

REGIS UNIVERSITY COLLEGE FOR PROFESSIONAL STUDIES TEACHER EDUCATION PROGRAMS

TEACHER EDUCATION HANDBOOK

COLORADO TEACHER LICENSURE NEVADA TEACHER LICENSURE WYOMING TEACHER LICENSURE

For

BACHELOR OF ARTS UNDERGRADUATE LICENSURE MASTER OF EDUCATION

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TEACHER EDUCATION HANDBOOK

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PREFACE

University Policies Student Responsibility

As an adult learner, you are responsible for understanding and following the information in the *Regis University Bulletin*, this Teacher Education Handbook, and any other appropriate handbook for your program area. If you have any concerns or questions about any of the information found in any Regis University publication, please contact your advisor. You will be responsible for ensuring that policies and procedures are followed, and that all program requirements are met prior to graduation. Failure to read and understand requirements will not relieve you of this responsibility. The bulletin may be found on the Regis University website, www.regis.edu.

In case of discrepancies between any of the Regis publications, the *Regis University Bulletin* will take precedence except in cases related to requirements for licensure for teachers, where the accrediting body will take precedence. The *Regis University Bulletin* and this handbook are accurate at the time of printing, but are subject to change as deemed appropriate by the University. Any such changes may be implemented without prior notice and without obligation, and unless specified otherwise, are effective when made.

Student Conduct

Student conduct regulations afford each student maximum personal freedom while protecting the rights and freedoms of others and maintaining the educational process. This necessitates good judgment, a sense of self-discipline, and respect for the rights and privileges of others.

The University's standards of conduct are described in detail in the Student Handbook. It is available by calling the Office of Student Life at 303-458-4080, or refer to the Regis University website. Included in these statements are complete descriptions of disciplinary procedures, prohibited conduct, sanctions, and students' rights that are observed in processing any conduct violations. All students at Regis University are responsible for observing the provisions of these documents.

Please note that teacher education students have additional conduct and behavior expectations since they are working in public schools and with children. These are outlined later in Chapter 5 of this handbook. In addition, further sanctions and disciplinary procedures can be instigated based on improper or unacceptable conduct for teacher education candidates including removal from the licensure part of the program as well as refusal of the faculty and Assistant Dean of Teacher Education to recommend the student for licensure.

Non-Discrimination Policy

In accordance with its Jesuit Catholic mission, Regis University is committed to maintaining a humane atmosphere in which the civil rights of every individual are recognized and respected. Regis University complies with all local, state, and federal non-discrimination laws and regulations in the provision of educational services and in employment practices.

Disability Statement

Equal access to education means equal opportunity to learn in an academic setting. Under Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act of 1990, students with documented disabilities who are otherwise qualified have a right to equal access to classes at Regis University. If you have a documented disability requiring academic adjustments, please contact the Director of the Office of Disability Services at 303-458-4941 or 800-668-8932, ext. 4941 to discuss disability issues. Since accommodations are not retroactive, it is suggested that you contact the Disability Services Office as soon as possible; adequate lead-time may be required to receive accommodations, including review of appropriate documentation.

Sexual Harassment

Regis University has a policy concerning sexual harassment of students, faculty and staff. For information about this policy and instructions for reporting incidents of this nature, please refer to the section on sexual harassment in the University's Student Handbook, available by calling the Office of Student Life at 303-458-4086, or refer to the Regis University website: http://www.regis.edu/regis.asp?sctn=stuhandbook

Use of University Facilities

The facilities of Regis University are provided solely for enrolled students and others engaged in University-sponsored business, educational or social activities. Persons who are not engaged in University-sponsored business, educational or social activities, including children, friends or other invitees of students, may be restricted from using or being present in University-owned or controlled facilities at the discretion of the University.

Teacher Education Policies

We, the faculty of Regis University's College for Professional Studies (CPS) Teacher Education Programs, welcome you. This handbook is designed to inform you about the philosophy and operations of Regis University's Teacher Education Programs for adult students and the specific processes used by students who are combining work toward teacher licensure. There are three ways to earn your teaching credential at Regis: (1) earn a bachelor's degree and license concurrently, (2) earn only the credential through the undergraduate program if you already have an appropriate undergraduate degree, or (3) earn a Master's Degree and credential concurrently. If you are interested in one of these options, please talk to an enrollment counselor in the CPS Marketing and New Student Enrollment Department or your faculty advisor.

This handbook is designed to be used in conjunction with the list of required courses for teacher education that you receive. We recommend that you read the entire handbook when you begin the program and reread the appropriate sections as you begin each stage in the program. **You are responsible** for knowing all the material and meeting all the requirements that are described in this handbook.

Important Note on Handbook

The information in this handbook applies to all students in licensure tracks regardless of whether they are undergraduate, licensure only, or graduate students. Information that pertains to specific tracks or degrees will be clearly designated. It is the students' responsibility to read and follow the information for the path that they are pursuing.

Changes to the Handbook and Program

The policies and procedures set forth in this handbook are subject to change as judged appropriate by Regis University. Changes decreed by the licensing bodies of teachers often have effects on students' programs. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

Any changes will be communicated to the students via the CPS Teacher Education website, www.regis.edu/cpedcn and by the *Educator E-news* (our Teacher Education electronic newsletter) also available on the website.

Characteristics of the Jesuit Core Educational Experience

The School of Education and Counseling is part of the College for Professional Studies at Regis University, a Jesuit University. It is appropriate to list the Jesuit values here as they apply to the curriculum of any program in Regis University, including the Teacher Education Licensure Programs. The following statement is found on the Regis University website:

"The specific structure of the core educational experience varies within each of the University's three Schools because of the different student populations and instructional formats in Regis College, College for Professional Studies, and Rueckert-Hartman School for Health Professions. Nonetheless, the core educational experience in all three Schools is characterized by:

• Development of the Whole Person

The core educational experience is designed to nurture the whole person: head, heart, and hands; intellect, sensibility, and skills. The whole person, however, is not understood in terms of an isolated self. Rather, Regis seeks to develop leaders whose concern for others inspires them to contribute to the common good.

• Academic Challenge

Regis University is committed to academic excellence: the disciplined search for knowledge, and the joy of discovery and understanding. The core educational experience is designed to strengthen students' skills in critical reading and thinking, speaking and writing, research and scholarship, and the use of information technology. Students are encouraged to become partners in a collaborative process of learning and discovery.

Liberal Arts Foundation

The core educational experience promotes literacy in the major academic disciplines: the arts, the humanities, the natural sciences, and the social sciences. By giving students an opportunity to explore the questions, methods, and understandings of different disciplines, the core educational experience establishes a broad foundation for more specialized studies.

Integration

The core educational experience challenges students to integrate new learning with prior knowledge and personal experiences. It seeks to strengthen habits and skills of integration, thereby encouraging students to become life-long learners and to achieve more comprehensive understandings of truth.

• Ethical Inquiry and Reflection

By challenging students to examine the ethical dimensions present in all of their studies, the core educational experience seeks to cultivate the habit of critical reflection on values. Students are encouraged to reflect upon crucial human concerns and to strengthen values that lead to sound decisions and just actions.

Spirituality and Religion

Rooted in the Roman Catholic tradition, Regis University is committed to integrating faith with learning. The core educational experience fosters a critical appreciation of religious questions and spiritual experience. While special attention is given to Catholic philosophical and theological tradition, the core educational experience also involves exposure to other philosophical and religious traditions. It encourages mutual respect and genuine dialogue for a shared search for meaning.

Concern for Justice

The core educational experience seeks to nurture a life of service for the common good and a commitment to work toward a more just and peaceful world. By challenging students to develop the analytical skills necessary to understand relationships of power and privilege in contemporary society, the core educational experience strives to cultivate respect for human diversity and a special concern for the poor and the oppressed.

• Global Awareness

While contemporary individuals operate in many different social contexts, the Jesuit tradition has always been global in its horizons and outreach. Thus, the core educational experience furthers students' appreciation of the diversity of persons and cultures, the complexity of relationships in the new and evolving international order, and the impact of humans on the natural environment.

• Leadership

Regis University is committed to developing leaders in the service of others. Recognizing that there are many forms of leadership, the core educational experience challenges students to strengthen their personal leadership skills through academic courses, service learning experiences, and other campus and community activities. Special attention is focused on refining students' abilities to listen and to engage in dialogue in diverse settings."

CHAPTER 1

INTRODUCTION TO TEACHER EDUCATION

Teacher Education Mission Statement

Faculty in the Teacher Education Programs believe and adhere to the following mission statement:

Strong Scholarship/Service in the Jesuit Tradition

Personalized Programming for Adults

Innovative Instruction and Curriculum

Reflective Practice

Infused Character Education

Technological Integration

SPIRIT in action!

Program Philosophy

As a student in the teacher licensure track, you will be working towards a teaching endorsement and often, concurrently your degree. This program is grounded in Colorado, Nevada and Wyoming's state standards for teachers.

Within the guidelines set by Regis University and the Colorado and Nevada Departments of Education, the Wyoming Professional Teaching Standards Board, Teacher Education Accreditation Council (TEAC, our national teacher education accreditation body), and other state and regional governing institutions, you have the challenge and the opportunity to follow a course of study suited to your professional goals and learning style.

The teacher education faculty believes that learning to be an excellent teacher is a transformative process, which changes you both as a learner and a teacher. Like many crucial life changes, a career change to teaching may mean reaching out beyond usual assumptions and comfort zones.

The College for Professional Studies (CPS) Teacher Education Programs are based on the philosophy that learning to be a teacher is best accomplished when an understanding of theory and practice is balanced by the knowledge gained through diverse experience in schools. We also believe that it is important that your knowledge of theory and practice culminate in personal reflection on that learning. Finally, we believe it is important that new teachers are competent in the subject areas in which they teach, truly understand the numerous ways in which children learn, and are able to apply knowledge of their subjects and student learning so that all children in their classes are progressing. While we will ask you to read and write about education, we will also ask that you demonstrate your ability to put your knowledge into action. We implement these beliefs in a number of ways:

- First, the **foundational** courses will introduce you to theories in education. **Content** (subject area) courses will ensure that you have the breadth and depth of knowledge needed to teach in your endorsement areas.
- Second, your professional sequence courses in teacher education will emphasize
 field placement and experiential learning, while continuing the growth in your
 knowledge and understanding of theory and method. The professional sequence
 courses are designed to have you develop your teaching skills through practice under
 the guidance of experienced teachers.
- Third, your **student teaching** semester will be an extended guided practice in which you will put into effect what you have learned in your previous learning experiences.

Each semester, you will document your proficiencies through the Gates and submission of specific assignments into an electronic portfolio account. Seminars that you attend will prepare you for succeeding stages in the program and give you the opportunity to connect with other teacher education licensure students. Throughout your Teacher Education Licensure Program, you will compile your portfolio into a document that you submit to Regis University before you apply for teacher licensure.

Our overall goal for you is for you to become the kind of teacher who understands not only what produces high levels of student achievement in the children's classroom but why. We want you to become teachers who will continue to reflect on your knowledge and seek additional knowledge. We want you to believe in the innate capacities of all your students and be able to work effectively with students from the widest variety of backgrounds.

As a student, your education is ultimately in your hands. Allow yourself to get as much as possible from this experience by planning your time carefully. This is especially true when it comes to the time you spend in field experiences in the schools. We will set minimum times for field experiences, but we know that the more time you spend in the schools and in field experiences, the better prepared you will be for student teaching and your role as a professional teacher.

Wyoming, Nevada and Colorado State Teaching Standards

The Regis CPS Teacher Education Programs strictly adhere to the requirements set forth by the Colorado Department of Education and by the Wyoming Professional Teaching Standards Board. Our curriculum and requirements are closely aligned to these standards. Both Wyoming and Colorado Standards can be accessed through the CPS Teacher Education official website www.regis.edu/cpedcn or through the corresponding state agency websites. Students in Nevada should check with the Regis Nevada web page or the corresponding state agency. You will document your work into an electronic portfolio, which shows how you have met state standards for beginning teachers. All state standards are cross-referenced to the Universal Proficiencies (Chapter 6) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the professional consensus of what beginning teachers should know and be able to do. They are embedded into the Regis Teacher Education (TE) curriculum.

Endorsement Areas

A teaching license carries with it an endorsement or authorization to teach in a particular subject area and/or grade level. Regis University's CPS Teacher Education Programs prepare students to seek endorsement in the States of Colorado, Nevada and Wyoming in the following areas:

Undergraduate

- **Early Childhood** (Colorado and Wyoming, Ages 0-8)
- **Elementary** (Colorado K-6, and Wyoming and Nevada K-8)
- **Secondary** (Colorado 7-12, and Wyoming, 7-12)

Requires subject area specialization in one of the following areas:

Business / Business Marketing **

Communication / Speech**

English / Language Arts**

Foreign Language (Spanish, German or French) **

Math**

Social Studies **

Science (Generalist) **

- **❖** Art (K-12) (Colorado and Wyoming) **
- **A degree in these areas must be completed and the core content knowledge requirements met prior to admissions for licensure.
- **❖ Special Education, Generalist** (Colorado, Ages 5-21)
- **Exceptional Child Generalist** (Wyoming, Grades K-12)
- ❖ Special Education: Autism (Nevada only, Grades K-12)

Graduate Levels

- **❖ Administrative Leadership** (Principal) *Information covered in a separate licensure handbook for this area only*
- **Administrator** (K- 12, Nevada only)
- **❖ Autism** (Nevada only)
- **Elementary** (Colorado K-6, and Wyoming and Nevada K-8)
- **Secondary** (Colorado and Nevada, 7-12, Wyoming 6-12)

Requires subject area specialization in one of the following areas:

Business / Marketing

English / Language Arts**

Foreign Language (Spanish, German or French) #**

Math#**

Science (Generalist) #**

Social Studies**

Note: Some above areas in secondary fields may not be available in all states.

- # A degree in the specific content field must be completed prior to admissions.
- **A degree must be completed and the core content knowledge requirements met prior to admissions for licensure.
- ❖ **Gifted and Talented** (Added Endorsement, Colorado only)
- ❖ Reading Teacher (Colorado and Wyoming) Added endorsement only; must have 2 years teaching experience before applying for the endorsement

- ❖ Reading Specialist (Colorado only) Added endorsement only; must have 3 years teaching experience before applying for endorsement
- **Special Education, Generalist** (Ages 5 -21, Colorado and Nevada)
- **Exceptional Child Generalist** (Wyoming, Grades K-12)
- **❖ Special Education**, **Early Childhood** (Ages 0−8, Colorado; 0-5, Wyoming)

Regis University Students and Faculty

Students

As the learner, you are the central person in your education. Your courses will be most successful when you are actively involved throughout the semester. Attendance at workshops or seminars will assist you in this process. Active involvement at all stages of the learning process will also prepare you to be an effective teacher.

