



Teacher Education Program

Teacher Education Handbook

2008-2009

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Appendices

Appendix A: CSU-PUEBLO Standards for Teacher Education

Appendix B: TEP Advising Forms (Note: The online *Handbook* does not contain Advising Forms. These are available electronically on the Teacher Education web site)

Appendix C: Materials for Admission to Education

The *Teacher Education Handbook* is designed to be a comprehensive guide for students in the teacher education program at the Colorado State University-Pueblo. The *Handbook* describes available programs that lead to teaching licenses, criteria and procedures for admission and retention, as well as the services and resources available to students.

The teacher education program at CSU-PUEBLO conforms to the regulations of the Colorado State Board of Education, the Colorado Commission on Higher Education, and the Colorado Department of Education. Students planning to teach in another state are advised to write for specific requirements within that state and plan their programs accordingly.

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

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Mission of Teacher Education

The Teacher Education Program has a primary mission of preparing teachers of quality and distinction. At the Colorado State University-Pueblo, preparing teachers is a campus-wide responsibility, with faculty and administrators involved in support of the program's mission. An integral component of the program is its formal partnerships with school districts and community colleges in southern and southeastern Colorado. The joint efforts of students, faculty, and administrators across all partners focus on improving the quality of learning in classrooms in elementary, secondary, and higher education.

Program Goals

- Prepare teachers of quality and distinction with broad-based liberal arts education, depth of knowledge in the areas in which they teach, and the ability to skillfully translate theory and practice to ensure student learning.
- Create a learner-centered community designed to achieve program goals and expected student results.
- Provide systematic advising and evaluation activities that assure student success and program quality.
- Serve the region and state of Colorado through partnerships with school districts and institutions of higher education.

Student Outcomes

The Teacher Education Program is a standards-based model of education. Student outcomes are the foundation of the program, upon which the curriculum, instruction, and assessment are aligned and implemented. Based on its mission to produce teachers of quality and distinction, the program has adopted goals in eight areas. Each goal has been articulated into a series of performance-based standards or outcomes that all students must achieve before completing the program. Benchmarks, or more specific outcomes, for each standard have been developed as course objectives throughout the program, and faculty across campus have organized course requirements and assignments to assure that students can meet these standards at high levels.

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

CSU-PUEBLO adopted new standards in Fall 2000 based on research on best practices in education, on the recommendation of professional organizations in education and teacher education, and on the requirements of the Colorado Department of Education and Colorado Commission on Higher Education. These standards were revised in Spring 2008 and Fall 2009. They are aligned with the *Performance-Based Standards for Colorado Teachers* (2000). Copies of CSU-PUEBLO standards and the *Performance-Based Standards for Colorado Teachers* (2000) are included in the Appendices of the *Handbook*. The relationship between Colorado and CSU-PUEBLO performance standards is also included in the Appendices.

Teacher Education Goals

CSU-PUEBLO teacher education graduates will:

- Goal 1: Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.
- Goal 2: Create learning experiences that make content knowledge accessible, exciting, and meaningful for all students.
- Goal 3: Create a learning community in which individual differences are respected, appreciated, and celebrated.
- Goal 4: Ensure, through the use of standards and informal and formal assessment activities, the continuous development of all learners.
- Goal 5: Construct and use pedagogy to maximize the intellectual, social, physical, and moral development of all students.
- Goal 6: Be reflective decision-makers, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.
- Goal 7: Create communities of learning by working collaboratively with colleagues, families, and other members.
- Goal 8: Model the professional and ethical responsibilities of the education profession.

Conceptual Framework – *Building and Bridging Communities of Learners*

A *Conceptual Framework* is a guide for how a teacher education program is planned and organized. A coherent conceptual framework is a program's platform, summarizing its philosophical views of the roles of teaching and learning and its essential understandings of how students become teachers. A conceptual framework gives an educational program its

own distinct emphasis, a vision of the kind of program it wants to be and the characteristics of the teachers it hopes to develop. It simply describes for everyone what the program is all about.

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

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

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

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

Accreditation of Teacher Education

The Teacher Education Programs are accredited by the Colorado Department of Education, the Colorado Commission on Higher Education, and nationally accredited by the Teacher Education Accreditation Council (<http://www.teac.org/>) since 2004. The Teacher Education Programs also conform to the regulations of the Colorado State Board of Education. The music education program is accredited through the National Association of the Schools of Music (NASM).

Governance of Teacher Education

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

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

Educational Partnerships

The Colorado State University-Pueblo has established collaborative relationships with school districts throughout southern and southeastern Colorado through its leadership in the Southern Colorado Teacher Education Alliance (SCTEA). The SCTEA, formed in 1999, is a group of 17 school districts, 4 community colleges, two Pueblo chambers of commerce, the Pueblo Hispanic Education Foundation, and the Colorado State University-Pueblo. The mission of the SCTEA is the development of a quality regional model for teacher education. More information about the SCTEA is available on the website at <http://partners.CSU-Pueblo.edu/sctea/>.

The following school districts are partners with CSU-PUEBLO in the SCTEA: Aguilar RE-6, Branson RE-82, Cotopaxi RE-3, Crowley County RE-1, East Otero R-1, Fowler R-4J, Fremont, RE-2, Huerfano RE-1, La Veta RE-2, Lamar RE-2, Manzanola 3 J, Primero RE-2, Pueblo D60, Pueblo D70, Rocky Ford R2, Trinidad 1, and Walsh RE-1.

Preservice Teacher Education Programs

The Teacher Education Program collaborates with other academic units to offer programs leading to an initial Colorado Teaching Licensure in eight endorsement areas. Completion of each licensure program requires 1) foundational course work in liberal arts (General Education), 2) a concentration of courses in the endorsement area(s) related to the endorsement, and 3) courses in the professional education core. Advising forms for each program are included in the Appendices to the *Handbook*. Information on requirements for common general education and for professional education requirements are included below.

Endorsement Areas

Approved endorsement areas include:

- Art (K-12),
- Elementary Education (K-6)
- English (7-12)
- Mathematics (7-12)
- Music (K-12)
- Physical Education (K-12)
- Science (7-12)
- Social Science (7-12)
- Spanish (7-12)

The university also offers a endorsement in K-12 Linguistically Diverse Education for teachers who have completed an initial teaching endorsement.

1. General Education Core Requirements

All students are required to complete courses in mathematics, speaking, and writing before admission to education. Unless a higher grade is noted, all course requirements in the General Education core require a grade of *C* or better.

	Requirement	Grade Required
Mathematics*	One of the following: →	Elementary Program - Math 360 (\geq B) OR Math 360 & 361 ($>$ C) or Math 360 & 156 ($>$ C). Secondary & K-12 Programs - Math 109 (\geq "B") OR Math 121, 124, 126, or 221 (\geq "C") OR Both Math 109 & 156 (\geq "C") OR Math Course Required by Concentration Area
Speaking	SPCOM 103 Speaking and Listening	<i>B</i> or higher; students completing SPCOM 103 with a <i>C</i> or degree plus students may complete this competency through the Oral Proficiency Exam
Writing**	ENG 101 Composition I ENG 102 Composition II	<i>C</i> or higher <i>C</i> or higher

*Satisfactory completion of a placement exam in math is a prerequisite for placement in the appropriate math course. MATH 109 requires MATH 099 or high school algebra or its equivalent. Some endorsement programs require specific teacher education requirements. For example, math majors must complete MATH 126. Please refer to advising forms for the major to assure completion of the appropriate math course.

