try them out and give yourself sufficient time in such attempts. Trust your mentor teacher(s) and supervisor. Their primary job is to help you become the best teacher you can be during the time they are with you. They want you to succeed. You are in the school to learn from experienced professionals. If you become aware of certain undesirable practices, bring them to your seminar to discuss and remember them as things to avoid when you have been given a contract to teach.

Student teaching can be very difficult, tiring, and emotionally demanding, and you may find yourself feeling angry or hostile toward a student, a staff member (including your mentor teacher), or a parent. The following suggestions may be useful, should you find yourself in such a situation:

- Speak up when an issue is important to you.
- Take time out to think about the problem and to clarify your position.
- Use “I” messages.
- Try to appreciate the fact that people are different.
- Recognize that each person is responsible for his or her own behavior.
- Try to avoid speaking through a third party (although, if first-person attempts are unsuccessful or impossible, your university supervisor may help you negotiate conflict).
- Do not strike while the iron is hot.
- Do not use “below the belt” tactics.
- Make *specific* requests for change or action.
- Do not participate in abstract arguments that go nowhere.
- Never tell another person what she or he thinks or feels or SHOULD think or feel.
- Don’t expect change to come about from hit-and-run confrontations. Constant, clear communication is necessary.

(Revised from Harriet Goldhor Lerner, *The Dance of Anger*, New York, Harper & Row, 1985.)

APPENDIX E: RESOURCES FOR PREGNANT AND PARENTING STUDENTS

Be sure to discuss any plans with your academic and/or faculty advisor so everyone understands any leave you intend to take, any ACCOMODATIONS you may need, and plan for completion before taking any leave.

SCHOOL OF EDUCATION RESOURCES

LACTATION ROOM

- Email Sara.McDonald@colorado.edu the last 7 digits of your BuffOne card to get a key to access a room in our building for nursing, bottle-feeding, or pumping. It has chairs and a refrigerator.

QUESTIONS ABOUT GRADUATE STUDENT FUNDING AND/OR PAYROLL

- Email Suzanne.Bonomo@colorado.edu, Director of HR for the School of Ed

LEAVE OF ABSENCE FORM

- Contact Soe.Gradvise@colorado.edu if you want to request a leave of absence (one semester is allowed for parental leave) and they will provide you with the necessary form.

CAMPUS RESOURCES

- Center for Inclusion and Social Change (includes services formerly offered by the Women's Resource Center, now located in the C4C)
 - [Campus Resources: Parenting & Childcare](#)
- [Campus Childcare](#)
- [Family Housing](#)
- [Wardenburg student health](#) (confirm insurance coverage):
- Graduate student [parental leave policy](#)

COMMUNITY RESOURCES

- [WIC nutrition program](#)
- [Medicaid](#)
- [Parenting classes](#)
- [Boulder County resources](#)

APPENDIX F: DISSERTATION PROPOSAL DEFENSE SIGNATURE PAGE TEMPLATE

PROPOSAL TITLE

Student Name
Student email address

Program Area Name (e.g., Learning Sciences and Human Development)

Proposal Defense Date (October 28, 2019)

Faculty Name, Committee Chair

Faculty Name, Committee Member 1

Faculty Name, Committee Member 2

Faculty Name, Committee Member 3

Faculty Name, External Committee Member