This handbook is a central part of the communication process between CPS Teacher Education Programs and its students. You are responsible for knowing the material in the handbook. Read it carefully. You will also be responsible for knowing the information in those parts of the *Regis University Bulletin*, which deal with Regis students in general and the College for Professional Studies Teacher Education Programs specifically. Not being aware of policies does not excuse you from following them.

Teacher education students will be observing and participating in preschool-twelfth grade (P-12) classrooms in the community schools. You will be a guest in these schools and will be expected to follow their policies regarding guests. As a Regis student, you must conduct yourself so that your behavior reflects the highest levels of personal and professional integrity.

Regis Faculty

Regis faculty will work closely with you. Much of time, this will not be in a university classroom. One faculty member will serve as your **faculty advisor** for your licensure and your degree work, but you will interact with other faculty as well. At your first meetings with your faculty advisor, you will identify your interests and goals and set a timetable for completing your degree and licensure work.

Your faculty advisor and other Regis faculty are here to help you to seek new opportunities for growth while supporting and encouraging you in your efforts. Your faculty advisor helps you plan your program, reviews and approves your degree, reviews and approves field experiences, may visit you in field sites, monitors, and evaluates your progress. During your culminating student teaching semester, your faculty advisor is available to you, to your Cooperating Teacher, and to your Regis Supervising Teacher.

You will also work with other Regis faculty, both full-time and affiliate faculty (see Chapter 6) in a variety of formats, including classroom courses (which usually meet once a week in the evenings), intensive week-long or weekend classroom courses, online courses, partner school arrangements, and Directed Studies courses.

Field Faculty

Field faculty are the P-12 classroom teachers who help you with your studies within the school placements. They are in the schools where you do your field experience work. See Chapter 6 for more information.

Effective Communications

Effective communication is crucial. Your faculty advisor will give you his/her contact information during your initial meeting. The following approaches are ways we communicate in the Teacher Education Programs.

- Telephone: Voice mail is an excellent necessary tool for Regis faculty and students. When you call, please leave your student ID number, your question and a valid number where you can be reached. Regis faculty members are committed to answering your questions as soon as possible and will return your call. Please be reminded that our faculty advisors have many duties, including meeting with students personally and visiting students in their field sites, to name a few. For these reasons, they are not always immediately available to you. You are also encouraged to make a phone appointment, especially if you live at a distance. Usually plan on a 2-3 workday turnaround.
- <u>E-mail:</u> Your faculty advisor is also available via e-mail and will answer your queries as soon as possible; again expect a 2-3 workday turnaround. You must utilize only your Regis e-mail account for correspondence with Regis University and faculty. This is a requirement of the **Family Educational Rights and Privacy Act** (**FERPA**). (See information below on RegisNET.)
- <u>Personal meetings:</u> Regis faculty members also encourage face-to-face meetings during their office hours.
- <u>Teacher Education Web site</u>: We keep new information posted on our Teacher Education web site, <u>www.regis.edu/cpedcn</u>.
- <u>The Educator E-news</u>: This is the periodic Teacher Education electronic newsletter with current information, reminders, and changes in state requirements, etc. Previous issues are available on the Teacher Education website home page. Current issues will be sent to your Regis e-mail account.

RegisNET and WebAdvisor

Students are required to have a RegisNET account. You should have received information about this during your admissions process. If you have problems setting up your RegisNET account, please contact your marketing/admissions representative or Regis Information Technology Services (ITS) at 303-458-4050 or 800-388-2366, ext. 4050. While setting up your RegisNET account, please select the option to "apply for a RegisNET account." **Please begin using this new email account as soon as possible**.

All students are advised to register for a WebAdvisor account. WebAdvisor is Regis University's web-based access to student records. Once you obtain a login, you will be able

to Search/Register for classes, Add/Drop Classes, or look at Grades and Transcripts. Please remember that your WebAdvisor password is separate from your RegisNET password. Also, please contact the ITS Help Center at 303-458-4050 or 800-388-2366, ext. 4050 or email questions to helpdesk@regis.edu and include in the subject "WebAdvisor" if you experience any problems.

Guidance is available in the booklet "Checklist for Success" found in any Regis lobby or on the www.regis.edu website, or on the TE website www.regis.edu/cpedcn under "Academic Resources."

CHAPTER 2

ADMISSION PROCEDURES AND POLICIES

Admissions

The Teacher Education Licensure Programs are designed to prepare a student with the academic competencies necessary to apply for licensure and/or endorsement by the teacher licensing authorities of the states of Colorado, Nevada and Wyoming.

Students are ultimately responsible for determining that their program of study meets the licensure/endorsement requirements of the teacher licensing authority in their specific state. Students are advised that obtaining a license or endorsement requires that the applicant satisfy requirements other than just those related to academic preparation. Students and faculty are responsible for remaining up to date on the requirements of the state in which they intend to seek licensure or added endorsement.

Admission Requirements

In order to be admitted to Teacher Education, all materials required on the application must be sent to Regis University Admissions. When Admissions has received and evaluated all your application materials and sent you a letter of full acceptance, you are officially admitted to the degree and/or licensure program. Some graduate students receive a provisional admission and are required to successfully complete a writing course prior to full admission.

As a student who wishes to be admitted to the Teacher Education Licensure Program, you must satisfy some additional requirements. At your initial meeting with your faculty advisor, you will learn about any missing pieces for admission to teacher education. Some of these pieces you may have already completed; others can be accomplished during the early part of your program.

- You must demonstrate proficiency in oral English. Graduate students may meet this requirement with a speech course if you received a grade of B or better. If you wish to meet this requirement with an oral assessment, it is usually met during the evaluated lesson taught in Methods. (Graduate only.) Undergraduate students will be required to complete a public speaking course.
- ❖ Undergraduate students must show a grade point average (GPA) of 2.5* or above overall for all college course work. Applicants must provide transcripts from all universities attended. *Subject to change in the near future.
- ❖ Graduate students are required to have a GPA of 2.75* from all college work, and for most secondary programs, students have degrees in the area in which they are seeking endorsement. Applicants must provide transcripts from all universities attended. *Subject to change in the near future.

- * Potential undergraduate students must supply two letters of recommendation <u>or</u> one letter of recommendation and one observation form for undergraduate or licensure only programs.
- * Graduate licensure programs require one observation form documenting your experience with children of the appropriate age prior to applying to the graduate licensure program.
- ❖ People who hold current Colorado, Nevada or Wyoming teaching licenses must still meet the requirements for admittance to teacher education.
- ❖ All students who do not currently hold a Colorado, Nevada or Wyoming teaching license must complete a fingerprint check as part of the admissions process. If you have a current license (including a substitute license), you may provide a copy of the license in lieu of fingerprinting. All students must submit the Oath and Consent Form which is included in the admissions packet. If you have been fingerprinted for other reasons, i.e. for coaching or as a day care provider, you must be fingerprinted again because these fingerprint records are not shared with the states' education departments.

In Nevada, you may be required to be fingerprinted at various times as required by the Department of Education and/or the school districts.

- ❖ All students must have access to technology, especially the Internet.
- ❖ Any student who has been enrolled in another Teacher Education Program without completing that program must provide a letter of recommendation or good standing from the director of that program in order for the student to be admitted to the Regis Teacher Education Licensure Program.

Concurrent Enrollment

Concurrent enrollment refers to the simultaneous enrollment in courses in Regis and another accredited college or university. Financial aid **may** cover concurrent enrollments.

Concurrent enrollment is also defined as taking courses in more than one Regis University school/program at one time to fulfill degree requirements for graduation. Students wishing to cross-register within the University are not required to complete an application; however, updated information may be required at the time of registration.

CPS students may register for courses offered in the other two Regis University schools without additional application to Rueckert-Hartman College for Health Professions or to Regis College. Approval from Academic Deans or program designees is not required for most courses; however in rare cases some upper division courses may require department/program written permission. Students should consult with their academic advisor to identify appropriate course work to ensure it meets program requirements. Tuition and fees are charged at the rate of the program offering the requested course.

CHAPTER 3

ADMINISTRATIVE POLICIES AND PROCEDURES

Registration

All students must register for coursework before the beginning of the term /semester. **Students cannot begin academic studies if they are not registered.** For registration information, please refer to the booklet "Checklist for Success," found both at Regis campuses and online at the www.regis.edu and the www.regis.edu/cpedcn websites.

Undergraduate

The undergraduate program has courses on a 5-week, 8-week, variable format (weekends, etc.) and semester time frame. Most of the teacher education courses will be in the 8-week or semester format. Students may register for courses based on a timeline established on WebAdvisor. Normally this is anywhere from several weeks through the first day of a course. Please refer to WebAdvisor for lists of classroom courses, dates, and policies. Your advisor can also help you with guidelines for registering based on your progress through the Gate System explained later in this handbook. You will find the appropriate addresses of campuses and their phone or fax numbers on the Regis website.

You may register online through WebAdvisor or at any Regis campus site in person or via the telephone or fax. If registering in person, it is often best to register at the site where your faculty advisor is housed. You may use the registration phone numbers for the Lowell campus. Call either 303-458-7420 from the Denver Metro area or 1-800-568-8932 for long distance callers. Before you call the registration office, make sure that you know your course number, title (found on the list of required courses), and the appropriate section number.

For Directed Studies (formerly known as Guided Independent Study or GIS), students must register under the approved faculty member listed on WebAdvisor. Please check with your faculty advisor before doing this. Directed Studies courses are not listed in the CPS WebAdvisor Course Schedule since they can be scheduled individually. Register for Directed Study courses by following the links on WebAdvisor.

Coursework in the undergraduate program comes under three delivery models: classroom based which meets once a week for the entire term, for an entire semester, or on variable, compressed schedules; online courses which meet through computer and Internet interaction; Directed Study where the student meets the course consultant or affiliate faculty as needed. Be advised that Directed Study is not an option for teacher education courses in a term in which that particular course is also offered online.

The schedules for classroom and online courses are posted on WebAdvisor each semester. Directed Study courses, while not listed on the schedule, also follow the same term dates as the other two learning formats. All three semesters are equal in length and are labeled Fall, Spring, and Summer.

Graduate

The master's program in teacher education has foundational courses (EDFD) on an 8-week format while most other courses are on a semester (16-week) basis. They may meet every other week or some type of intensive schedule. Online and directed study courses may also be available for some areas. All three semesters are equal in length and are labeled Fall, Spring, and Summer.

You may register for your courses about 8 weeks before the start of the term through the first week of the term. The preferred method of registration is through WebAdvisor, although you may register at any Regis site, or via the phone or fax. Call University Services at either 303-458-7420 from the Denver Metro area or 1-800-568-8932 from long distance. Before you call the registration office, make sure that you know your course number, title (found on the list of required courses), and the campus where you wish to attend the class or whether it is a Directed Study or online course. Further instructions on registering with appropriate affiliate faculty can be found on WebAdvisor. If you are designing an individualized course, consult your faculty advisor for registration information. Please check your registration statement when you receive e-mailed confirmation. It is very difficult to correct errors after the start of a term.

Coursework in the graduate program comes under three delivery models: **classroom based** which meets over the entire term (usually in 8 meeting times); **Directed Study** where the student meets the course consultant or affiliate faculty as needed, and **online courses**. Not all courses are offered in all formats; please check on the schedule or with your faculty advisor. The schedules for graduate classroom courses are posted on the web each semester.

Paying Tuition

The booklet entitled "Checklist for Success" details your options. You may get a copy at any of the campuses, on the Regis website, or on the Teacher Ed website. You are responsible for knowing Regis policies on payment of tuition. If you fail to pay or defer your tuition by completing a deferment form, you will be charged a late fee and will be prohibited from registering for any subsequent courses.

Financial Aid

Financial aid is a complex subject, which must be handled by the Regis University Office of Financial Aid. **Faculty cannot answer questions about your financial aid issues**. Please call 303-458-4126 or 1-800-388-2366 x4126 or e-mail Enrollment Services or the Office of Financial Aid with your questions.

Add/Drop Period and Course Withdrawal

There are designated times each semester during which time you can add or drop courses without losing tuition. A calendar is available on the website and at all campus locations. Tuition refunds after the end of the add/drop period follow a standard schedule for

the university. See the *Regis University Bulletin* and the Regis website for information on add/drop periods and course withdrawal.

Note: Unless a course if officially dropped or withdrawn, the student is legally responsible for the tuition regardless of whether he/she actually attended the class or started the coursework.

Students with Disabilities

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility: To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, Lowell Campus, 303-458-4941, <u>disability@regis.edu</u>, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accreditation Policy Time Line for Teaching License

Students must finish licensure programs and apply to the appropriate state agency in a timely manner. Wyoming and Nevada students should confer with their faculty advisor about any changes in their state's policy. The purpose of this policy is to clarify for students the parameters of getting a licensure recommendation for old programs or credits. It should be further noted that if a student received the licensure recommendation form and does not apply for the license in a timely manner (i.e., later than 6 months), there is a chance that the licensing agency may not accept the recommendation form and the student might need to do additional coursework to become current. Regis may not be able to make recommendations for students who completed old programs that are no longer in existence. Since approval for our programs is given every five years, recommending students for completion of a program longer than five years ago may not be feasible.

The Colorado Department of Education requires that the Institutional Recommendation must conform to the most recent accreditation. Also, since Regis wishes students to be current in knowledge and practice, the Assistant Dean of Teacher Education in collaboration with faculty may ask an applicant who completed a previous program to complete work that has been added or revised since the applicant's completion.

CHAPTER 4

ACADEMIC POLICIES AND PROCEDURES

Getting Started

At the beginning of your program, you will meet with your advisor who will help you look at the state standards, and using a Teacher Education Checklist, will help you design your particular path. Your advisor will look at your courses and match them with the Content Area Knowledge requirements for the state. Your advisor will guide you in choosing appropriate courses that you might be lacking, and will then help guide you through the Foundational Education courses and the Professional Education sequence that you will need to complete for your licensure.

If you are also working toward a degree, your advisor will help devise the degree plan which you will thoroughly discuss before beginning. The degree plan will clearly show the courses you will need to complete a degree at Regis University. We will make sure you have not only the courses needed to fulfill a degree requirement through the university, but also the courses necessary to fulfill the content area requirements for your particular endorsement through the state. (Graduate students will find that courses needed to fulfill content area requirements may be at the undergraduate level, and therefore, do not appear on the graduate degree plan.) Your foundational and professional sequence courses will also be built into the degree plan.

While your degree plan protects your path by locking you in to Regis requirements for graduation for seven years (undergraduate) or six years (graduate) after admission, we are all subject to periodic changes in state licensure requirements. When state requirements change, we may need to re-evaluate your plan of action and make adjustments if necessary. State licensing departments give universities a limited time to grandfather continuing students under old plans. (See "Accreditation Policy Timeline for Teaching License" in Chapter 3 this handbook.) Although your degree is guaranteed you could find yourself missing courses that are needed for licensure.