Oral Proficiency

Students who completed SPCOM 103 or its equivalent with a grade of *C* may meet the oral proficiency requirement in education by successful completion of an oral examination. The oral examination is scheduled by the Teacher Education Program at least once each semester, usually in November and in March. Oral examinations cannot be scheduled with just a few days notice; please notify personnel in the Education Office early in the semester if you wish to complete an oral exam. Undergraduate students who have not completed SPCOM 103 or its equivalent may not complete an oral exam to meet admissions requirements to teacher education.

The oral proficiency exam requires a fee of \$10.00, to be paid to the CSU-Pueblo Cashier before the examination. The exam includes a brief speech (at least 5 minutes), to be presented to a group of three CSU-PUEBLO faculty. Specific requirements for the exam are available in the Teacher Education Office and should be reviewed prior to preparing for the exam.

2. Course Requirements in the Endorsement Area

Undergraduate students at CSU-PUEBLO must complete an academic major in a discipline that prepares the student in the endorsement area. Below is the list of acceptable majors for each endorsement area for undergraduate students. Note that majors for students in teaching may differ from other academic majors within the same department. For example, the history major required for teaching requires a different course sequence than the history major. Advising forms for each endorsement area are included in Appendices to the *Handbook*.

Degree-plus students who have completed undergraduate programs prior to admission to education must complete all courses in a major field that are required to meet state content standards. Information on course requirements in the endorsement areas for degree plus students are included in the Appendices of this *Handbook*.

Acceptable Education Majors for Degree-Seeking, Undergraduate Students

Licensure Program	Acceptable Majors
Art Education (K-12)	Art (teaching emphasis)
Elementary Education (K-6)	Liberal Studies
English (7-12)	English (teaching emphasis)
Mathematics (7-12)	Math (teaching emphasis)
Music (K-12)	Music Education
Physical Education (K-12)	EXHP (teaching emphasis)
Science (7-12)	Biology (teaching emphasis) Chemistry (Chemistry or Physical Science teaching options) Physics (Physics or Physical Science teaching Options)
Social Studies (7-12)	History (teaching emphasis) Political Science (teaching emphasis)
Spanish (7-12)	Spanish (teaching emphasis)

3. Course Requirements in Professional Education

Elementary Education (40 credit hours)

Course Number	Course Title	Credit Hours	Prerequisites
ED 202	Foundations of Education	3	None
ED 280/ ED 520*	Educational Media and Technology	3	None
ED 301/ ED 560*	Frameworks of Teaching (Admission to Education is completed in this course)	3	Completion of 45 college hours and a cumulative GPA of 2.6
ED 380/ ED 580*	Integrated Methods in Elementary School	3	Admission to Education; GPA of 2.6
RDG 410 ED 510**	Teaching Elementary Language Arts	4	Admission to Education; GPA of 2.6
ED 412/ ED 512*	Teaching Diverse Learners	3	Admission to Education; GPA of 2.6
ED 413	Teaching Social Studies	3	Admission to Education; GPA of 2.6

ED 414	Teaching Elementary Science & Health	2	Admission to Education; GPA of 2.6
ED 417	Teaching Mathematics in the Elementary School	2	Admission to Education; GPA of 2.6; Completion of MATH 360 and MATH 361 or their equivalents
ED 485	Capstone Seminar	2	Admission to Student Teaching
ED 487	Student Teaching in the Elementary School	12	Admission to Student Teaching

*Graduate section of this course for post baccalaureate students

**Graduate literacy courses require concurrent enrollment in 1 hr. of field experience (ED 594)

Secondary and K-12 Education (40 – 42 credit hours)

Course Number	Course Title	Credit Hours	Prerequisites
PSYCH 151	Human Development	3	None
ED 202	Foundations of Education	3	None
ED 280/ ED 520*	Educational Media and Technology	3	None
ED 301/ ED 560*	Frameworks of Teaching (Admission to Education is completed in this course)	3	Completion of 45 college hours and a cumulative GPA of 2.6
PSYCH 342/ PSYCH 251	Educational Psychology Childhood & Adolescence	3	PSYCH 151 or PSYCH 101
RDG 435/ RDG 535**	Content Area Literacy	4	Admission to Education; GPA of 2.6
VARIABLES	Special Methods in Endorsement Areas	4-6	Admission to Education; GPA of 2.6
ED 412/ ED 512*#	Teaching Diverse Learners	3	Admission to Education; GPA of 2.6
ED 485	Capstone Seminar	2	Admission to Student Teaching
ED 488/489	Secondary Student Teaching /Student Teaching K-12	12	Admission to Student Teaching

*Graduate section of this course for post baccalaureate students

**Graduate literacy courses require concurrent enrollment in 1 hr. of field experience (ED 594)

#Students in Physical Education may also complete EXHP 465/565

Minimal Grade Requirement for All Education Requirements

All courses required in a licensure area, including all courses required in general education, in the major, and in professional education, must be completed with a grade of *C* or better.

Please refer to individual program requirements for those courses requiring a grade of *B* or better. For example, SPCOM 103 and MATH 109 (if required) require grades of *B* or *A* for admission to education.

The Reading Minor

The reading minor is intended for elementary, secondary, or K-12 teacher certification candidates who wish to have a recognized strength in the teaching of reading and other language arts. Please contact Dr. John Ryan, Director of the Reading Program, for information about the minor.

Course Requirements

Students must complete the reading core with a GPA of 3.00 or better and complete the reading electives with a cumulative GPA of 2.50 or better. RDG 301 or 425 are prerequisites for other reading courses. The minor requires completion of a minimum of 21 hours, 13 from core courses and 8 hours chosen from available electives with consultation with an education advisor. Many electives are available only in Summer sessions.

Course	Title	Credit
Core Courses		
RDG 301*	Teaching Reading and Language Arts in the Elementary School	3
RDG 310	Current Approaches to Reading and Writing Instruction	3
RDG 425**	Teaching Reading in the Content Areas	2
RDG 450	Diagnosis and Remediation of Reading Problems	3
ENG 351/412	Children's Literature/Adolescent Literature	2
	Core Total	13
Electives		
RDG 360	Practicum	1-3
RDG 431	Developing Creative Centers	1
RDG 436	New Directions in Reading Comprehension	2
RDG 437	Teaching with Newspapers as a Resource	1
RDG 442	Reading Across Cultures	2
RDG 491	Topics in Reading	1-2
ED 412/461	Teaching the Special Child/Atypical Students in the Secondary School	3
	<i>Electives Required</i>	8
	<i>Total Required</i>	21

*RDG 410 Teaching Elementary Language Arts (4 hrs.) may replace RDG 301

**RDG 435 Content Area Literacy (4 hours) may replace RDG 425

K-12 Linguistically Diverse Endorsement

CSU-Pueblo offers coursework leading to an endorsement to teach K-12 Linguistically Diverse Education. Enrollment in BBE and education courses in the program requires admission to teacher

education and a cumulative GPA of 2.6. Recommendation to the Colorado Department of Education that a teacher has completed the endorsement requires completion of an initial teaching endorsement