Orientation

Before beginning coursework, students will complete a New Student Orientation Webinar facilitated by a Student Support Representative (see the website www.regis.edu/cpeddcn for Webinar schedules) and an individual meeting with your faculty advisor. All students also attend an orientation session at the first seminar after admission to introduce them to the electronic portfolio and the Gates system. This orientation process has been established to ensure that you get off to a successful start in the program.

At the introductory appointment with the faculty member who will serve as your faculty advisor, you should plan to:

- Discuss your personal goals, challenges and time frames
- Identify preferred means of communication for you and your faculty advisor
- ❖ Discuss your official transcript evaluation and options for completing courses
- ❖ Make any adjustments to pre-set degree programs in teacher education for those students with prior education in the field.
- ❖ Establish how you will access the Internet and e-mail if you do not already have these. All students must have Regis e-mail addresses and access to the Internet. Students must also acquire a RegisNET account in order to access Regis WebAdvisor. As of April 1, 2008, per the Family Educational Rights and Privacy Act (FERPA), all correspondence with Regis must be from your Regis email address.
- ❖ Determine what library you will be using for your studies and assess the resources available there which are appropriate for your studies. You must have access to research journals for success in this program.
- Assess the availability of research journals over the Internet. Contact the Dayton Memorial Library at Regis and/or search their website for information. This is a fast-changing area where new resources and means of reaching them are constantly growing.
- ❖ Colorado students must plan to take the PLACE or Praxis II content area exam as soon as their content courses are completed. For students on the Gate System, this is a requirement of Gate #1. Nevada students must take the Praxis test (see the Nevada Department of Education for testing information). Wyoming elementary and secondary social studies teachers must take the Praxis test—also as a requirement for passing Gate #1. Please refer to your checklist for the most current information. All students must have passed the appropriate test BEFORE applying to student teach. Note: Colorado Special Education Generalist students have two tests to pass—the elementary content area test at the beginning of the program, and the Special Education Generalist test before entering the classroom to student teach.
- ❖ All students must begin a financial plan to cover them during the student teaching semester. Students are not paid except in very special circumstances, and they cannot hold an outside job while student teaching. Be pro-active about the reality of your family's situation during that time and prepare ahead.

Planning Your Degree and Licensure Program

During your first semester as a student you will agree to the degree plan and/or sign a checklist for earning your teaching license. If you are degree seeking, your faculty advisor will go over the degree plan with you at your first meeting. At this time students will also

plan a program for completing the license for their teaching endorsement. These plans are your particular road maps toward your goal--individualized to meet Regis and state requirements.

Seminars

Each semester there is a seminar for teacher education students, both graduate and undergraduate. Currently, seminars are held on campus three times a year, midway through each semester. They are designed as a means for students to reflect back on work that has been accomplished and look ahead to future work. Optional sessions are offered at each seminar that extends the information one is acquiring about teaching. Experts in the field will present relevant information. Some past sessions included: student panel of twice-exceptional students, using poetry through the elementary curriculum, and information on taking the PLACE/Praxis exams.

During the seminars, new students will also be photographed and provided with a Regis photo ID for use in the public/private P-12 schools.

Undergraduate

Undergraduate students must attend **2 seminars** that include:

At the beginning of their Regis experience...

1. Students are asked to attend one of these sessions soon after admissions; it includes: group "meet and greet" ranked and affiliate faculty members who will facilitate your coursework. Also at the initial seminar, attend an orientation to the Gate and electronic portfolio systems.

And again near the end of their program....

2. **Planning for Student Teaching.** Students who will submit their applications for student teaching in the following semester must attend this session to learn about the application process for student teaching. **Students should attend this session before applying to student teach**. Check application dates in Chapter 7.

Graduate Students

Graduate students must attend **2 seminars** for sessions on writing, the Regis library, portfolio, student teaching and capstone. It is recommended that they attend the first seminar after acceptance, one a semester before applying to student teach, and the final one the semester before student teaching. Students in the Fast Forward program may be required to attend seminar each semester.

The following are important informational sessions that students may wish to attend during seminars.

1. **Academic Workshops.** These workshops provide students with information on lesson planning, introduction to new technology such as the Promethean Boards,

behavior management and other information to help prepare the student for work in the schools.

- 2. **Use of the Dayton Memorial Library** services for research—both local and at a distance.
- 3. **Planning for Student Teaching (required).** Students who will submit their applications for student teaching in the following semester will attend this session to learn about the application process for student teaching. Students should attend this session before applying to student teach. See Chapter 7 for application dates.
- 4. **Capstone Preparation (EDRS 698).** In this session, students will review the requirements for artifact collection to be completed during student teaching. M.Ed. licensure students in Elementary, Secondary, K-12 Music and Art will attend this session, one semester prior to beginning student teaching.

Preparing for Success in Teacher Education

The success of previous students who have completed the program presents a clear picture of what new students need to do to join the program's successful graduates. Here are some of the crucial practices that lead to success:

- ❖ Make the Teacher Education Program a high priority in your life. Realize that you will have to make adjustments in your life in order to complete the program.
- ❖ Set aside scheduled times for study and to be in schools each semester. Be honest with yourself about what is possible for you. You will be most successful if you set goals that you are able to complete.
- ❖ During each semester, plan ahead to the next one. Line up field placements before the beginning of the semester. Be ready to begin work on the first day of each semester.
- ❖ Take the time to understand the Teacher Education Program at the beginning.
- ❖ Download and read the bulletin "Checklist for Success" found on the TE website as well as the Regis University website.
- Re-read pertinent parts of this handbook and other material before you begin work on your courses.
- ❖ Meet with your faculty advisor after you have read the materials. Ask lots of questions. Take the program one step at a time. Know that many other people have succeeded with this approach and that you will, too!
- ❖ Work steadily and efficiently. Begin your work at the beginning of each semester or term. Do not procrastinate!
- ❖ If you are a distance student, decide on the topics for papers and do your library/database searches immediately to allow time for interlibrary loans, etc.

- Set up your RegisNET account to be able to access WebAdvisor and begin using your Regis e-mail. Check your Regis e-mail at least weekly!
- ❖ Ask for help about problems early enough so that they can be easily solved. Remember that other people have probably encountered the same problem.
- Read updates, *The Education E-news* and other information on the teacher education website at least weekly.
- ❖ Update Regis with your current address and phone number by giving information to campus associates or support staff. Also report name changes.
- Organize your materials so you can find information when you need it.
- ❖ Communicate. Stay in touch with your faculty advisor and other faculty throughout the semester. Find out his/her preferences for staying in touch: by phone, e-mail, in person, etc.
- ❖ Use an answering machine or voice mail. Telephone tag is annoying for everyone involved, so leave specific messages for your faculty. Remember that no matter how often you call when we are not available, we will only know that you need to talk to us if you leave a message. Always leave your full name and phone number as faculty may access their voice mail away from the office and cannot return your call without the phone number.
 - E-mail is often the best option for communication.
- **❖** If you want to meet with one of us, call ahead for a personal or telephone appointment.
- * Reach out to other students to set up mutual support systems. Remember that each person's plan is highly individual and cannot be compared. **Do not rely on classmates for advice, just support.**
- ❖ Anticipate your challenges. You know yourself better than we do. Use the flexibility of the Teacher Education Program to schedule yourself in ways that will ensure your success. If math is your challenge, take fewer classes the semester you are taking a math class. If this is the semester you are remodeling your house, consider that in your plans. Take the time to allow yourself the best chance to succeed.
- Utilize SMARTHINKING as an online tutoring help specifically for writing and math. (See below.)
- ❖ Be flexible. Be ready to adjust your plans as your program develops.
- ❖ Ask for help from your family and significant others.
- ❖ Make financial plans for the Student Teaching semester.
- **Pass the appropriate state teacher's exam as soon as possible.**

- ❖ Establish and maintain your electronic portfolio. It is important to upload all materials to your portfolio as soon as you receive them back from your instructor.
- ❖ Back up your data. Never send us your only copy of a document. Do not trust your hard drive. Always save your data on a backup disc. If you are using the Regis computer labs, back up your data on two discs. Save your work to the Regis H Drive. This is our Internet "cloud" that allows you to access your information from any computer. Directions are on the TE website www.regis.edu/cpedcn and also included in the Orientation Webinar.
- \bullet Build your networks both at the P 12 schools and with other Regis students.
- ❖ Attend workshops and seminars and set up a study group with other teacher education students.
- ❖ Attend any local or national conferences that are available. Some of the most "cutting-edge" information is presented at these conferences.
- ❖ Become actively involved in the schools in your community.
- ❖ Join professional organizations and attend their meetings.
- ❖ Share your successes! We want to hear the good news!

SMARTHINKING.com

SMARTHINKING, a web-based tutoring service, is available for all CPS students. SMARTHINKING supplements our existing academic support services by offering real-time and asynchronous online tutoring and homework help twenty-four hours a day, seven days a week. Each student will receive ten (10) hours of free tutoring per year. You may access live tutorials in writing across all disciplines, math, accounting, statistics, and economics. You may also submit questions and papers asynchronously. A full range of study resources, including writing manuals, sample problems, research tools, and study skills is also available. You can access this service from wherever you have a connection to the Internet. SMARTHINKING is not an answering or proofreading service. Whether you are stuck at 2 AM on a problem that is due in your class the next day, or need extra help communicating your thoughts in writing assignments, SMARTHINKING can help with classes that have writing or math assignments. Follow these steps to get started:

- 1. Access INsite at https://insite.regis.edu
- 2. Login using your RegisNET username and password, the same username and password you use for WebAdvisor. The login button will be in the upper left corner of the screen.
- 3. Click on CPS SMARTHINKING.
- 4. The first time you use SMARTHINKING, YOU WILL GET A "PLUG-IN" NOTICE. You must click "Yes" when asked if you will accept the plug-in. Your computer is simply creating a link between itself and our technology.

Critical Documentation

All teacher education courses utilize designated **course guides** (formerly known as "modules") as the base for instructor syllabi. These are found on the teacher education website. Individual instructors can fine tune the requirements but the outcomes must be met whether the course is classroom, online, or Directed Study.

- ❖ Field Experience Logs. You must keep track of the hours you spend in the public school classrooms. You do this by filling out a Field Experience Log on which you document your hours and activities. This log is a record of your hours and activities and must be reviewed prior to student teaching and show the appropriate number of hours in different activities. The log form is found on the web under "Forms." Send the log in to the faculty teaching the particular course at the end of each course. Be sure to keep a copy for your records. Passing a course implies that all field experience clock hours have been met. The instructor of the course will verify your field experiences by giving you a passing grade.
- **❖** It is expected that you will complete your field experience in the state for which you are seeking a license.

Attendance Policy

The expectation is for students to attend all classroom-based class sessions (online courses have attendance and participation expectations as well). Because of the accelerated nature of the course work in the College for Professional Studies, missing any class may have a negative impact on the student's learning and course performance. Any student who misses the first class must contact the facilitator/instructor either prior to the first night of class or as close to the first night of class as possible. If a student fails to do so, he/she could be automatically dropped from the course. Students in online courses who do not log in by Wednesday of the first week of the course may also be dropped from the course. A student who has not attended the first night of class or logged in by Wednesday may be admitted to the course only with facilitator/instructor permission.

The following guidelines are available for students and facilitators/instructors:

- 1. All facilitators/instructors are expected to include their policy for attendance and participation and missed coursework, along with consequences for missed classes, late arrivals, and/or early departures, in their syllabi. Individual faculty policies may include higher expectations than the guidelines identified in this publication, but all students are required to meet the minimum expectations.
- 2. Make up work may be required if the student misses a class. This work is arranged, in advance if possible, between the facilitator/instructor and the student. The student is responsible for contacting the facilitator/instructor for the additional assignment(s).

Grading Policies

Grading policies for students are described in the *Regis University Bulletin*. An individual instructor may clarify his/her requirements for grades in the course syllabus.

Incomplete Grades

In exceptional circumstances, a student may be unable to complete the work during that term or semester. Approval of the request requires a serious and unforeseen circumstance. This includes major illness, death in the family, job loss, accidents or major life transition. Occasionally student teachers may need additional time to complete their work and they could receive the I/F grade.

Incomplete requests should not become ordinary requests; they are indicated in the *Regis University Bulletin* as extraordinary requests. Students on financial aid need to check with that department as to how the taking of an incomplete will affect their aid. Refer to the *Regis University Bulletin* for further details.

In order to request a grade of incomplete, students must submit a letter of request, which must be approved by the faculty advisor and the instructor/course consultant. An alternate grade must be assigned (i.e. I/D, I/F). In Teacher Education the alternate grade is normally the "F".

The incomplete grade automatically reverts to the alternate grade at the end of the semester after it was granted unless the work is completed. Example: A student requests an incomplete in Fall semester, and then at the end of the following Spring semester, the incomplete automatically reverts to the alternate grade if the student has not completed the work. Eight week courses revert to the alternate grade after the following eight week term.

As stated in the *Regis University Bulletin*, no grade can be changed after one year.

Various consequences occur from incomplete grades. Postings of graduation or teacher recommendation may be delayed. Students should not register for additional courses when they have incomplete grades outstanding.

Retaking Courses for a Higher Grade

To change a grade of "F", or any grade with which the student is dissatisfied, a student needs to **reregister and repay** for the class. The policy is described in the *University Bulletin*. When registering mention you are repeating the course for a higher grade. After completing the course with a higher grade, the "F" grade will be removed.

Administrative Errors in Grading

Any administrative error in grades must be corrected within a year from the time the grade was entered.

Probation

A student who has been put on probation, due to grades, has one semester to rectify the situation. In order to do this, he/she needs to work very closely with the faculty advisor. If she/he wishes to appeal the probationary status or wants an extension of time to correct the probation, the student must request this in writing from the faculty advisor who will forward the request to the Assistant Dean whose decision is final. See "Appeals Process" at the end of this chapter.

Appeals of Disputed Grades

Appeals of grades earned in the College for Professional Studies must be initiated within sixty (60) days after the last official day of the term in which a course is taken. Students who wish to contest a grade earned in a course should use the following procedures.

For **undergraduate** students in **non-teacher education courses**, see the current *Regis University Bulletin* for the procedure below:

Appeals of Disputed Grades 2011-2012 REGIS UNIVERSITY BULLETIN 329

Students who wish to dispute a grade earned in a course should use the following procedures:

- 1. The student contacts the instructor of the course to request a review of the issue.
- 2. If the dispute is not resolved with the instructor, the student submits a written request for review of the grade to the degree chair. The written request must be initiated within 60 days after the last official day of the term in which the course in question was taken. The request must provide rationale indicating why the grade earned is not appropriate, and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.) The request must include the student's name, address, e-mail address, course number, instructor name and the term in which the course was completed.
- 3. The faculty lead reviews all documentation submitted. If needed, the degree chair contacts the student and the instructor to arrange a personal interview. The faculty lead approves or disapproves the appeal. If the faculty lead approves the appeal, a Change of Grade form is completed and submitted to the Office of Academic Records and Registration. The faculty lead informs the student and the instructor in writing of the decision regarding the appeal.
- 4.If the grade dispute is not satisfactorily resolved, the student may appeal the decision to the Assistant Dean of the appropriate school. This written appeal must be submitted within two calendar weeks of receipt of the decision in step 3 above. The Assistant Dean will review the proceedings and any additional information provided by the student. The decision of the Assistant Dean is final.