Course Requirements

Education Courses	Title	Credit
BBE 401/501*	Teaching the English Language Learner	3
BBE 403/503*	Content Area Instruction for English Language Learners	3
BBE 420/520*	Literacy for English Language Learners	3
BBE 460/560*	ELL Assessment & Administration	2
ED	Practicum and Seminar	4
Total		15
Language & Linguistic Courses		
ENG 106	Language, Thought, & Culture	3
ENG 352/591*	English Syntax & Usage	3
FL 100	Intro. To Comparative Linguistics	3
SPCOM 260/591*	Language Acquisition & Linguistics	3
Two Semesters of a One World Language		6
Total		18
<i>Total Required</i>		33

*These courses may be taken at the undergraduate or graduate level

Advising and Program Planning

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

Faculty Advising

During the freshman year, all students will meet with an advisor in the CSU-PUEBLO First Year Student Center. After the freshman year, students are assigned an advisor in their academic major. Major advisors for students completing a Liberal Studies/Elementary Education Program are faculty in Teacher Education.

Students should meet with their education advisor at least once each semester. It is the responsibility of the education advisor to 1) analyze students' transcripts in the area of professional education and develop a plan of program requirements; 2) assist students with long term planning; 3) maintain records of student visits, including a student's plan for program completion; 4) assist students in short-term planning for semester course enrollment; and 5) serve as an advocate for the student throughout the student's program. During the semester when a student completes the application for admission to education,

she/he should complete a long-term plan, detailing when requirements will be completed before student teaching. A copy of the form to be completed is included in the Appendices and will be submitted in the student's portfolio.

Education advisors are assigned in the Education Office. Please contact the office (549-2681) for the name of the faculty member who will become your academic advisor. Requests for changes in advisors must be approved by the Associate Dean for Teacher Education.

The CSU-PUEBLO Student Data Management System

The Teacher Education Program has developed a comprehensive system for tracking student progress across their career at the Colorado State University-Pueblo. The system will allow students and their advisors access to information about student progress in meeting standards and completing all program requirements.

Course Substitutions or Waivers

All requirements in the teacher education programs have been planned to meet the current standards of the education profession and the Colorado Department of Education. Within the university, each program has been approved through the university course approval process, as detailed in the *CSU-Pueblo Faculty Handbook*. At the state level, program requirements are approved by the Colorado Commission on Higher Education and the Colorado Department of Education. Substitutions of any course or requirement in a program can only be done if the substitution meets the same content standards as the CSU-PUEBLO course.

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

In all cases, substitutions should be documented by:

1. Verification that the course substitution is an approved course from a community college partner. Faculty at CSU-PUEBLO and at community college partners have completed a process of matching courses which meet specific standards and equivalent requirements. A list of these courses is available in the Education Office and the TEP web site. Note: not all courses from other institutions are equivalents, even courses with the same or similar names.

2. Comparison of the syllabus and other materials from a course completed at another institution with the CSU-PUEBLO course. It is the responsibility of the student to be able to document learning and requirements in the class. Failure to document the similarity in content will result in a denial of the request for substitution.

Students should receive prior approval in writing from the appropriate individual, usually the department chair for requirements in the major field before enrolling in a course from another institution to meet a requirement in the education program (the Associate Dean of Teacher Education serves in this capacity for Liberal Studies and Education courses). Substitutions for courses required for program completion must be documented in TEIMS.

Dated Courses

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

Responsibilities for Evaluating Course Substitutions

Course substitutions must be approved by the appropriate CSU-PUEBLO faculty member. If the course is in the professional education block, the only individual able to make the decision about substitution is the Associate Dean for Teacher Education. If the course is a major or a general education course required for education (e.g., ENG 102), the chair of the department in which the CSU-PUEBLO course is housed must make the decision (e.g., the English Department). The *CSU-PUEBLO Catalog* lists all campus department chairs.

Transfer Students

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

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

Post-Baccalaureate/Degree-Plus Students

Post-baccalaureate students must complete all professional education requirements and all coursework required to meet content standards in their endorsement area. However, some CSU-PUEBLO courses required for the undergraduate degree are not required for non-degree seeking students. For example, degree-plus students seeking elementary education licensure would not need to complete the 12-hour concentration required of undergraduates but would need to complete all other requirements of the major. Course requirements for degree-plus students seeking licensure are included in the appendices of the *Handbook*.

The education program does not allow life experience to substitute for courses in education or in the major field. However, some departments do allow test-outs for specific courses. Please contact department chairs of academic departments to determine if this is possible for waiving a specific course.

Some courses in the major and/or professional education courses may be completed at either the undergraduate or graduate levels. Please check the CSU-PUEBLO bulletins for these opportunities. Completion of graduate-level work usually requires additional research on the part of the graduate student. Graduate courses and their equivalency requirements in the education programs are listed in the CSU-Pueblo Catalog and on advising sheets available on the TPE web site or in the Education Office.

Student Rights

As stated in the CSU-PUEBLO Catalog: The Colorado State University-Pueblo is committed to providing an environment free from unlawful forms of discrimination, including sexual harassment, against any person based upon race, color, ethnic background, religion, gender, age, sexual orientation, disability, or status of veteran of the Vietnam Era.

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

Technology and Teacher Education

CSU-PUEBLO is committed to preparing teachers to use technology as a tool to raise student achievement and to manage many planning and assessment tasks of teaching. All students are encouraged to complete an instructional technology class before admission to education (ED 280/ED 520), in which they learn, among other applications, to develop personal websites.

Throughout their teaching preparation, students will elaborate on the website as they develop their electronic teaching portfolio. All education classes model state of the art applications of technology, and students are required to utilize technology in planning and assessment activities through the program.

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

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

Writing Proficiency

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

I. GOALS AND STANDARDS

CSU-PUEBLO teacher education Goal 8, Standard 8.9, states that all graduates *will speak, write, and listen at a professional level*. Writing at a professional level requires graduates to:

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

II. INSTRUCTIONAL STRATEGIES

- A. All courses in education, including courses in reading, will require a strong writing component. The program will articulate the writing requirements to assure they include a range of writing genres consistent with the requirements of the education profession. Teachers must be able to write clearly and spontaneously, and CSU-PUEBLO education graduates must be prepared to succeed in graduate level writing tasks.
- B. Models of appropriate writing on assignments in education courses will be available for students in the Curriculum Center and in the Program Portfolio on the education website.
- C. Faculty will expect quality writing in all written assignments, including an evaluation of writing as part of grades on written assignments. It is the responsibility of all faculty to be writing teachers and to give useful feedback to improve the quality of student writing.
- D. Students will complete self-evaluations of their own writing and participate in planning any activities required to improve the quality of their writing.