For graduate or undergraduate students in teacher education courses:

Note: All graduate teacher education students follow the appeal process for Teacher Education.

- 1. **The student contacts the instructor** of the course to request a review of the issue. The written request must be initiated within sixty (60) days after the last official day of the term in which the course in question was taken.
- 2. If the dispute is not resolved with the instructor, the student submits the written request for review of the grade to his/her faculty advisor. The request must provide rationale indicating why the grade earned is not appropriate, and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.). The document will include the student's name, address, email address, course number, instructor name and the term in which the course was completed.

In the Teacher Education appeal process, if the student's faculty advisor deems the appeal warranted, appropriate **content area ranked faculty** will be appointed to review the documentation. Appointed faculty will recommend the appropriate grade to be assigned, and this grade will be communicated in writing to both the instructor of the course and the student.

If the appeal is approved, a Change of Grade form is completed by the student's advisor and submitted to the Office of Academic Records and Registration. The faculty advisor informs the student and the instructor in writing of the decision regarding the appeal.

If the grade dispute is not satisfactorily resolved, teacher education students contesting teacher education course grades may appeal the decision to the Assistant Dean of Teacher Education who will review the proceedings and any additional information provided by the student. The decision of the Assistant Dean is final.

Special Policies for Teacher Education

Occasionally students find they are unable to complete the program with Regis University. The following section discusses several of these options.

Withdrawal from Teacher Education

Students withdrawing from teacher education must notify their faculty advisor in writing of their intention. Students withdrawing after registering for course work must follow the procedures for withdrawing as prescribed in the *Regis University Bulletin*. Students receiving financial aid must notify the Financial Aid Office of their intention to withdraw. Be aware that withdrawal also has implications for the transfer of credit to other institutions.

Transferring Credit to Other Colleges and Universities

Students leaving the Teacher Education Program before completing all of the course work need to document the work completed. The acceptance of credits at another institution is totally **at the discretion of that institution**. Regis is fully accredited by our regional accreditation body, the Higher Learning Commission of the North Central Association of Colleges and Schools, thereby assuring high academic standards.

Readmission After an Absence of One Year or More

Students who are not registered in courses for twelve (12) months will be placed on inactive status. This includes students who have been suspended or dismissed from the program for any reason. Students who wish to resume their work with the Teacher Education Program after an absence of one year must reapply for admission. Readmitted students must comply with all new admissions and program requirements. These include any requirements that may have changed during their absence. The application fee is waived for students who reapply. Students who reapply may need to attend another teacher education orientation. Students who have a signed degree plan may follow the plan for the appropriate time span; however, because licensure is regulated by state accrediting bodies, the approval to student teach and recommendation for licensure may be altered to fit all new requirements.

A student who has not passed student teaching in any Regis Teacher Education Program will not be readmitted to the teaching program.

Information for Graduate, Undergraduate, and Licensure Special Education Students

If you are working in a school under a TTE (or SEE for special education) at the graduate, undergraduate or licensure level, you must complete a minimum of 9 semester hours per year in order for Regis to verify that you are making satisfactory progress toward your new endorsement. *Note: See your advisor if you are in this situation.*

Graduate Students: Culminating Coursework

The culminating experience for graduate students may involve different options based on the actual program you are completing. Your advisor will guide you in this process.

Graduation

At the beginning of the semester when you do your last work for your degree, you may apply for graduation. Applying for graduation requires that you file an application for graduation. The form is on the Regis website and on the Teacher Education (TE) website. Graduation application dates are posted at each campus and on the TE website and are strictly followed. **It is the student's responsibility to initiate this application process.** Failure to apply for graduation by the deadline could result in many unhappy consequences from not having your name in the program or not being able to march in the commencement ceremony all the way up to having to postpone graduation for another semester.

Graduation and participating in commencement ceremonies are not synonymous. Commencement is a ceremonial event and not your actual graduation from Regis University. Regis has two commencements each year (in May and December) and three graduations, in May, August, and December. Commencement ceremonies are held in Denver.

At the end of the semester in which you apply to graduate, your degree plan and transcript will be checked to make sure that all requirements are met. Mailings from the Graduation Specialist will let you know when your degree will be entered on your Regis transcript. If you do not graduate in the semester you applied to graduate, you must submit a new application.

Planning for Graduation

Planning for graduation should begin during your first semester as a student and continue throughout your program. It is your responsibility to keep track of all aspects of your progress toward graduation. Remember that graduation is a Regis function while teacher licensure is a state function, even though it is contingent on recommendation by the university. Each is separate from the other. **To graduate, you are expected to:**

❖ Meet with your faculty advisor and review a degree plan as described previously. Your degree plan is good for seven years for undergraduate and six years for graduate.

- ❖ Keep track of your progress. Fill in your degree plan and your Teacher Ed Checklist as you complete the courses. This is your guide to completion.
- ❖ Be aware of grade point average requirements.
- ❖ Meet the behavioral expectations of the Teacher Education Program as described in Chapter 5.
- Apply for graduation no later than the first week of the semester (see posted dates) in which you plan to finish.
- Pass all Gates.

Graduate students must also:

- * Complete the culminating courses—usually taken after student teaching is completed. Attend the appropriate seminar sessions and work closely with your faculty advisor to ensure that you have met all culminating course requirements. Refer to requirements and approvals for your presentation. The project must be successfully completed before a student may graduate. Watch time lines carefully.
- ❖ Be aware of grade point average requirements. The minimum GPA for graduation is 3.0. No more than 6 semester hours of Regis coursework may have grades of C. None of these can be in the graduate professional sequence courses. Your faculty advisor must approve transfer credit. It must be B- or above and less than ten years old.

Appeals Process / Process for Student Complaints

A student who has an appeal **other than an appeal for a disputed grade**, which is covered earlier in this chapter, should present the appeal **in writing** to the faculty advisor first. The advisor works with the student to find a resolution. The advisor may involve the program coordinator if necessary. The advisor will communicate the solution to the student and document the complaint and outcome of the proposed solution in the student's file.

If the issue is unresolved, the advisor will bring it along with all documentation to the Team Meeting; the team will recommend a solution and communicate it to the student. Results will be placed in the student's file.

Still unresolved? The next step is the Advisory Council who will recommend a solution and the Assistant Dean will communicate to the student.

In the event that the Advisory Council cannot present a workable solution, then the Assistant Dean and/or Dean will decide. **The decision is then final.**

Urgent Clause: Any reports of illegal, dangerous, dishonest, or harassing events need to be reported immediately and directly to the Dean. If the Dean is unavailable, the information needs to go to the Academic Dean of the College of Professional Studies.

CHAPTER 5

ACADEMIC AND BEHAVIORAL EXPECTATIONS AND POLICIES

Student Behavioral Expectations during All Field Experiences

Regis students must always behave in a professional and ethical manner. The following guidelines should help you, but do not cover all possible situations. Our expectations for your behavior as a Regis adult student may sometimes conflict with other roles, such as when you are working as a teacher or a paraprofessional in a school at the same time that you are doing Regis coursework. We require that you follow the Regis guidelines whenever you are doing work for your Regis courses.

- During the professional sequence courses when students are working with P-12 students, Regis students must always be working under the direct supervision of the classroom teacher. The classroom teacher must always be immediately accessible to the Regis student. If you are substitute teaching, acting as a parent volunteer, or working as a paraprofessional while you are a Regis student, you must differentiate your time so that the time you spend meeting your Regis requirements is under the direct supervision of a classroom teacher.
- Regis students are responsible for knowing all the appropriate school and district rules for teacher behavior and for following them.
- ❖ No Regis student may physically coerce or restrain a student in a P-12 school.
- ❖ Regis students must work with P-12 students in public spaces within schools, such as classrooms, libraries, and well-traveled halls. They must avoid being alone with students in places not frequented by other adults.
- Regis students may never provide transportation for P-12 students during the course of their Regis work.
- Regis students must not meet with P-12 students with whom they are working in their foundational and professional sequence courses outside of school unless they are participating in a school-sanctioned activity that includes other school personnel.
- Regis students must always respect the privacy of students and classroom teachers. Information about students and teachers gained during Regis coursework must not be shared except with people who have a direct need to know, or with Regis faculty.
- * Read and follow **Professional Dispositions**. (See below.)
- ❖ At all times, Regis students must exhibit the highest level of professional behavior.

Purpose of the Professional Disposition Report

RESPONSIBILITY OF THE REGIS UNIVERSITY TEACHER EDUCATION PROGRAM

"Both the statute and State Board Rules confirm that institutions of higher education approved to offer educator preparation programs must comply with criteria set by the State Board of Education. Since dispositions are a part of those standards, the institution has an obligation to utilize these criteria in assessing teacher education candidates."

Eugene J. Campbell, Assistant Commissioner, Office of Professional Services; Colorado Department of Education, 2001

This form is completed for all students after designated courses in the program. The form is designed to evaluate a student's disposition toward teaching. The form is on the teacher education website. The form may also be used by faculty advisors at their discretion.

The following is a sample of the form currently being used. New forms may be developed throughout the term of the student's program.

Regis University College for Professional Studies School of Education and Counseling Professional Disposition Assessment Rubric

	Date:
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Criteria	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	Score
Attendance and Punctuality	Is frequently absent or late	Is occasionally absent or late	Dependably displays excellent attendance and punctuality	Puts in extra time beyond expectations	
Initiative	Lacks initiative despite guidance and direction	Is passive, depends on others for direction, ideas, and guidance	Has good ideas, works effectively with encouragement from supervisor	Is resourceful, shows initiative in working independently	
Oral Expression	Has significant difficulties in oral expression	Has difficulties in oral expression	Usually speaks English correctly and effectively	Consistently speaks English correctly and effectively	
Written Expression	Has significant problems with written language	Has problems with written language	Has minor problems with written expression	Writes English correctly and effectively	

Respect for Diversity	Consistently lacks	Sometimes appears	Recognizes all	Demonstrates respect	
	respect for others	thoughtless and	individuals have	and enthusiasm for	
		insensitive and/or	potential for learning	working with diverse	
		makes negative	and growth, but has	individuals	
		remarks about the	difficulty putting		
		diversity of others	theory into practice		
Professional	Is antagonistic toward	Displays sincere	Demonstrates	Establishes warm and	
Interaction with	others or has difficulty	interest in positive	appropriate	supportive professional	
Others (Toward	communicating	interaction, but	professional demeanor	relations with others	
Students/Peers/	positively	displays some	and positive		
Parents/		difficulty	interactions with others		
University Staff		communicating with			
		others			
Response to Feedback		Is receptive but does	Is receptive and	Actively solicits	
from Supervisors	unreceptive to	not implement	implements feedback	suggestions and	
	feedback	suggestions		feedback and adjusts	
				performance	
				accordingly	
Commitment to	Displays unethical,	Requires guidance in	Typically demonstrates	Understands and	
Ethical Practices	immoral, and/or illegal	ethical behavior	ethical behavior	practices ethics	
	behavior			including honesty,	
				confidentiality, and	
				equity	
A	Entribite in an analysists	Nandaidanas in	T.T	A 1	
Appropriate	Exhibits inappropriate deportment including	Needs guidance in	Usually demonstrates professional	Always presents self in a professional manner	
Deportment (Toward		appropriate	1	a professional manner	
Students/Peers/	but not limited to:	professional	deportment		
Parents/University	inebriation; illegal	deportment			
Staff)	substance use; sexual				
	harassment; profanity;				
	verbal, written, or				
	physical threats or				
	abuse of others; other				
	behaviors inappropriate				
	from a professional				
	educator				

High Personal Expectations	Makes little effort to improve own performance	Makes some effort to improve own performance	Self identifies areas for growth and implements them	Continually seeks and implements new and better ways of performing	
Compliance with School Policies	Is unfamiliar with and/or ignores policies	Lacks knowledge of school policies and/or applies them inconsistently	Has a basic knowledge of and follows school policies	Understands fully and follows school policies	
Appropriate Dress	Ignores guidance for appropriate dress and makes no effort to change	Needs guidance in regard to appropriate dress	Is usually dressed appropriately for the position	Always dressed in a professional manner	
Commitment to Legal Practices	Violates legal requirements of teaching	Lacks comprehensive knowledge of teaching legalities	Usually demonstrates the legalities of teaching; asks for clarification if necessary	Understands and represents the legal requirements of teaching	
High Student Expectations	Does not expect to impact students' learning	Tolerates mediocre effort from students	Has positive expectations for most students	Expects all students to succeed	
Learning Environment	Appears thoughtless and insensitive to students	Has knowledge of appropriate behavior but does not apply it with students in the classroom	Usually establishes an environment that reflects clear expectations, respect, and productivity in the classroom	Consistently develops a learning environment that reflects clear expectations, productivity, and respect	

Professional Disposition Procedures for Faculty and Affiliate Faculty

Procedures for Addressing Student Issues that Violate the Professional Disposition

- 1. **Initial infraction:** Concerned person speaks to student about the concern and what needs to be done to correct it. Concerned person summarizes this discussion and action steps to be taken by the student in a memo or on an Incident Report. A copy is given to the student. A copy is also sent to the student's faculty advisor who places it in the student's advising file. Faculty advisor uses professional judgment in deciding whether or not to call the student.
- 2. **Second infraction:** Concerned person fills out a Professional Disposition Form and sends it to the student and faculty advisor. Faculty advisor conducts a phone or personal conference with the student regarding the Professional Disposition. The faculty advisor records notes from the meeting and places notes and Professional Disposition form in the student's advising file.
- 3. **Third infraction:** Concerned person fills out a Professional Disposition Form and sends it to the student, faculty advisor, and Assistant Dean of Teacher Education. The Assistant Dean of Teacher Education sets up a meeting with the student, faculty advisor, and possibly other appropriate individuals to determine consequences up to and including the student's dismissal from the Teacher Education Program. An action plan to prevent dismissal may be created at this time.

Emergency clause: If a student's behavior is severe and/or in violation of Regis policies (see *Regis Bulletin, Teacher Education Student Handbook* and *The Student Teaching Handbook*), the Assistant Dean of Teacher Education may immediately proceed to step 3 above and remove the student from the Teacher Education Program.

Note: Issues of concern regarding **faculty** or **staff** should first be addressed with the individual. If further concerns arise or initial concerns cannot be resolved, the issue should be referred to the Assistant Dean of Teacher Education.

The Student Teaching Handbook also lists procedures for unsuccessful completion of student teaching and possible removal from the program.

Procedures for Sending Reports of Outstanding Professional Behavior Regarding Students, Staff, or Faculty

Faculty, students, or others may send in a report of outstanding professional behavior to the Assistant Dean of Teacher Education. This report may be on a Notice of Commendation or written as a letter or memo to the Assistant Dean of Teacher Education. This must be an initiated report, not solely good marks on course evaluations. A Special Recognition Certificate from the Assistant Dean of Teacher Education is sent to the recipient congratulating and thanking him or her for the outstanding professional behavior and contribution to education. Any additional reports are filed in the advising file or in the case of a faculty or staff member, in the personnel file.

Regis University College for Professional Studies Teacher Education Programs

Incident Report

Date:	Time:	Location:	
Person completing no	tice:		
Student's name:			
Other people involved	l:		
Description of incident	t:		
ttempts made to addre	ess the incider	nt by person comple	ting the form:
Other Notes:			
Signed:		(Position)	
Cc to: Cc to: Student			
	ean of Teache dvisor		
			Rev. 9.09

Regis University College for Professional Studies Teacher Education Programs

Notice of Commendation

Date:	Time:	_Location:		
Person completing	g notice:		-	
Student's name: _			_	
Other people invo	lved:		-	
Reason for comm	endation:			
Signed:	rson Completing Form)			
(Pe	rson Completing Form)	(Position)		
Cc to:				
□ Student				
	nt Dean of Teacher 's Advisor	Education		

Rev. 9.09

Essential Teacher Competencies: Progress, Retention, and Recommendation for Licensure

In teacher education, the faculty and the Faculty Advisory Council develop the policies of the program and regulate the admission, retention, and recommendation of students for Colorado, Nevada and Wyoming licensure. Student performance will be evaluated in courses, field placements, student teaching, workshops and seminars, and interactions with Regis faculty and staff on an ongoing basis. The behaviors considered essential for an effective teacher are that students must:

- ❖ Meet Regis University degree and teacher education standards for academic performance as described in this handbook, other official publications of CPS and CPS Teacher Education Programs to students, and the *Regis University Bulletin*. Meet the appropriate state standards for teacher education.
- ❖ Demonstrate the ability to speak and write the English language correctly and effectively.
- ❖ Be able to establish rapport and effectively communicate with the P-12 pupils with whom Regis teacher education students work.
- ❖ Follow the policies and procedures outlined in this *CPS Teacher Education Handbook*, official communications from the teacher education degree program to students, and the *Regis University Bulletin*.
- ❖ Behave in a professional and ethical manner, using generally accepted standards of behavior for prospective teachers. Refer to the Professional Teaching Dispositions.
- ❖ Be able to identify and explain the practical applications of various learning theories as they pertain to the work being done in the P-12 classroom.
- Demonstrate the ability to individualize instruction in the appropriate P-12 setting, including the diagnosis, prescription and evaluation of the teaching-learning process.
- ❖ Demonstrate the ability to organize and present materials pertinent to specific subject areas. This includes the ability to develop daily lesson plans and long-range units designed to meet district/state P-12 Content Standards.
- ❖ Demonstrate the ability to use various classroom-teaching techniques, especially the facilitation of group processes, the rudiments of good questioning skills and the "Nine Essential Strategies for Learning." (See www.regis.edu/cpedcn for more information.)
- ❖ Demonstrate an awareness of, and ability to deal with, the different interest and ability levels of the P-12 pupils with whom they work. This would also include the skillful use of effective classroom management and methods of discipline.
- ❖ Demonstrate the ability to utilize stimulating materials, computer technology and software, and audio-visual aids, based on the material to be presented and the needs of the classroom pupils with whom they work.

- ❖ Demonstrate the ability to develop instruments for evaluating pupils based on the material covered in class. Students should also demonstrate an ability to interpret standardized test data in the appropriate P-12 classroom setting. Students need to be able to use data obtained from assessments in planning future instruction.
- ❖ Demonstrate knowledge of the teaching/learning process through the successful completion of the Work Sample during Student Teaching. (See Chapter 8 in this Handbook.)
- ❖ Demonstrate a commitment to the school, the faculty, and the administration of the schools in which they work during field placements and student teaching. Students can demonstrate this in several ways, such as by attending school functions, communicating effectively with school personnel, and supporting all school policies.
- Demonstrate a definite comfort level in the role of educator. This includes, but is not limited to, knowing the legal ramifications of actions while interacting with students, teachers, administrators, and other school personnel. Your professional conduct and personal code of ethics must be beyond question.

Universal Proficiencies

The following Universal Proficiencies represent a synthesis of: all corresponding state performance standards; Regis Nine values; and other accrediting bodies' requirements. They are consistently evaluated throughout the Gate System. See the TE website for details on the Gate system evaluation process. **Students must pass all Gates.**

- 1. **Critical Thinking**: The student will be able to gather information from observation, experience, reasoning, and/or communication, analyze that information, generate alternatives, solve problems, and evaluate the process and solution. Critical thinking is based on intellectual values that go beyond subject matter to include clarity, accuracy, precision, evidence, fairness, and multiple perspectives.
- 2. **Learning Theory**: The student will have knowledge of the complex process of how people learn and will be able to apply a variety of learning theories in an educational setting.
- 3. **Professionalism**: The student will have the ability to represent the teaching profession effectively by demonstrating the following characteristics: commitment to learning, adherence to ethical standards, respect for diversity, effective communication skills, effective interpersonal skills, and accountability for actions.
- 4. **Assessment**: The student will understand and apply the principles of measurement, analysis, and decision making about what students know and are able to do.
- 5. **Instruction**: The student will understand and use research-based strategies and techniques to facilitate student learning and to differentiate instruction based upon individual students' needs.
- 6. **Technology**: The student will demonstrate understanding and appropriate applications of technology as they relate to effective instruction and to specific endorsement areas.
- 7. **Values**: The student will demonstrate an understanding of democracy, ethics, moral integrity, multiculturalism, social justice, and the concept of service learning.

- 8. **Communication**: The student will be able to communicate effectively through speaking, writing, listening, and observing. Students will understand effective ways of talking with students and demonstrate appropriate communication skills to their students.
- 9. **Discipline Knowledge**: The student will demonstrate proficiency in the specific content area(s) of his/her program.

Academic Honesty

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by programs, areas or departments of the University for cheating or plagiarism. Such sanctions may include a failing grade on an assignment, failure of the course, or expulsion of the student from the course or the department.

Academic dishonesty also includes forgery and unauthorized alteration or misuse of one's own or another student's academic records. It also includes knowingly furnishing false information when seeking admission to Regis University.

Trust is a critical part of the academic process. We expect that all work that you present to Regis faculty is your own work. You may use family and friends as sounding boards for ideas and proofreaders for writing. We require, however, that you do your own research and writing. Editing and revision are part of the writing process. Any ideas or writing produced by others must be attributed properly using APA style. Graduate students can also find additional help in the *Guidelines for Academic Papers and Research Projects*. Group work must be approved ahead of time and must be presented in such a way that authorship of ideas and writing can be distinguished. If you are uncertain of the conventions of academic writing, talk to your faculty advisor or the faculty member facilitating your course about your concerns. If you have questions about proper attribution of sources, they may be able to help you.

Plagiarism, defined as presenting the work of others as your own work, is a serious breach of trust in academia. Penalties will vary, depending on the seriousness of the offense, from a required revision of a paper to expulsion from Regis University. **Regis faculty does utilize Internet programs to evaluate possible plagiarism.**

To help you with this, here are links to a few Plagiarism Tutorial Websites:

http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html https://www.indiana.edu/~istd/

Removal from Teacher Education

A Regis student may be asked to leave the Teacher Education Program because of academic difficulties or violation of the policies, procedures, and performances detailed in Regis documents such as this Handbook or the *Regis University Bulletin*. The decision to terminate a student's program will be made on the recommendation of the Teacher Education Advisory Council and the Assistant Dean of Teacher Education. Appeal procedures are described in the *Regis University Bulletin*.

According to the Colorado /Wyoming state standards, a license or recommendation for such credential may be denied or revoked on the following grounds:

- Mental Incompetence
- ❖ Breaking federal, state, or municipal laws that might include:

Felonies

Illegal use or possession of controlled substances

Theft or fraud

Child exploitation or pornography

Sexual misconduct—offenses against person

- Unethical Behavior
 - Failure to prevent students from harm (reasonable attempts)
 - Discrimination—provide professional services in a discriminatory manner regarding age, gender, national origin, race, ethnicity, color, creed, religion, language, disability, socio-economic status, or status with regard to marriage or sexual orientation
- ❖ Failure to keep confidence—Family Educational Rights and Privacy Act (FERPA) violations
- Failure to present materials objectively
- **❖** Falsifying records
- ❖ Making false or malicious statements about students or personnel
- Accepting bribes for professional favors
- Mishandling of school money
- ❖ Engaging in immoral conduct which affects the health, safety, or welfare of children or conduct which offends the morals of the community or sets an inappropriate example for children or youth whose ideals the educator is expected to foster and elevate
- ❖ Selling or engaging in unlawful distribution of dangerous or unauthorized prescription drugs, or other dangerous nonprescription substances, alcohol or tobacco.

A student who is arrested for any reason must inform his/her advisor in the Teacher Education Program of the disposition or final decision regarding that arrest. Failure to do so may result in termination from the program.

Regis University may remove a student from the Teacher Education Program if adherence to the above state standards is not followed or if the student does not meet Regis University's behavioral, professional or academic standards.

CHAPTER 6

PROGRAM REQUIREMENTS AND STAGES

Planning Your Program

Setting Goals and Time Frames

Each of you comes to the CPS Teacher Education Program with different goals, time frames, and personal realities. During your early meetings with your faculty advisor, you will discuss ways to help you plan your program in a way that balances your work towards teacher licensure with the rest of your life.

How quickly do you want to complete the program? Your timing is one of the most individualized aspects of this program. To maximize your success, be honest with yourself about how much time you have available. Our experience is that a steady pace of courses works best for students, whether that pace is two courses, three courses, or even one course a semester. We do not recommend that you take more than six (6) semester hours at a time if you are working fulltime. A **graduate** student who takes six (6) semester hours in one semester is considered full time. An **undergraduate** student who takes twelve (12) semester hours in one semester is considered full time, and six (6) undergraduate semester hours in one semester are required to activate financial aid. Discuss your course load with your faculty advisor if you wish to register for more credits.

During the foundational courses, most of your time will be spent on research and writing. This is the easiest period to combine fulltime work during the day with your studies. As you move into your professional sequence courses (especially "methods" courses), you must be able to spend time in the school classrooms. Methods courses are easiest to complete during the school year, particularly for people earning middle and secondary endorsements. You may want to leave some of your other courses for your degree or academic teaching field for the summer semester. This allows you to continue with your progress toward both your degree and teaching credential.

For people who work fulltime in the business world, we suggest you adjust your work schedule to allow adequate free time during the school day to meet Regis and state requirements for time in the schools. We know that adjusting your schedule can be difficult, but we also know that there is a direct relationship between the amount of time spent in the public school classroom prior to student teaching and success in student teaching. Talk to your faculty advisor for suggestions. Some students get a substitute license while they are doing their methods of teaching courses, so that they can earn money and spend maximum time in schools.

What prior experiences in education do you bring to the program? The more experience you already have working with children, the more likely you are to be certain of your career choice. If you have little experience working with children, it is important for you to be sure you have made the right decision about teaching as a career and that the level or subject you have

chosen is what you want to teach. Do not select an endorsement area just because it appears quicker or more marketable. Teaching is increasingly more demanding, and after spending an immense amount of time getting your license, you will want to be happy with your teaching level. Spend as much time as possible with children at the level you have chosen. Observe at other levels also. It is not unusual for students to discover that while teaching is the right career choice, the initial choice of level is not the best fit. It is relatively easy to change levels and endorsement areas early in your program.

What are your strengths and challenges? As you begin this program, you bring your own strengths and challenges to bear on your success in the CPS Teacher Education Program. For some of you research writing and critical thinking come easily, but learning experiential skills such as classroom management are more difficult. For others, the "doing" of teaching will come easily, but articulating a personal philosophy of education or discussing the strengths and weakness of current research in education may be more difficult. Find out what resources are available to you as a student. If writing is a challenge, participate in the workshops offered each semester or take a writing course at a local community college or one of several offered at Regis. If classroom management and teaching do not come as easily as you had hoped, extend your time in the children's classroom and take the Regis course EDFD470 / 670 The Effective Classroom—useful for graduate or undergraduate students—very seriously. Realize that each of you learns as an individual and that no one way works best for all students.

Writing Up a Plan for Earning Your License

Every CPS teacher education student must address certain state standards and course requirements. It is best if you discuss with your faculty advisor the courses and time plan. First are general education standards required for all endorsement areas and second are the standards particular to the level (early childhood, elementary, or secondary) you are working toward and, in the case of secondary education, the specific subject field in which you are seeking endorsement. In addition to meeting the specific endorsement content standards, the Gates system links the teaching standards to Universal Proficiencies, which are built into our teacher licensure coursework. Passing the Gates lends credence that you have gained competence and have met the state standards for teaching in your endorsement area.

Working in the Schools

As you spend a considerable amount of time in schools while you do your teacher education coursework, you need to think about how teachers and schools function and how to identify their concerns. Teachers are very busy people, who often welcome extra hands in their classrooms. At the same time, the pace of life in classrooms means that teachers have little time to talk during the school day. For those reasons, it is important that you carefully schedule your time with field faculty who are classroom teachers. If you agree to help in their classrooms, teachers will be depending on you to be there. If you need time to talk about what you are seeing or the reading you are doing, you will probably need to schedule time to do this rather than assume that you can talk during class time.

Observing in a variety of schools is a way to begin to become familiar with how different educational philosophies are implemented. As a teacher education student, you have the

opportunity to observe widely. The more time you can spend doing this, the more you will be able to identify the kinds of situations which mesh with how you see yourself developing as a teacher. Do not limit yourself only to schools that operate by philosophies similar to your own. If you live in a community where choices are limited, spend a day or two in a metro area where there are a variety of alternative schools. Your faculty advisor will be able to help you identify some of the different types of schools you may want to visit. We also have cooperative arrangements with schools in different communities where there are experienced teachers who wish to work with Regis students. A substantial amount of time **must be spent in Title I or high needs schools**, and since you will be receiving a license from your state, we request that the **majority of your field experience time be spent in regular public schools**, and in the state where you are seeking a license. In Chapter 7 on Student Teaching, you will find additional information on this subject.