III. ASSESSMENT

- A. Screening: Instructors in ED 202 (Foundations of Education) and ED 280 (Educational Technology and Media) will utilize writing assignments from these courses to screen for students needing assistance. These students will be referred to the Learning Center for individual assistance. Referral forms will be forwarded to the Coordinator or Chair of teacher education and will be retained in the student's file.
- B. Admission to Education: Formal evaluation of writing occurs as the student applies for admission to teacher education and consists of a variety of measures: completion of two composition courses with grades of C or higher, recommendations of faculty familiar with the student's writing, passing scores on a test of basic writing skills, passing performance on a writing sample assessment, and a student's self-evaluation of writing.

Information on these measures will determine whether the student is recommended for admission to teacher education. If appropriate, faculty may suggest specific goals, deadlines for achieving them, and an action plan for improvement in writing before admission, even though a student passes all basic admission criteria. These goals would be established because of concerns that the student has only minimally passed requirements and needs support in order to be successful in classes and field experiences after admission. Upon review of the faculty, failure to achieve these goals may affect admission to student teaching and/or retention in the teacher education program.

- C. Ongoing Monitoring of Concerns: Throughout the education program, faculty will monitor student writing and share concerns with the student. A written description of concerns would be recorded in the student's file.
- D. Admission to Student Teaching: Formal evaluation of student's writing, including a review of recorded faculty concerns, successful completion of any intervention plans, and a review of portfolio materials will occur with the application to student teaching. The student must pass proficiency requirements for admission to student teaching, including writing proficiency, as specified in the admission criteria. When appropriate, faculty may suggest specific goals, deadlines for achieving them, and an action plan for improvement in writing, even though a student passes all basic admission criteria. These goals would be established because of concerns that the student has only minimally passed requirements and needs support in order to be successful in classes and field experiences after admission.
- E. Program Completion: During student teaching, the university supervisor and cooperating student will continue to evaluate writing using the criteria and assessment strategies developed for evaluating standard 8.9. Successful proficiency on this standard is required for program completion and recommendation for licensure.

IV. ASSISTANCE

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

An individualized plan for improving writing will be developed for the student, with a copy given to the student and one retained in the student's file in the Education Office. The student will develop the plan, with consultation with faculty and staff from education and from the Learning Center. The plan must include goal(s), a deadline for review and goal accomplishment, and strategies to assure success. Required strategies may include (but are

not limited to) completion of activities at the Learning Center, successful completion of additional course work in composition, review procedures with faculty, etc. A review of the plan's success will occur periodically, with a written update at the deadline for completion of the plan. Failure to follow up with an individualized plan will jeopardize a student's continual admission to teacher education. A copy of the plan and information on progress will be retained in the student's file.

Field Experiences

Experiences in K-12 schools are integrated into courses throughout the program. These experiences provide teacher education candidates with regular opportunities to apply educational theory to practice. Students spend approximately 200 hours in structured field experiences prior to student teaching, and, along with hours in student teaching, exceed the 800-hour requirement of the state of Colorado. Completion of fingerprinting and its submission to the Colorado Bureau of Investigation are required prior to reporting to the first field experience.

Selection of Placements

You may not select your own placement for field experiences. CSU-Pueblo works with a number of partner schools and partner school districts where you will be placed, and Annett Daurio, the Coordinator of Field Experiences and Student Teaching, will provide you with the site for your field experience during the first week of classes. Check notification of the alternative times and places when this meeting will occur. **YOU MUST ATTEND THIS MEETING DURING THE FIRST WEEK OF SCHOOL.**

Placements are in partner schools. These are schools with significant diversity and a high percentage of students from low income families. Across the various field experiences in your program, it is your responsibility to complete significant experiences in different high need schools (you may not complete a majority of your experiences in one school), as well as experiences with students of different age levels. Failure to do so will limit your options for placement during student teaching.

Each field experience requires 1) written consent of the building principal and classroom teacher prior to starting the experience; 2) a log of date, time, and activities signed by the classroom teacher; and 3) a formal evaluation of the student's performance completed by the classroom teacher (electronic format). In addition, the field experience teacher may provide written feedback on teaching experiences performed by the teacher education student during the field experience. These forms, when returned to the university, become part of the student's permanent record. Field experiences must be documented to meet program requirements.

Conduct in the Schools

University faculty and students are **guests** in the public schools. The willingness of school personnel to participate in your professional preparation depends, in large part,

upon your courteous and responsible behavior during field experiences. Below are some basics for appropriate conduct in the schools:

- **First Initial Contact.**

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

- **Dress and Behave Professionally.**

1. Dress and behavior during the field experience should be professional. University students are prospective teachers, and, therefore, both appearance and manner should reflect favorably upon the teaching profession.
2. **Dress appropriately starting with the initial contact. First impressions are very important.**
 - a. No tank tops
 - b. No skin showing (midriff, cleavage, backside)
 - c. Jeans are never appropriate.
 - d. No hats of any kind.
 - e. Cover Tattoos
 - f. No body piercing, remember you are a role model.
 - g. No inappropriate wording or slogans on shirts.

If in doubt as to appropriateness do not wear the article of clothing until you ask the principal or participating teacher and review the district's dress code.

- **Respect School Procedures.**

1. Check into the school office each time upon entering the school.
2. Many schools maintain daily sign in/out sheets in the office.
3. Introduce yourself to the school principal, site coordinator and secretary during your first visit.
4. Understand the school rules and follow all each time – ignorance is no excuse.
5. **Always wear your Field Experience Identification Badge**, which is your CSU-Pueblo student I.D. with the appropriate clearance sticker from the Teacher Education Department.

- **Be Punctual and Reliable.**

1. When you have agreed to be present in the school at specified times, be punctual.
2. If illness or other unforeseen emergencies arise, notify the school and your cooperating teacher. This is imperative when you have been scheduled to engage in

- instructional activities, since your classroom teacher will need to make alternative arrangements.
3. Most faculties have very stringent rules concerning tardiness and absenteeism.
 4. Notify your university professor of your illness and your absence.
 5. Please read your course syllabus carefully and be familiar with the rules and regulations of your field experience.
- **Prepare Your Cooperating Teacher.**
 1. Please give your cooperating teacher the introduction letter from your university professor.
 2. Review this letter with your cooperating teacher concerning information about your course, the objectives, requirements, and specific due dates of the field experience.
 3. Provide your cooperating teacher with information on how to obtain the evaluation forms. These forms will be emailed directly to the cooperating teachers who provide their email address. They fill out the form online and submit it back to the university.
 - **Be Prepared for Active Participation.**
 1. While pre-student teaching field experiences do not demand the preparation expected during student teaching, they do require appropriate competence and responsible preparation for assigned tasks.
 2. Make sure you are actively engaged in the classroom. Plan with your field experience teacher so you know how to make the most of your field experience.
 3. The tasks may range from:
 - a. obtaining and creating classroom materials
 - b. making bulletin boards
 - c. planning and teaching a complete instructional activity
 - d. tutoring individual students
 - e. working with small groups of students needing extra support
 - f. help facilitate hands-on activities taking place in class
 - g. support students during guided practice or independent work.
 - **Be Guided by Professional Ethics Both In and Out of School.**
 1. While in the schools you may become aware of sensitive information or situations involving pupils, their families, or classroom teachers. Such information must be treated with professional confidentiality – *what occurs at the school, stays in the school.*
 2. A breach of ethical behavior is serious and could be grounds for immediate removal from the teacher education program.
 3. Be aware of what you say and to whom you say it. Professionalism must be practiced at all times.