If you want to visit and observe in a school, call ahead and make an appointment. Introduce yourself to the principal if the opportunity arises. Remember that while people who work in schools are accustomed to visitors, especially teacher education students, they do want the opportunity to present their best face to the world, so the principal may want you to observe certain teachers. All schools have some sort of check-in procedure, which they ask visitors to honor. This may be as informal as a sign-in log or as formal as completing another security check required by the district and obtaining an official school identification card or nametag. **Check with the district human resources department for current security procedures.** Your faculty advisor can also arrange for you to obtain an introduction letter from Regis to the principal of a school. Do wear your Regis photo ID (available at the seminars) whenever you are in the schools.

As you spend time observing and doing your professional sequence courses in the schools, you should begin to think about your student teaching experience. Deadlines for student teaching applications are well before student teaching begins. Check the calendar for student teaching application deadlines in Chapter 7 of this handbook. Keep in mind that we will ask you to suggest a particular person who might be your Cooperating Teacher when you student teach. Regis Teacher Education Programs, however, will formally set up your student teaching experience from the Denver offices. If you see or work with a person with whom you think you might like to student teach, you should discuss your recommendation with your advisor. Also ask that teacher if he or she works with student teachers and would consider having you as a student teacher. This is an informal approach. You may also ask the principal if this teacher takes student teachers. This is also an informal approach. Assure the principal that Regis will formally set up the placement but that you are asked to give Regis a suggestion as to who you would like to work with in student teaching. Beyond general questions like that, you must not try to make formal arrangements yourself.

Stages for Earning your License

Teacher education in CPS proceeds in stages. At each stage there is limited flexibility within the basic structure of our program and the standards set by Colorado, Nevada, and Wyoming. Your first step will be to plan your program with your faculty advisor.

You then complete the coursework indicated on your teacher education checklist and degree plan. For most students*, one of three formal assessments (Gates) must be successfully completed at the end of each phase before you will be allowed to move to the next stage. The stages of coursework are:

- Foundational courses
- Professional sequence courses
- Student teaching / Professionalism in Education (a support seminar for student teaching)

The Idealized Sequence guides for Undergraduate and Graduate programs are located on the TE website under "Portfolio Gate System."

*Current exceptions to the Gate system may apply to specialized programs. See your advisor.

Foundational Courses

The foundational courses are normally the first courses taken by students in the teacher education program. The one exception would be undergraduate degree seeking students who still have much of their non-teaching, or content courses to do. Most students begin with The Craft of Writing for Educators or Perspectives in Education for the undergraduate program and Current and Interdisciplinary Perspectives in Education in the graduate program. These courses, like the professional sequence courses, cover content that leads to the degree and/or teacher licensure.

The foundational courses are designed to provide an introduction to some of the important areas in education. They are meant to give students new to education perspectives from which to understand what they will be seeing in schools. If this is a second endorsement for you, you should discuss with your faculty advisor other ways to address the requirements of Directed Study courses so that you are not repeating work with which you are already familiar.

Foundational courses all require considerable reading and writing. You will be required to utilize research journals as well as text and trade books about education. We believe that the abilities to read professional-level work, think critically about your content, and write at a competent college or graduate level are crucial prerequisites to becoming an excellent teacher. If you are concerned about your skills in these areas, talk to your faculty advisor about study skills workshops, writing courses, and other ways to strengthen those skills.

Professional Sequence Courses

These are courses in which you learn the specific knowledge and skills of a teacher in your endorsement area. They include a high proportion of "hands-on" experiences. These courses must be completed at Regis. Before being eligible to register for the Professional Sequence courses, you will pass through the first of three formal assessments. This includes having taken the PLACE/Praxis content area exam and successfully completing the required portfolio assignments. The first assessment is referred to as Gate #1.

Those students earning Colorado **Special Education Generalist or ECE Special Education** licensure will not be required to take the appropriate SPED content test until the term before Student Teaching as those tests are based on the information learned in the program.

Undergraduate SPED Generalists will be required to pass the Elementary Content exam as a part of this first assessment, or Gate #1. Graduate SPED Generalist students are not currently on the Gate system, but must pass the Elementary Content Area test before moving on to the Professional Sequence and before applying for Student Teaching. ECE SPED students will not be required to take the Elementary Content Exam prior to moving on to the Professional Sequence Courses. All tests, however, must be passed before the semester of Student Teaching begins. See your advisor and follow your individual checklist. *Note: Nevada/Wyoming students check with advisor for current information*.

We provide standardized contracts/syllabi and classroom course guides for professional sequence courses. These contracts list course objectives, which relate to state standards and course requirements that we believe will help you accomplish the learning needed to meet the state standards. They are available on the Teacher Education website.

Student Teaching/Professionalism in Education

The culminating experience for students seeking a license is the final course, Student Teaching. This is taken concurrently with Professionalism in Education, a seminar which is considered the Regis classroom portion of Student Teaching. Before being eligible for Student Teaching, students must have met all the pre-requisites as set forth in their own individual plans. Most licensure students are on the Gate system, so this includes passing through the second of the three formal assessments or Gates. After Student Teaching, the third Gate must be successfully completed before Regis faculty can recommend you for a state license.

Conclusion

Upon successful conclusion of all stages, Regis faculty will be able to formally recommend you to the Colorado or Nevada Departments of Education or the Wyoming Professional Teaching Standards Board for licensure. If you are an undergraduate student seeking a bachelor's degree, the degree must be recorded before recommendation. You will then apply to the state for your credentials.

Residency Policies for Teacher Education Courses

Prior to student teaching, students must satisfactorily complete all foundational and professional sequence courses plus all coursework needed for an academic teaching field (English, math, history, liberal arts, etc.). All decisions concerning coursework are made with the approval of the faculty advisor and the Teacher Education Programs faculty.

Undergraduate Program

The **Foundational** courses are listed below. **Credit by examination** may be earned for some courses. Discuss this option with your faculty advisor. You will find a list of possible exams for courses on the testing website; currently it is: www.regis.edu/testing. Keep in mind that not all courses have available tests. **Prior Learning Assessment (PLA) credit** may also be earned for some requirements in this group of courses. Discuss possibilities with your faculty

advisor. Students are expected to complete all education courses taken at Regis with a B- or above in order to maintain status in the education program.

The following foundational courses must be taken at Regis:

Undergraduate:

- Craft of Writing for Educators
- Perspectives in Education

The first of the three formal assessments or **Gate #1** is completed after passing these two courses and the appropriate state content exam. *Note: Wyoming students have slightly different requirements. See your advisor.*

These courses may be taken at Regis: These courses may be transferred in, tested out of, or given credit through Prior Learning Assessment (PLA) at the discretion of the Teacher Education Program and the student's faculty advisor. Otherwise they will be taken with Regis:

- Math for Educators
- Math for Special Educators (SPED)
- Lifespan Development
- Educational Psychology
- Teaching the Exceptional Child in the Regular Classroom
- Children and Adolescent Literature--Early Childhood (ECE) and Elementary Education and SPED
- Educational Technology
- Cultural Competence in Education

The following **Professional Sequence** courses are **taken at Regis University** and completed with a "B-" or above. They are available to students who have passed **Gate #1**. Some very limited credits may be earned through Prior Learning Assessment. Check with your faculty advisor.

- Teaching Reading and Writing—ECE, Elementary, and secondary English
- Reading in the Content Area—Secondary
- The Effective Classroom
- Specific Methods Courses (16 weeks)

Organization and Assessment of Learning

Methods I: Reading, Language Arts, Expressive Arts, and Social Studies

Methods II: Math, Science, Health, and Physical Education

Methods: Infant, Toddler, and Preschool (ECE)

Methods: Primary (ECE)

Methods of Teaching Secondary School (specific content area)

Methods of Teaching Art (K-12)

Methods of the Typical Classroom—Special Education (SPED)

Methods of Teaching Special Education (SPED)

• Specific Special Education Courses (SPED)

Language and Literacy Instruction for Special Education

Behavioral Analysis and Intervention

Educational Assessment for Special Education Adaptive Technology Assessment, Intervention, and Instruction for Students with Special Needs

Concluding courses taken at Regis for licensure are available after successful completion of Gate #2.

- Student Teaching
- Professionalism in Education

The third and last assessment—Gate #3—is passed at the end of Student Teaching and before Regis faculty recommends a student for licensure. Recommendation is the last step before students are eligible to apply to the Colorado or Nevada Department of Education, or the Wyoming Professional Standards Board for credentials. Students conclude the process by applying directly to the appropriate state authority.

Graduate Program

Graduate Foundational Courses:

- EDFD 610
- EDFD 600
- EDFD 603
- EDFD 630
- EDFD 641
- EDFD 620

PLACE or Praxis exam passed (Colorado)

Nevada Praxis exam (see the NDE website for more information)

The first of the three formal assessments or **Gate #1** is completed after passing these foundational courses and the appropriate state exam.

Professional Sequence courses are **taken at Regis University** and completed with a "B-" or above. They are available to students who have passed **Gate #1**. (SPED Generalist and ECE SPED will have a different set of Professional Sequence courses. Follow your individual checklist.)

- EDRG 644
- EDEL 661
- EDEL 660
- EDSC All secondary methods courses
- ED__650
- ED__670

The second of the three formal assessments or **Gate #2** is completed after passing these courses. Concluding courses **taken at Regis** for licensure are available after successful completion of **Gate #2**.

Concluding Courses:

- Student Teaching
- Professionalism in Education

The third and last assessment—Gate #3—is passed at the end of Student Teaching and before Regis faculty recommends a student for licensure. Recommendation is the last step before students are eligible to apply to the Colorado or Nevada Departments of Education, or the Wyoming Professional Standards Board for credentials. Students conclude the process by applying directly to the appropriate state authority. Note: This concludes the licensure process for students. The addition of a Capstone Course is necessary to complete the master's degree.

Please note for Graduate and Undergraduate Students:

- ❖ Wyoming students must pass a state-administered test on the U.S./Wyoming Constitution or take a course in this subject. This can be done during the program but must be passed before student teaching. Wyoming students in Elementary Education or Secondary Social Studies must pass the proper Praxis exam as required by the Professional Teaching Standards Board (PTSB) of Wyoming. If required by your endorsement area, passing the test is integral to passing Gate #2. Check with your faculty advisor if you are unsure which exam to take.
- * Colorado students in P-12 regular education programs must pass the PLACE or Praxis II content area exam before being eligible to register for Methods courses. Check with your faculty advisor if you are unsure which exam to take. Students in the Special Education Generalist program must pass two exams, the PLACE or Praxis II elementary education, which is a liberal arts content test, before professional sequence courses and the PLACE Special Education Generalist exam before student teaching. Special Ed students teaching on a temporary teaching endorsement may have separate requirements. See your advisor for direction in your personal case.
- Nevada licensure students in P-12 education programs must pass the appropriate Praxis exam as outlined on the NDE website.

Graduate Program

Course work that can be transferred into the graduate program is quite limited. Only six (6) credits can be transferred for licensure programs that consist of 36 – 45 credits. It is sometimes possible to transfer nine (9) credits for those licensure programs that consist of over 45 credits. Credits that transfer must be from a regionally accredited college, be at a graduate level (not just post undergraduate), not have been part of another master's degree, and match in requirements those of the Regis courses. Professional sequence courses are seldom acceptable for transfer. A student who is adding a second endorsement, however, and has considerable work in a particular area may be eligible to waive a particular course and replace it with another one.

Coursework in each of the phases for the graduate program is highly individualized, but the concept is the same as for the Undergraduate Program. You will be expected to begin with Foundational courses concluded by passing the first assessment, Gate #1. This is followed by the Professional Sequence and the second assessment, Gate #2, before being allowed to proceed to Student Teaching / Professionalism. At the successful completion of student teaching, Gate #3, the third and last assessment is completed before Regis faculty recommends a student for licensure. The student concludes the process by applying in a timely manner directly to the appropriate state authority for credentials.

Ways to Complete Courses / Course Formats

Within the Teacher Education Program, there are several different options of completing your coursework. Some are available for all courses; others are only available for certain courses or specific degree levels. Some of the options are described in the following sections but be aware that the numbers of options are changing. Check with your faculty advisor and on WebAdvisor for current information on options.

Classroom Courses

These courses generally meet weekly in the evening, on Saturday, in weekend formats, or as a week-long intensive in the summer. You are expected to attend all sessions and have appropriate homework done on time. Course Guides including information on required materials and first night assignments are available on the web. Teacher education course information is found on the teacher education website: http://www.regis.edu/cpedcn. Information for other undergraduate courses, e.g. religious studies, is available on WebAdvisor.

Directed Study

Directed Study (formerly known as Guided Independent Study, or GIS) courses are done with approved affiliate faculty whose names and email addresses appear on WebAdvisor. Students must contact the faculty member to see if he/she is available before registering. All payment and recording of grades is generated through WebAdvisor so it is critical that students register correctly under the instructor with whom they are working. This format is not available for all coursework or for all course terms. See your advisor for more information.

Online Courses

Selected undergraduate and graduate courses are available online. Courses are eight weeks long. Books must be ordered online. The booklet "Checklist for Success" offers a tutorial for navigating the Regis online courses and we highly recommended that you utilize this resource before beginning any online course.

Textbooks and Course Materials

Textbooks for classroom courses on a specific campus will also be in stock at that campus. The bookstore will usually mail a textbook to your home when a student requests it and prepays. Allow at least one week for this procedure. Textbooks for Directed Studies are usually

only available at Lowell and you may need to request the books as space on bookshelves is limited. Allow sufficient time as not all textbooks are stored all the time. Texts for online courses must be ordered online.

Teacher education courses require that you access and use the Regis Unit and Lesson Plan Guide, which is available on the teacher education website.

Note: It is common practice for **new** texts to come with an Internet access available only to the original owner of the book. Used texts do <u>not</u> allow the Internet access and you must purchase that portion separately. Be aware that the charge for the Internet access is above and beyond the cost of used books, so it may be cheaper to buy those books new. Ask the bookstore personnel if the Internet access is part of the book you are purchasing.

Registration Information

Registering for courses requires the student to pay close attention to the delivery format as well as the course code, number, and title. Course codes are the four letters before the course number. This four-letter code designates the emphasis area of the course: EDFD are the foundational courses; ECEC for early childhood; EDEL tracks to the elementary endorsement; EDSC to secondary; EDSP tracks to special education. Using the wrong code can cause the course title to be listed incorrectly. Section numbers track the campus if the course is classroom based (M40, M71, C40, etc.).

The booklet "Checklist for Success" will clearly outline the procedure for registering for classes for all students—graduate and undergraduate. The most common way for students to register is online through WebAdvisor. The College for Professional Studies offers choices for 5 week, 8 week, semester, or variable course terms. Generally, foundational courses are in the 8 week terms, and the professional sequence courses such as "methods" and student teaching are offered in the semester term. Teacher Ed courses are not available in the 5 week format. Students may also call the service line 1-800-568-8932 for personal help.

Undergraduate students may opt to take foundational courses at the Loveland campus in the Streamlined Teacher Education Program (STEP) which offers courses in a two weekend format. These are registered under the "variable" term. The STEP schedule is on the home page of the Teacher Ed webpage.

Be aware of the registration requirements for financial aid. Undergraduate students who wish to use financial aid must register for a minimum of six semester hours per semester in order to be eligible for half-time financial aid. Full time financial aid requires twelve semester hours in one semester. Graduate students are considered full time for financial aid with six semester hours per semester.

It is critical that students check their registration confirmation for accuracy. If there is an error, call the registration line not the faculty advisor. A good number to call for any registration problems is: 303-458-4126 or 1-800-568-8932.

Faculty

Faculty for all Teacher Education Courses

Faculty is carefully chosen to provide students with the best experience. Some of the faculty members are full time and others are part time (affiliate). These teachers usually have a master's degree though many have doctorates. A faculty member teaching graduate foundational courses is expected to have a doctoral degree. All have gone through an intensive assessment process. They are evaluated on their degrees and ability to facilitate adult learning.

Ranked Faculty

Full-time faculty members hold a minimum of a master's degree, have gone through extensive assessments, are highly qualified educational professionals and the Regis position is their main employment. These faculty members act as faculty advisors, oversee the curriculum and often teach courses.

Affiliate Faculty

For teacher education programs, approved part-time or affiliate faculty are assigned to specific classroom, online or Directed Study courses. They have also gone through an intensive assessment process. These teachers are often practicing professionals such as classroom teachers or principals.

Field Faculty

All students doing Directed Studies, online or classroom courses must also have some field work which involves working with classroom teachers who are sometimes referred to as "field faculty." In some cases, this will mean that you must travel to work on your courses with a teacher who lives and works outside your geographical area. This is particularly true if you are in a rural community and are seeking endorsement in an area like Early Childhood Special Education where there may not be a local person with the expertise to supervise your work.

Your faculty advisor can often direct you to field faculty for Methods coursework or for Student Teaching, or suggest processes for finding them. We keep files of people who have served as field faculty previously. You may also find your own field faculty, who will be approved by your faculty advisor. We often find that the most successful relationships are between students and field faculty whom the Regis students have selected themselves. We trust that you will be looking for the best people to assist you. While all students may only use instructors on the approved lists for Directed Studies courses, you will still need classrooms in which to do field work. You may NOT use a family member or friend as a field faculty.

Procedures for Locating Field Faculty

Locating Field Faculty

To locate field faculty for observations or with whom to work closely during the Professional Sequence course, use your networks, and check with the schools in your community. Generally these people work with you because it is their desire to share their

knowledge. They will not be paid for the time they spend with you. For this reason, it is crucial that you approach them in the most professional way possible. When approaching a potential field faculty member it helps to begin by explaining the program and your need for field faculty in a general way. That way, you have the opportunity to make a judgment during your initial meeting about whether you will be able to work with this person. If you are unsure about whether you can work with this person, you may always say that you need to talk to your faculty advisor before you make a final decision. They may also decline to work with you, often for reasons that have to do with their personal situations. If people whose names you got from us indicate that they are no longer interested in working with students on individualized courses, let your faculty advisor know.

Please note that you must locate a Title I / or high needs school to complete a portion of your field experience hours. If one is not available in your immediate vicinity, you may need to travel to complete your observation hours. Additionally, it is expected that all Field Experience will be within the state for which you seek a license.

Protocol is often very important in schools. For you, that means you must request entry to the school through the Human Resources (HR) Department of the district, or the school principal or designated person. If you already have a teacher contact within a school, it is still vital that you notify the principal that you will be in the school. Regis has letters of introduction that you can take with you when approaching a school. See your faculty advisor for the letter. We also suggest you bring your Regis photo ID with you. (You may get your photo ID at the Teacher Ed seminars.) Sometimes students complain that principals don't call them back. For that reason we suggest the following scenario:

- 1. Call the school secretary and/or principal to introduce yourself. If you do not get to talk to the principal immediately, leave your name, phone numbers, best times to call, and your purpose for calling (Regis student who needs to). If you have gone through a school district's HR approval process, let the principal know.
- 2. If after three days you have not heard from the school, repeat step one and send an email repeating the information in step one. Check to see if the principal is around this week or ask if there is someone else you could talk to.
- 3. If after eight days you have not heard from the school, you may wish to save this school for a later field visit.

It is becoming more common that the school district's Human Resources Department will request further background checks and district approval before observing or working with students in a classroom. See your advisor for advice on individual district choices.

Obviously, this is a lengthy procedure and you may want to be pursuing several schools at once. Failure of the principal to contact you should not be taken personally; often staff is simply too busy.

Teaching, Learning and Collaborating Schools (TLC)

These are P-12 Schools who have specifically welcomed Regis students into their schools to complete field experience requirements. Please see your faculty advisor or go onto the TE

website for current schools and locations. Most of these more formal arrangements are with schools in the Denver Metro Area.

Proficiencies in Professional Sequence Courses

As stated elsewhere in this Handbook, Regis has a list of Teacher Proficiencies that are incorporated into each course that is accessed in the Gate System. Within those proficiencies, it is expected that, by the time you are ready to student teach, you will have included the following areas in your learning experiences and will be able to demonstrate:

- * Knowledge of a variety of models and methods of teaching, including which ones are appropriate for different subjects and settings
- ❖ Knowledge of how to plan learning experiences, including the development of unit and lesson plans which use a variety of appropriate methods
- ❖ An understanding of human development and the ability to plan learning experiences which build on that understanding
- * Knowledge of curriculum and resources to support curriculum
- ❖ The ability to assess student learning using a variety of methods
- ❖ The ability to individualize learning for students of differing levels of achievement
- ❖ The ability to work with students with special needs who have been mainstreamed
- ❖ The ability to effectively integrate the use of computers and other media into class work
- ❖ The ability to manage groups of students effectively
- The ability to work effectively with teachers and other members of the school community

Specific objectives for your 'methods' courses will include (but not be limited to) the expectation that you:

- Develop an understanding of the research foundations for the methods used in your field and level of teaching
- Develop an understanding of the application of different philosophies of education in the classroom
- Develop an understanding of appropriate classroom management for the subject and level
- ❖ Be able to plan, develop, implement and evaluate unit and daily lesson plans
- ❖ Be able to implement a variety of methods appropriate to the subject

- ❖ Know resources and technology available to support learning. Be able to integrate the use of computers into lessons
- ❖ Be able to individualize lessons to the full range of students in the regular classroom
- ❖ Be able to work in collaboration with teachers, parents, and faculty
- ❖ Be able to work effectively with students of different ethnicity, social class, ability, and achievement
- ❖ Be able to manage individual students, small groups, and whole class groupings appropriately
- ❖ Be able to synthesize information from feedback on teaching to develop an independent and personal style of teaching
- ❖ Be able to evaluate student learning.

Specific requirements will include:

- * Readings appropriate to the particular subject and level
- * Field experience. Complete required clock hours in the P-12 classroom for each course as stated in each course guide.
- ❖ Work with individual students and small groups. Develop individual plans for selected students and implement them
- ❖ Assess children's progress
- Develop unit plans and present at least some of the daily lessons (the number required on the contract/syllabus) during each methods class
- ❖ If possible, and with the school's permission, make at least one videotape of a lesson, which is presented in a P-12 classroom. Review it with your field faculty as part of the Methods activities.

Evaluation of Methods Courses

In your Methods courses, the classroom instructors and field faculty will evaluate your performance in the classroom based on your ability to perform the skills listed in your Methods course guides, the Universal Proficiencies and on the professional teaching dispositions. Gate System requirements are listed under that section on the TE website under "Gate System." There you will find rubrics for specific assignments to be turned in to the electronic portfolio as part of passing Gate #2. While knowledge of methods of teaching is crucial, equally as important is the ability to put your knowledge into action. Your grade in this class will be based not only on your knowledge of teaching methodology, but on your ability to use a variety of teaching methods, manage a group of students, evaluate student performance, and interact in a professional manner with students, parents, teachers, and other school personnel. Finally, reflection is critical. The excellent teacher not only knows what improves student achievement and how to do it, but why

it works. See Chapter 5 for a list of essential competencies for CPS teacher education students, the Universal Proficiencies and Professional Dispositions.

All students must have their teaching of a lesson in Methods evaluated. If possible the student should have the experience videotaped so he/she can review and evaluate his/her performance during the lesson. If a school does not allow videotaping, the lesson must be observed by a mentor teacher or principal who evaluates the lesson and the teaching of it and completes the appropriate paperwork. Forms are available on the Teacher Education web page. Because of possible FERPA violations, videos must NOT leave the school and must be destroyed immediately after review and evaluation.

Field Experience in Methods

The Methods courses are completed directly before the Student Teaching semester. There are set minimum required clock hours of meaningful work in the P-12 classroom and are required for all courses. That amount may vary depending on the endorsement; refer to the Teacher Education web site for the Field Hours Summary Chart or individual course guides. The course facilitator will verify the logged clock hours that the student provides and a passing grade indicates that the field experience requirement has been met. Students should maintain a copy of the log forms for their own files.

Rubric Evaluations

You will be expected to be proficient in the Regis Universal Proficiencies that are assigned to specific Professional Sequence courses. The field faculty or faculty member of your course must assess these rubric criteria as "proficient." These too are found at the end of the applicable modules on the TE website. A passing grade for the course indicates that the course expectations have been met in a proficient manner.

Our expectation is not that you are a polished teacher at this stage in your education, but that you are making appropriate progress toward becoming an effective teacher. Use these evaluations as a chance to know your strengths and improve on your weaker areas as you develop your next courses.

Students who show significant difficulties in meeting the essential teacher competencies defined in Chapter 5 or the behavioral expectations defined in Chapter 5, may be asked to do additional field experiences before being placed in student teaching. In some cases the student may counseled out of the student out of the Regis Teacher Education Program.

Student Teaching/Practicum/Professionalism

Student Teaching or Practicum (graduate special education title for student teaching) is the culminating experience for students seeking licensure. It is also the "senior capstone" for students in a Bachelor's Degree program. For students seeking first endorsements this is a semester-long (600 hour or 16 weeks) experience that requires students to be in a school during

the same hours as regular teachers. For students seeking added endorsements, the total number of hours may be reduced based on previous experience at the new endorsement level, and an individual request to the faculty advisor. Please refer to Chapter 7 on Student Teaching for more details and confer with your faculty advisor.

CHAPTER 7

STUDENT TEACHING/PRACTICUM

Student teaching is the culminating experience in the Teacher Education Program. We hope that students will begin their student teaching experience confident that they can put what they have learned in their professional sequence courses to work and that by the end of their student teaching, they will say, "I'm ready for my own class now!" We require that students begin their student teaching assignment as soon as possible after the completion of Professional Sequence Methods courses. If students wait longer than nine months from the end of their methods coursework, we may ask them to take a refresher methods course. Our intent is that student teachers be on the "cutting edge" of best practices when they begin. Please plan ahead.

Before beginning student teaching, students will receive a handbook specific to student teaching. This chapter is meant only as an introduction to student teaching. Student teaching will be the primary focus during the last semester before licensure. As a Student Teacher, one must be at school during the entire school day for sixteen weeks. The Student Teacher's schedule will be the same as that of professional teachers. Students are required to know and obey all school and district policy rules applicable to teachers. Preparing for classes and grading student work will take additional time after school and in the evenings. We recognize that this will be a challenging period financially for many of you. It is extremely difficult to hold another job and be effective as a Student Teacher, so begin making financial arrangements for the student teaching semester now. One's performance as a Student Teacher will be a determining factor in the hiring decisions made by school districts. Please plan ahead for the student teaching commitment so that you will have the time to do the best job possible. Students will only be registered for Student Teaching/Practicum and the concurrent Professionalism in Education, for this semester.

Undergraduate degree-seeking students use this experience as the senior capstone project for the bachelor's degree. They are not finished with their bachelor's degree until student teaching is complete; it is built into the required 128 semester hours for graduation.

In some specialized endorsements, student teaching is referred to as a practicum or internship.

Definitions

Student Teacher—Regis student who is seeking the state endorsement and a guest in the hosting school.

Cooperating Teacher—Preschool through Secondary (P-12) professional teacher who is currently employed by a district to teach in the classroom and who opens his/her classroom to the Student Teacher for this culminating experience.

Supervising Teacher—The professional educator who is hired by Regis to oversee the experience by observing the Student Teacher and giving feedback and evaluation.

Student Teaching for Initial Endorsements

The initial student teaching experience extends to a full Regis semester (16 weeks or 80 days with students) and must include the 600 hours of required contact time in the schools. Our negotiations with the state agencies is based on an eight hour work day, though we know you will spend less time per day actually with students and considerably more time per day in preparation if you want to be successful in student teaching. We have built in an extra week of leeway for illness and snow days, etc. Holidays are not counted. Teacher work days, while not counted, must be attended to assure success.

Student Teachers in Elementary and Secondary levels should plan on doing their student teaching in one classroom in one school. Occasionally a secondary student teacher may need to work with two Cooperating Teachers to cover a variety of coursework in a particular secondary placement. For instance, he may split his placement if his primary teacher only teaches American History. A split would enable him to teach geography or civics as well. This split placement may also work well for those seeking secondary placements and who may not have committed exclusively to middle or high school students. We caution Student Teachers that split placements (unless required by state agencies) can be difficult to find and may be more demanding than staying at one site. Generally, we do not recommend a split placement unless required. Students who split placements are asked to do the split in the same semester and attend the appropriate Professionalism course. The decision to grant such a split in placement rests with the faculty advisor who confers with the and the Coordinator of Student Teaching.

Students seeking a Fine Arts K-12 endorsement must spend eight weeks practicing at the elementary level and eight weeks practicing at the secondary level. Early Childhood Student Teachers must also split their assignments between a preschool and a primary school setting. The cooperating teacher at the preschool is expected to have an Early Childhood endorsement; the primary teacher may be certified at the Early Childhood or Elementary level. Students who split their assignments register for the same number of credits of Student Teaching as students who work in one school for their entire student teaching period.

Student Teaching for an initial license is never waived or reduced, no matter how much experience you have in schools.

Student Teaching/Practicum for Added Endorsements

Students who are adding a second endorsement to a teaching license may apply for a reduction in student teaching hours based upon their experience at the new level. Application should be made by writing a letter detailing and providing supporting evidence of significant experience at the new level of endorsement and requesting a reduction in hours by following the process for non-grade appeals in Chapter 4. Reductions in student teaching normally do not go below forty days of student teaching. Each case is individually reviewed. Each case will be evaluated individually.

The Colorado Department of Education (CDE) has also designed an "added endorsement through credit and assessment" track in some areas. Discuss this with the faculty advisor or refer to the CDE website.

Wyoming and Nevada students should confer with their faculty advisor to see if student teaching is required for the second endorsement they are adding.