Theory to Practice across the Curriculum

Elementary Education

Course	No. of Hours	Brief Description
ED 202: Foundations of Education	30	Direct contact with school age students in one of many service learning opportunities in K-12 settings. Future teachers will have the opportunity to work with professional educators in a variety of settings to impact learning for K-12 students.
ED 280/520: Educational Media and Technology	---	Some observation and visits to model classrooms and programs using technology, but hours are not counted in total number required for program completion
ED 301/560: Frameworks of Teaching	30	In a classroom at the level for which the student is preparing; developing student materials, supervising activities, assisting with grading and material preparation, serving as a teacher assistant, planning, implementing, and assessing at least two lessons with the whole class
ED 380/580: Integrated Methods in Elementary School	30	In an elementary classroom planning, implementing, and evaluating a unit for student learning (teacher work samples); also includes experiences with specialists in art, music, and PE
RDG 410/510 Teaching Elementary Language Arts	40	In an elementary classroom during the time reading and writing are being taught; planning and teaching both whole group and small group lessons in elementary language arts; some work with individual students; setting is a primary level classroom
ED 412/512: Teaching Diverse Learners	30	In an elementary classroom with diverse learners; requires development/teaching of lessons that differentiate instruction for all learners
ED 413: Teaching Social Studies	30	In an elementary classroom during the time social studies is being taught; planning and teaching social studies lessons and evaluating learning
ED 414: Teaching Elementary Science and Health	30	In an elementary classroom during the time science and health are being taught; planning and teaching science and health
ED 417: Teaching Math. in the Elementary School	30	In an elementary classroom during the time math is being taught, planning and teaching math lessons
ED 485: Capstone Seminar	Varies	Some observation and introduction into the classroom will occur during the week
ED 487: Student Teaching in the Elementary School	590	Minimum of 15 weeks, full day experience in which student teacher works with a master teacher, assuming responsibility of the total program for a minimum of 7 weeks
Total	840	

Secondary and K-12 Education

Course	No. of Hours	Brief Description
PSYCH 151: Human Development	---	
ED 202: Foundations of Education	30	Direct contact with school age students in one of many service learning opportunities in K-12 settings. Future teachers will have the opportunity to work with professional educators in a variety of settings to impact learning for K-12 students.
ED 280/520: Educational Media and Technology	---	Some observation and visits to model classrooms and programs using technology, but hours are not counted in total number required for program completion
ED 301/560: Frameworks of Teaching	30	In a classroom at the level for which the student is preparing; developing student materials, supervising activities, assisting with grading and material preparation, serving as a teacher assistant, planning, implementing, and assessing at least two lessons with the whole class
PSYCH 342: Educational Psychology	---	Some observation and visits will occur, but hours are not counted in total number required for program completion
RDG 435/535: Content Area Literacy	60	In a secondary classroom in the area in which the student is preparing; planning lessons to teach content reading and writing skills; conducting assessment activities
Special Methods in Endorsement Areas	60	In a secondary classroom in the area in which the student is preparing ; K-12 areas require 30 hours at each student level (elementary/secondary) and many secondary areas require the experience to be split between middle and high school or across different content areas (e.g., a biology class and chemistry class for science methods); preparing materials, supervising activities, assisting with grading and material preparation, serving as a teacher assistant, planning and implementing lessons with the whole class; implementing a unit (work sample methodology)
ED 412/512*: Teaching Diverse Learners	30*	In a secondary classroom with diverse learners in the appropriate content area (K-12 areas may be either elementary or secondary); requires development/teaching of lessons that differentiate instruction for all learners
ED 485: Capstone Seminar	Varies	Some observation and introduction into the classroom will occur during the week
ED 488/489: Secondary/K-12 Student Teaching	590	Minimum of 15 weeks, full day experience in which student teacher works with a master teacher, assuming responsibility of the total program for a minimum of 7 weeks
Total	800	

*K-12 Physical Education students may take ED 412/512 OR EXHP 465/565 (Adapted Physical Education)

Admission to Education

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

Students complete the admission to education process as they complete ED 301/560: Frameworks of Teaching. The entire process for gathering information and submitting it to faculty is completed during this course. Many (but not all) of the requirements of the course are directly linked to requirements for admission. Below are the steps to completing the process. A table describing each benchmark required for admission and the specific portfolio requirements and manner of evaluation is included in the appendices to the *Handbook*.

Six types of materials will be submitted with the portfolio: 1) transcripts and official documents demonstrating student performance in university classes, 2) materials developed in university classes which demonstrate proficiency on specific education standards, 3) Four recommendations: three on-campus, one *must* be from content/major area, one *must* be from education area, and one from another on-campus professor; one off-campus *must* be from field experience teacher, 4) materials used in field experiences and videos of teaching, 5) personal reflections and summaries about progress, and 6) results of formal tests.

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

1. Completed Health Clearance Form
2. Cumulative grade point of 2.60 or greater. Maintaining 2.60 while enrolled in program.
3. Completion of ENG 101 and 102 with grades of *C* or better.
4. Completion of MATH 109 or math course required by major field. A grade of *B* or better is required in MATH 109; a grade of *C* or better is required in Math 121, 124, 126, or 221. Students who complete both MATH 109 and MATH 156 prior to admission may be admitted with grades of *C* or better in both courses. Beginning Fall 2005 the math requirements are: Math 360 (>*B*) or any combination of Math 156, 360 & 361 (>*C*).
5. Completion of SPCOM 103 with a grade of *B* or better, or, with a grade of *C*, satisfactory completion of an oral proficiency.
6. Completion of ED 301/560 with a grade of *C* or better. Beginning in Fall 2001, students must also complete ED 280 with a grade of *C* or better.
7. Submission of a completed finger print card and fee for processing finger prints
8. Passing scores on the Measure of Academic Proficiency and Progress (MAPP) test

Beginning in Fall 2005, all portfolios will be submitted electronically. The chart below lists the materials that should be submitted electronically and those materials that should be submitted in paper in a binder.

Electronic Materials on Portfolio Website	Paper Materials in Binder
Personal reflections and summaries about progress	Completed Health Clearance Form
Materials used in field experiences	Transcripts and official documents demonstrating student performance in university classes
Materials developed in university classes which demonstrate proficiency on specific education standards	Recommendations and evaluations
Video of teaching	Results of formal tests

What is a Portfolio?

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

Steps in Completing the Process

Information on how to complete the application process occurs in ED 301/560. The purpose of the portfolio in this process is to allow students to demonstrate beginning proficiency on important teaching standards and benchmarks. Students will build upon this portfolio throughout their program, submitting it again at admission to student teaching and at program completion. Important steps in completing the portfolio include:

- Understanding the Portfolio Requirements. Read the *Handbook* carefully and ask questions when information is unclear.
- Gathering Materials for the Portfolio. Begin to gather some materials immediately (e.g., those materials from classes completed in earlier semesters). Others will be accomplished later in the semester as you complete required Education courses. If materials completed in an earlier class are submitted (e.g., a philosophy of education paper), use faculty feedback to improve content and appearance. Keep electronic copies of your papers and other documents. An electronic file of a paper can be easily added into the electronic portfolio.

- Gaining Recommendations. Although some recommendations may need to wait until later in the semester when faculty and teachers know you better, start early.
- Organizing and Adding Materials As You Proceed. Do not wait until the week before the application is due – that’s too late to start the process.
- Completing Reflections and Summaries. As sections of the portfolio are completed, compose the reflection for each area.
- Submitting the Portfolio on Time. Portfolios are submitted in two parts. The exact date that portfolios are due will be posted outside the TEP Office, on the TEP web site, on the Blackboard site for ED 301/560, and will be announced in ED 301/560. Usually this will be the ninth and thirteenth weeks of class.

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

Portfolio Requirements

A description of the portfolio requirements for each goal area is included in the Appendices to the *Handbook*. For the electronic portfolio, follow the template provided in ED 301/560. Please organize the paper materials in a small folder.

Organization of the Paper Material

Title Page – with your name and demographic information

1. Transcripts
2. Faculty recommendations
3. Health clearance
4. Advising form
5. Long-term planning form
6. Test reports

Organization of the Electronic Portfolio

The Teacher Education department has developed an online eportfolio. You will log directly into the portfolio and upload all required documents. The eportfolio lists all required materials.

Reflections

For each goal area (8 in all) complete a one page reflective statement. This statement should include the following. A sample reflection is included in the Appendices to the *Handbook*.

- ❑ The standards being addressed in this section of the portfolio. List the standards and briefly explain the significant skills it covers.
- ❑ A brief explanation of how your experiences have shaped you to develop skills related to the standards. Give the reviewer insight into your point of view concerning this standard.

- ❑ A self-evaluation of your proficiency related to this standard. What are your strengths and weaknesses? Please review the documents you have submitted and evaluations and recommendations in completing this reflection.
- ❑ A professional goal related to this standard that you have for the future.

Video Clip

The video clip of your teaching should be an edited 3-5 minute long digitized clip that demonstrates an aspect of your teaching that you wish to showcase that is also related to a specific teaching standard addressed in ED 301/560. With the video clip, you should attach a file with a statement explaining to the reviewer the aspect of teaching that you are demonstrating in this clip. Instructions on digitizing your clip can be found on the TEP web site.

Denial of Admission

Students will receive notification in writing if they have been denied admission to education and the reasons for denial. Upon notification of denial, the student has thirty calendar days to request a meeting with the education faculty to review the decision. Prior to that meeting, the student should schedule a meeting with the Associate Dean or Coordinator of Teacher Education to discuss the decision. At all times, the student has the right to view all written materials in his/her education file.

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

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

At all times, students have the right to bring advocates with them to all meetings. Students denied admission should understand their rights to appeal, as published in the *CSU-PUEBLO Student Handbook*. Both the student and Associate Dean must inform one another of the individual(s) that each is inviting to an appeals meeting prior to the conference.

Induction Ceremony

An Induction Ceremony, a campus-wide event honoring future teachers, is held each spring during the last week of classes. At that event students will be formally admitted into the education program at CSU-PUEBLO. Families are also honored guests at the ceremony and reception.

Retention in Education Prior to Student Teaching

To continue in good standing in the Teacher Education Program, students must maintain an overall GPA of 2.6 and continue to make progress towards program benchmarks. The faculty in education will make every attempt to assist students in successfully completing the program. If faculty determine that a student is not making sufficient progress, a *Plan of Improvement* may be developed with the faculty and student. The plan would outline goals, action steps, and a deadline for review for meeting all goals. Such a plan may require activities such as involvement in tutoring, extra sessions with faculty, or identification of additional course work. In the most severe cases, the completion of goals may be established as conditions for admission to education, continued retention in teacher education, or admission to student teaching. Students may ask faculty for assistance in developing a *Plan of Improvement* at any time in the program.

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

Indicator	Follow-up
Cumulative grade point drops below 2.6	<p>Student automatically removed from the program and may not enroll in courses requiring admission to education. Student will receive written notice of removal from the program.</p> <p>When the cumulative GPA returns to 2.6, the student would be readmitted to the program. For transfer students, the entering GPA is cumulative and calculated based on all courses attempted in higher education. The student's GPA becomes the CSU-PUEBLO cumulative GPA after the student has been admitted to CSU-PUEBLO and completed one semester (12 hours). Courses taken after admission at other institutions may be accepted for credit and for requirements with approval of the appropriate department chair, but not counted in the overall GPA.</p>
Earns a grade of <i>D</i> or <i>F</i> in an education course	<p>Review by responsible faculty member and determination of severity of need for assistance. If necessary, a Plan of Improvement may be drafted by the student and faculty, with consultation with the Program Coordinator or Associate Dean. A grade of <i>C</i> is required in all education courses.</p>
Concerns raised by Field Experience Teacher	<p>Review by responsible faculty; serious concerns may result in development of an improvement plan by the student and faculty, with consultation with the Program Chair or Associate Dean. Extremely serious concerns may result in immediate removal from the teacher education program. Such concerns might be inappropriate behavior with students or extremely unprofessional behavior in the school. Failure to meet the conditions of a support or intervention plan addressing these concerns may result in removal. Because the program requires field experiences with all methods courses, failure to get approval from schools for</p>

	placement in these field experiences may result in removal.
Concerns raised by University instructor	Serious concerns may result in development of an intervention plan by the student and faculty, with consultation with the Program Chair or Associate Dean. If extremely serious (e.g., cheating), these may result in immediate removal from the teacher education program.
Concerns regarding standards related to character, honesty, ethics, and emotional stability	Serious concerns may result in development of an improvement plan with the Program Chair or Associate Dean, or, if extremely serious, may result in removal from the teacher education program. Some examples of infractions that may be forwarded are included in the <i>CSU-PUEBLO Standards of Conduct</i> , published in the <i>Student Life Handbook</i> .
Failure to pass the PLACE or PRAXIS content area exam	Students may not enroll in student teaching without passing the appropriate PLACE/PRAXIS content area exam. The program may require completion of additional course work when warranted by test performance or may require development of a support plan prior to locating a placement for student teaching. CSU-Pueblo provides workshops and other supports for preparing to pass these exams.

Procedures for Removal from Teacher Education

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

1. The student's cumulative GPA falls below 2.6. If this would occur, removal would be immediate, and there are no exceptions to this rule. When the cumulative GPA returns to 2.6, the student would be readmitted to the program. See the table above for a description of procedures for determining the GPA. A student whose GPA drops below 2.6 would receive written notification of removal. However, the student is responsible for understanding this rule and withdrawing himself/herself from classes requiring admission before being asked to do so. If the student does not withdraw, the program will administratively withdraw him/her. If this occurs after the drop period, the student may incur financial costs.
2. The student is not making satisfactory progress towards meeting program standards in coursework, in applications in the field experiences, or in content classes in general education or in the major. Removal would be considered after an improvement plan had been unsuccessful.
3. Serious concerns have been documented related to the student's character, honesty, ethics, or emotional stability. Teachers, who have responsibility for the care and education of minors, must be models of honesty, ethics, and strong character. They must be emotionally stable. Some examples of infractions that may remove a student from teacher education are included in the *CSU-PUEBLO Standards of Conduct*, published in the *Student Life Handbook* and the *CSU-PUEBLO Catalog*.

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

Removal Process

1. Once informed of serious concerns which might result in removal, the Associate Dean would assume responsibility for gathering additional information to clarify concerns raised.
2. The Associate Dean would establish a meeting of herself/himself, the student, the student's advocate, the student's education advisor, the academic major advisor, and others who have submitted concerns. The goals of the meeting would be to share concerns, gather information, and allow the student input into the process. A written record of all meetings will be filed in the student's file in the teacher education office. Both the student and the Associate Dean must inform each other of the specific individuals who will attend this or any appeals meeting prior to the conference.
3. Based on the opinion of faculty at the meeting, if concerns are not resolved, the Associate Dean will call a meeting of the education faculty. Those at attendance should be the Associate Dean, the student, the student's advocate, the education faculty, and others who have turned in written concerns. Outcomes of the meeting may include but are not limited to:
 - Resolution that the concerns are unfounded.
 - Development of a Plan of Improvement with goals, action steps, and a deadline for review.
 - Removal from the program.
4. When a removal is filed, the student will be notified in writing by mail within five calendar days of the meeting.
5. If the faculty removes the student, he/she may appeal in writing to the Teacher Education Board. Such an appeal should be made within 30 calendar days of the mailing of the removal notice.
6. If the student would appeal, the Associate Dean would inform the Board of such an appeal and would establish a meeting with the student, the student's advocate, and the Board within five working days of receiving the request for a meeting. The action of this group shall be considered final.
7. The student will be informed of his/her rights in appealing such actions, as outlined in the *CSU-PUEBLO Student Handbook*.

8. Once concerns have been brought to the attention of the Associate Dean, she/he has the option of immediately removing the student from field experiences and/or student teaching until the concerns are resolved, if concerns might place others at risk for harm. If it is the conclusion of the Associate Dean that the student places faculty and/or other students at immediate risk, she/he will request an emergency meeting of the education faculty to determine whether the student should be asked to withdraw from classes and be removed from the program immediately. In such cases, the Dean of Student Affairs would be consulted. If the faculty would determine that the student should be removed from the program, the student would be informed of the decision in writing. The student wishing to appeal removal would ask for a meeting with the Teacher Education Board.

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

Admission to Student Teaching

Application to student teaching is a portfolio submission process in the semester before the student teaching takes place. The deadline for initial submission of the application for admission is the also the deadline for submission of graduation planning sheets at CSU-PUEBLO. This date is published widely across campus.

Some students will continue to complete some requirements of the portfolio during the semester in which they apply for student teaching. Thorough directions on the portfolio requirements are attached to the student teaching application. Please read these documents carefully to understand the levels of proficiency on program standards required for admission and the manner in which you will need to document your performance. Beginning with students admitted to teacher education in Fall 2005, all portfolios must be submitted electronically.

Some requirements that must be met before student teaching include:

1. Completion of all program requirements, including courses in the major, in general education, and in professional education.
2. Completion of all required early field experiences across diverse settings.
3. Cumulative GPA of 2.60 or better and Cumulative GPA of 2.50 or better in all courses required in the major.
4. Grade of *C* or better in all requirements.
5. Passing score on the appropriate PLACE or PRAXIS content exam.
6. Successful completion of any support or intervention plans.
7. Submission of a revised teaching portfolio with updated work and self-evaluation (new reflections).

All students will be informed in writing of the decision of the faculty concerning admission to student teaching. At times, the faculty may identify specific areas of concern that may need special support during student teaching. If that occurs, the student will meet with the

Associate Dean or Program Coordinator of teacher education and develop a support plan for student teaching.

PLACE or PRAXIS Content Area Exam

All candidates for initial educator licenses in Colorado are required to take and pass the PLACE (Program for Licensing Assessment for Colorado Educators) or PRAXIS exam in the area in which they are seeking licensure (e.g., Elementary Education, Social Science, Science). PLACE or PRAXIS assessments are administered three times each academic year. In order to sit for the exam, students must submit an application form and test fee well before the date of the test. PLACE or PRAXIS registration is completed online at their respective websites.

The university recommends that students take the PLACE or PRAXIS test as soon as possible upon completion of courses in the major/teaching area.

PLACE/PRAXIS Workshops. All students should plan on participating in workshops to prepare for the PLACE/PRAXIS content exam. Study materials are available for education students at the workshops, as are study groups for different content areas. Tutoring for students who fail the exam more than once may also be requested. Please contact the education office for workshop dates.

Placement in Student Teaching

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

Prospective student teachers, at the time of application to student teaching, may request placement in one of the following: Pueblo City Schools, Pueblo District 70, the Colorado Springs area, Fremont County, or in one of the school districts that are partners with CSU-PUEBLO: Aguilar RE-6, Branson RE-82, Cotopaxi RE-3, Crowley County RE-1, East Otero R-1, Fowler R-4J, Fremont, RE-2, Huerfano RE-1, La Veta RE-2, Lamar RE-2, Manzanola 3 J, Primero RE-2, Pueblo D60, Pueblo D70, Rocky Ford R2, Trinidad 1, and Walsh RE-1. Students are asked to rank order preferences for three possible school districts.

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

Dean, Dean, Provost, or the President will not result in placement in a specific school or with a specific cooperating teacher.

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

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

Placements in Non-Partner Districts.

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

These placements will be granted only under the following circumstances:

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

supervisors from another institution for out-of-region/out-of-state placements can be higher. These fees would be on top of the expenses of registration for student teaching at CSU-PUEBLO.

Denial of Student Teaching

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

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

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

At all times, students have the right to bring advocates with them to all meetings. Students denied admission should understand their rights to appeal, as published in the *CSU-PUEBLO Student Handbook*.

Student Teaching

CSU-PUEBLO will make every effort to place students in a high quality school with a master cooperating teacher. In following the conceptual framework for teacher education at CSU-PUEBLO, students will work collaboratively in learning communities with four to five peers, their cooperating teachers, and their university supervisor. Students in partner schools at a distance will be linked with technology to other student teachers for support and

assistance. The *Student Teaching Handbook* outlines rules and all requirements for student teaching. Student teaching is a minimum fourteen week, full semester experience.

Working During Student Teaching

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

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

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

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

Concerns During Student Teaching

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

If the cooperating teacher and/or university supervisor believe that the assistance necessary for change requires more than a few informal strategies (e.g., more practice, more frequent feedback, modeling by the cooperating teacher) and can not be accomplished in a short period of time, an *Intervention Plan* should be developed by the teacher, student teacher and supervisor. The plan must include the specific teaching behaviors that must be met, the assistance or strategies required to remediate, timelines or deadlines for evaluation or success, and responsibility for monitoring the plan. This document must be signed by all three participants and will become a part of the student teacher's permanent record, as will the monitoring notes completed as the plan is implemented. The Coordinator of Student Teaching or Associate Dean must be informed if a plan is developed and should receive a copy of the plan.

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

Extending Student Teaching

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

Removal from Student Teaching

Rarely, a student teacher does not show sufficient promise as a teacher. If this occurs, the student will be counseled out of the teaching program. This is a serious decision, which will be reached only after assistance has been given to the student teacher through the development and implementation of an *Intervention Plan*. In addition, the decision to remove the student from student teaching should involve input from the student teacher, the cooperating teacher, the university supervisor, the building principal, and the Coordinator of

Student Teaching/Associate Dean. Any student removed from student teaching will be provided an exit conference, which will include the written reasons for withdrawal and suggestions for remediation, if appropriate. The exit conference will be documented and a copy retained in the student teacher's permanent file. The recommendation for removal, with accompanying data supporting the decision will also be retained in the student teacher's permanent file.

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

A student who is counseled to leave student teaching may withdraw from student teaching, following the rules and regulations of the Colorado State University-Pueblo, and will receive no credit for the experience. The student teacher is afforded the right to due process for this decision as she/he is for any disagreement arising from the enforcement of other university policies. The student teacher should refer to the *CSU-PUEBLO Student Handbook* for additional information.

Withdrawal from Student Teaching

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

However, if it is best for the student teacher to withdraw, the university supervisor will assist in the process. Information about the reasons for withdrawal, usually a letter from the student teacher, should be placed in his/her permanent education file.

Reapplication for Student Teaching

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

Change of Placement

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

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

Program Completion

Program Completion Requirements

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

Graduation Planning Sheets

All degree-seeking students at CSU-PUEBLO must file Planning Sheets at least one semester before the planned graduation date. Deadlines are published in the academic calendar for each semester. It is strongly recommended that you complete this form at the same time and at the same meeting in which you complete your application to student teaching.

To complete the process, students must pick up a Graduation Planning Sheet from the Records Office (or online). Appointments must be set with the major and all minor advisors. Each advisor will help evaluate whether all requirements will be met by the proposed graduation date. Return the completed form to the Records Office before the deadline published in the *CSU-PUEBLO Catalog*. Failure to do so will postpone graduation.

Graduation

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

Colorado Teacher Licensure

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

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

Licensure is not an automatic process. Applications must be submitted to the Teacher Education Program, accompanied by official transcripts. The University’s Certification Officer will conduct a final review, complete the application, and return the application to the student. The process will be accomplished as quickly as possible. Processing applications at CDE may take four to six weeks.

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

Services and Resources

Curriculum Center

The Teacher Education Program maintains a collection of P-12 curricular materials, teacher periodicals, testing materials, videotapes, and technology resources for faculty and student use. The Curriculum Center is located on the third floor of the Technology Building and provides space for students to work on class assignments. Many materials may be checked out. A number of computer stations for previewing software and development of teaching materials are also available, as well as a card-operated copy machine. The Center and all equipment and materials are available to students enrolled at CSU-PUEBLO, as well as first-year teachers in CSU-PUEBLO’s teacher induction program. The hours in which the Center are open are posted on its door.

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

Placement Services

The *Career Center* in Room 002 of the Occhiato Center provides information and counseling to assist students in choosing a career and learning skills to conduct a successful job search. This office helps students find teaching positions through establishing placement packets and assisting with resume and interview skills. In addition, the Center assists in hosting an *Education Job Fair* each April. At this fair, CSU-PUEBLO students have the opportunity to interview with school districts from across Colorado, and many districts outside the state.

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

Student Education Organizations

Council for Exceptional Children (CEC). The Council for Exceptional Children is an international organization of students, teachers, university faculty, and parents interested in the educational rights of students and in educational programs for students with exceptional needs. Specific interest areas in CEC range from early childhood special education to talented and gifted education. Student memberships are available at reduced costs, and members receive educational journals. A number of CSU-PUEBLO students attend the annual state CEC convention and have the opportunity to interact with other students and with state and national experts in the area of special education. Please contact Dr. Due Pettit for information about CEC. CEC's website is <http://www.cec.sped.org/> .

Teacher Education Association. The Teacher Education Association, the student education organization at CSU-PUEBLO, involves members in a variety of activities of interest to future teachers. The organization hosts programs with prominent speakers, provides opportunities to link students with others in the region and state interested in teaching, and arranges service experiences in local schools. The website for the association is located on the teacher education website.

International Reading Association (IRA). The International Reading Association provides many helpful resources to preservice teachers in the areas of reading and language arts. Student dues are available at the local, state, and national levels. Local meetings are held four times a year. A number of CSU-PUEBLO students attend the annual state IRA convention at which national reading authors serve as resource speakers. Students may receive the *Journal of Reading* or *Reading Teacher* at student rates with membership. Please contact Dr. John Ryan for information about joining student IRA. The website for IRA is <http://www.reading.org/>.

Induction Services

During the first year of teaching, the Teacher Education Program will provide first year graduates with assistance in making the initial teaching experience a successful one. Graduates should feel free to contact faculty for information and assistance. The Teacher Education Program provides services for all first year teachers in partner school districts. These services include opportunities for workshops without fees, access to teaching materials, and involvement in support groups and networks. Ms. Kathleen Wilson, Induction Coordinator for the Southern Colorado Teacher Education Association, is the director of these services.

PLACE/PRAXIS Workshops

Each semester teacher education will offer workshops to prepare students to pass the PLACE/PRAXIS content tests. Contact the Education Office for dates and times for the workshops. Materials have been developed for test review and practice for each content area. These may be checked-out for brief periods of time.

Records Office/Transcripts

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

- **Student Transcripts:** unofficial records available at no cost to the student for the purpose of the advisement.
- **Official Transcripts:** official CSU-PUEBLO transcripts requested by the student; the first transcript is at no charge, and thereafter a fee is assessed.

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

Student Health Services and Clearance

Student Health Services, located in the Occhiato Center, provides free medical care as described in the *Colorado State University-Pueblo Catalog*. A physical examination form may be picked up from Student Health Services and is to be completed by a private licensed physician. The physician at Student Health Services will provide the physical for a fee. Forms completed by private physicians must be returned to the Student Health Services.

Student Health Services will provide information from this examination, at the request of the student, for the health clearances required in the Teacher Education Program. The service

will also provide the tuberculin skin test for a small fee. Because teacher education students interact with children and youth, a health clearance is required for admission to the program.

A student applying for student teaching is required to have an up-to-date health clearance form completed by Student Health Services. The physical examination must be less than four years old, and the tuberculin skin test must be dated within one year of the application deadline.

Please make an appointment for the examination. Because the health clearance process requires time, waiting to the last minute may prevent completion by the deadline required in teacher education.

Additional CSU-PUEBLO Student Services

The CSU-PUEBLO *Student Life Handbook* details additional services available to all CSU-PUEBLO students. These include:

- CSU-PUEBLO Counseling Center (Occhiato Center, Room 003; 549-2479)
- Student Support Services (549-2111)
- Academic Learning Center (Writing Lab, General Education Tutoring - Psychology Building, Suite 232; 549-2581)
- Math Learning Center (Physics/Math Building, Room 112; 549-2189)
- Educational Opportunity Center (Administration Building, Room 308A; 549-2575)
- Career Services (Occhiato Center, Room 002; 549-2980)
- Child Care Center (549-2407)

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