Planning for and Applying to Student Teach

Requirements to Complete at Regis University <u>Before</u> Student Teaching

During the time you work on your sequence of courses, you will also fulfill several requirements that must be completed before student teaching. Before beginning student teaching, you must:

- 1. Complete a minimum of **200** field experience contact hours with children of the age you wish to teach. These hours are integrated into your foundational and professional sequence courses. This must be done in schools and at the level and area in which you are seeking endorsement. If you are earning an initial endorsement in Special Education Generalist your coursework will require you to spend more contact hours in the regular and special education classrooms before your Special Education Practicum (student teaching). Initial track special education students are required to have extensive experience in the regular classroom, hence the greater number of field hours. Log these hours using the Field Experience Attendance Log found on the TE website under "forms."
 - a. Field placements must be culturally, socially, and geographically diverse. Plan to visit rural and urban schools. You must work with students from a variety of socioeconomic and ethnic backgrounds. We also encourage you to seek out schools with different philosophies and methods of teaching. If you live in a rural community, you may need to travel to meet this requirement.
 - b. The majority of time must be spent in regular public schools.
- 2. Complete all teacher education professional sequence courses with grades of A or B.
- 3. Provide transcripts of all courses from other institutions or tests used to meet teacher education requirements. If they have not been completed, a statement documenting the completion date must be given to your advisor. All coursework related to teaching must be completed and documented in your academic file at least four weeks before the start of student teaching. This includes any courses you need for your content teaching field. If you are completing a Regis course, your faculty advisor will assume you are passing the course at the end of term date. If for any reason your student teaching assignment should begin before that date, the instructor should send to your advisor an e-mail or note at least 2 weeks before your starting date for Student Teaching stating your anticipated grade and completion date.
- 4. Colorado and Wyoming students pass Gates #1 and #2 if applicable to your program.
- 5. Pass the appropriate state teachers' exam.
 - a. **Colorado**: The PLACE or Praxis content area test must be passed as a requirement for Gate #1 or for those not on the Gate system, the test must be passed before applying to student teach. Since it covers only the content area, it may be taken as

soon as those content courses are completed and before the Teacher Education courses begin.

- *i.* Due to time constraints, some leeway is given to students in the Fast Forward program on an individual basis, but all tests must be passed before the student is allowed into the classroom to student teach.
- *ii.* For Special Education Generalist (SPED) please review the requirement sheet or confer with your faculty advisor as there are two tests required. The **SPED content test must also be passed before student teaching.**
- b. **Wyoming:** Only Wyoming students seeking elementary or secondary social studies endorsements must pass the appropriate Praxis test as a requirement of Gate #2.
- c. **Nevada:** Students must pass the appropriate Praxis test. Please see the Nevada Department of Education website and talk to your advisor for current requirements. * If the state accrediting agencies replace or change the exams, students will be required to pass the new exams.
- 6. **Wyoming** students must pass a state-administered test on the U.S./Wyoming Constitution or take a course in this subject. This can be done during the program but must be passed before student teaching.
- 7. Students give continued **evidence of effective communication skills, teacher competencies, and professional dispositions**. Throughout your work prior to student teaching, Regis faculty (including your faculty advisor), field experience teachers, school personnel in schools where you are working, and Regis staff may evaluate you using the professional dispositions described in the state standards for teacher education. These are integral to the Gate System process. In situations where there is concern about your ability to meet standards for professional behavior, the Advisory Council may review your work and behavior. (See Chapter 5.)
- 8. Complete all required coursework, including general education and content area courses prior to beginning student teaching. Exceptions to this are:
 - a. **Undergraduate:** Students may have six credits of non-education coursework remaining. This could be from the Regis Core requirements. See your faculty advisor for approval.
 - b. **Graduate:** All course work related to teaching must be completed prior to student teaching. Those doing the capstone will do research for it during Student Teaching and complete the capstone the following semester. Work with your advisor on your specific plan.
- 9. Provide your advisor with proof of professional **liability insurance** to cover you during student teaching. This will supplement the liability insurance covering civil cases only for "non-paid internships" provided for Student Teachers by Regis. One policy that covers Student Teachers for **civil and criminal** charges is available to student members through the National Education Association. Some homeowner's policies may also cover you but read the policy carefully and be aware that it will usually cover you for only civil. **You need both**. You are responsible for knowing the coverage and exclusions of your policy. Regis does not endorse any particular policy.

Options for Student Teaching

A pre-service teacher may select one of the following student teaching assignments: (In either of the two options, Regis University will assign the Student Teacher's Supervisor.)

Option One: One option is to use the traditional model in which the pre-service teacher has no teaching license of any kind, has finished all of the foundations and all of the professional sequence courses and is ready to enter into a student teaching assignment with a Cooperating Teacher in a school of choice. The Cooperating Teacher must have: three years of teaching experience in the pre-service teacher's area of endorsement; a license in the same endorsement field as the pre-service candidate; and preferably a graduate degree.

Additional Information for Option One: If the pre-service teacher has a current substitute teaching license, has finished all of the foundations and all of the professional sequence courses and is ready to enter into a student teaching assignment with a cooperating teacher in a school of choice, the pre-service teacher may, entirely at the discretion of the school district, substitute, with pay, for the cooperating teacher only for a period of five school days. If the substitute assignment is longer than the five days, your mentoring arrangement at the school must be renegotiated. Discuss extenuating circumstances with your advisor and the Student Teaching Coordinator for Regis. Long term substitute positions within student teaching may no longer be possible because of No Child Left Behind (NCLB) regulations that require "highly qualified" teachers. Check carefully with the district if you had planned on taking over a maternity leave, for instance, using your substitute license.

Option Two: A second option may be that the pre-service teacher has been hired by a district to teach in that district with any number of special licensures (Interim Authorization, Emergency License, Temporary Teaching Endorsement, etc.) in the same setting as the pre-service teacher's area of endorsement. In this option the pre-service teacher may continue or begin the teaching assignment and may be paid. The pre-service teacher must have completed all of the foundations courses and all of the professional sequence courses and be deemed ready to enter into a student teaching assignment. In this case the pre-service teacher must be overseen by the principal, a team of teachers with whom the pre-service teacher is working, or a mentor teacher whose classroom is in the same school or near the pre-service teacher. For all teacher education candidates in this option, the principal, at least one member of the team of teachers, or the mentor teacher must have: (1) three years of teaching experience in the pre-service teacher's area of endorsement, (2) an endorsement in the pre-service teacher's endorsement area. This person will be considered the "Cooperating Teacher." However in an area of high need, special consideration will be given if the principal or mentor teacher holds a Master's Degree and certificates, a Bachelors Degree, and an indication of specialty in the pre-service teacher's area of endorsement. For example, a pre-service teacher who is teaching at the middle or high school level and who is seeking endorsement in business may be overseen by a Cooperating Teacher who is teaching English if that English teacher also has an endorsement, a degree, or a certificate of specialty in business. The Advisory Council must approve special circumstances. This option is not easy to find except in high need areas such a special education, math or science. Regis University does not find or seek these placements for candidates.

Note: Students may not use this option to continue in their work as para-professionals.

Criteria for Selecting a School and Cooperating Teacher

The faculty at Regis believes that the match between student and Cooperating Teacher (the teacher under whose guidance you will work during student teaching) is critical. We ask that you recommend a Cooperating Teacher with whom you would like to student teach. Keep this in mind from the beginning of your field experience observations in your very first class at Regis so that you will have some wise choices when it's time to suggest a Cooperating Teacher and school placement for Student Teaching.

- 1. Generally, you should do your student teaching in the district in which you would like to be hired.
- 2. **Do not apply** to student teach in **your children's school** or a school where a relative or spouse works. The success of student teaching is often dependent upon how you are viewed by other school personnel. If you have a child in the school or are the spouse of a teacher, school personnel may find it difficult to view and treat you as a Student Teacher. Also, as a parent, you need to preserve your right to advocate for your child, and this might pose a problem if you are in a student teaching position at the school your children attend. Problems frequently arise when other parents view your access to confidential information as an intrusion on their privacy. We understand that in rural areas, your choice is limited, and you may need to appeal this directive. Talk to your advisor in such a case.
- 3. Regular Education students must plan to teach in a school that **serves diverse learners**. Do not plan to student teach in a school tracked for gifted and talented unless that is your endorsement area, or in a school exclusively targeted to help students with learning disabilities unless your endorsement is in special education, etc. Special requests may be considered on a case by case basis.
- 4. If you wish to student teach in a **private or charter school**, please fill out the "Private / Charter Schools Application" on the TE website, student teaching webpage. Submit it to your advisor for approval before you apply to student teach.
- 5. It is expected that you student teach in the state in which you are applying for licensure. Again, special situations of military re-assignment will be considered on a case-by-case basis.
- 6. The Cooperating Teacher must be endorsed in the area in which you are seeking endorsement (i.e. if you want an endorsement in Secondary Social Studies, your Cooperating Teacher must be endorsed in that area).
- 7. You must student teach in a **classroom consistent with your endorsement area.** For instance, if you are seeking an elementary endorsement, you must be in a physical elementary setting. You may NOT just teach language arts in a sixth grade classroom at the middle school if you are getting an elementary endorsement. You need to teach a broad range of subjects. You also may not complete student teaching in any K-12 online setting; it must be in a physical setting in a regular classroom with students physically present.
- 8. While the Cooperating Teacher must meet the school district requirements to become a Cooperating Teacher, Regis requires **that they have taught at least three years**.
- 9. The Cooperating Teacher does not need a Master's Degree, though it is preferred. (The Supervising Teacher who Regis provides <u>will</u> be at a master level or above.)

You should **informally** find out from this teacher whether or not he or she would be willing to work with you at the time when you want to student teach. Please make it clear **that Regis** will make the formal request and that this is just an informal inquiry.

Please **do not call the district coordinator or the principal of the school yourself**. The Regis Student Teacher Placement Coordinator will formalize the arrangements through the appropriate channels. The students do not set up the student teaching placement; they only gives Regis a <u>suggestion</u> of where and with whom they would like to work. Have an alternative placement in mind in case the first placement does not work. We will try our best to get you placed in your desired location. *Note: Undergraduate students wishing to apply for the McLoraine Scholarship must student teach in a Title I or high needs placement and must fill out the required FAFSA form through financial aid.*.

Application Process for Student Teaching

- 1. When you have completed all the steps to prepare for student teaching as previously outlined, **submit your Student Teaching application online** by the appropriate deadline. The application form is electronic and located on the CPS Teacher Education website, student teaching webpage. You must student teach as soon as possible after completing your education course work and Gate requirements.
- 2. **Apply** for Student Teaching following the published deadline dates. The **online application** is only available during small "windows" of time. They are:
 - January 2 March 1 for a <u>Summer</u> semester placement. (We do **not** encourage these placements. They are very limited and found in elementary schools in districts with year round schools, and most have specific starting date requirements—generally at the technical beginning of their new year which is normally in July. They usually track on for 9 weeks and off for 3, so you would not be finished until sometime in October. You must take the accompanying Professionalism course that will not be completed until the end of the fall semester. You cannot be recommended for licensure until all grades are recorded on your transcript. There is generally no advantage to the student for this type of arrangement.)
 - **January 2 March 1** for a <u>Fall</u> placement. (Many P-12 schools begin the school year early in August. It is considered a fall placement and you begin the year with the Cooperating Teachers' starting date.)
 - August 1 October 1 for a Spring placement—January May dates.
- 3. Since it takes time to get placements approved, and competition in many districts for student teaching placement sites is great, **deadlines will be strictly followed. Plan ahead.**
- 4. Requirements vary from individual school districts. **Some districts ask potential students to complete their own online application on the district website**. Some ask potential student teachers to an interview before acceptance. Most have a district Coordinator for Student Teaching; some simply go through each individual principal. You need to ask questions of the district before filling out the Regis online application. Check the district's website under Human Resources to see if it outlines a process for student teaching in that district. Policies and procedures of the school districts must be

- followed and we will comply with their decisions regarding our request to allow you to student teach in their schools. **The district's word is final.**
- 5. Do not apply for student teaching unless you are certain you will have completed your prior work and are **truly ready to student teach.** Setting up the student teaching placement requires many signatures and approvals. If you are not ready to student teach at the time you have indicated, classroom teachers and principals are disappointed since they have planned on having you in the school and classroom.
- 6. If you submit your application by the deadline and your desired placement cannot be arranged, we will work with you on an alternative placement.
- 7. If you voluntarily choose to change your request, you must reapply by the new appropriate deadline. Keep in mind that changing your request once it has been submitted to a school district could lead to difficulties for you with that district.
- 8. Any request to deviate from these policies must follow the **Appeals Process** found at the end of Chapter 4 of this book.

If you follow the placement process outlined above, the majority of placement requests are approved. You will hear from us if there is a problem.

Academic Clearance and Approval for Student Teaching

Before you are scheduled to start student teaching, you must be cleared for student teaching. Your faculty advisor handles academic clearance and will require that documentation is at Regis and has been evaluated. You are responsible for making sure that all documentation is at Regis.

Upon receipt of your application, the Student Teacher Placement Coordinator will notify your advisor of your application and ask for approval. Only after the advisor gives approval will the Placement Coordinator contact the district to seek your placement.

After we receive district confirmation, you will be notified by e-mail and sent the web link for the *Student Teaching Handbook*.

Registering for Student Teaching

In all the excitement of getting ready for student teaching, it is easy to forget something as mundane as registering. After your placement is confirmed, Regis Office of Student Teaching will register you for Student Teaching and Professionalism in Education to be sure you are registered correctly. You may not begin student teaching without being registered. This is not just a Regis requirement but a legal one required by school districts. Please check WebAdvisor prior to the beginning of your start date to verify that you are registered.

The Student Teaching Experience

Although the *Student Teaching Handbook* contains more detailed information, this section is designed to give you an introduction to the processes and expectations of student teaching. While you are student teaching, you will be working with at least four different people:

there will be at least one Cooperating Teacher, a Regis supervisor, a Regis faculty member teaching Professionalism in Education, and your faculty advisor.

The Cooperating Teacher is the person with whom you will be working most closely. Good communication between yourself and this Cooperating Teacher is essential. Take the time to talk regularly with your Cooperating Teacher and be sensitive as to how things are going in this relationship. Remember that it is not always easy for good teachers to let go of "their" students and that they are still responsible for what goes on in the classroom.

Throughout your student teaching experience, the Cooperating Teacher remains legally responsible for the students. The Cooperating Teacher must always be available to you by remaining in the building. If the Cooperating Teacher leaves the building, there must be a substitute teacher. (Exception: If you have a sub license and are subbing for your Cooperating Teacher at the request of the district. See Options for Student Teaching at the beginning of this chapter.)

The Regis student teaching supervisor may be a full-time Regis faculty member, an affiliate faculty member, or a master teacher or principal contracted by the Student Teaching Coordinator. His or her job, with the assistance of the Cooperating Teacher, is to evaluate your performance in the classroom and to assign a grade. Prior to the beginning of your student teaching, the Regis Supervisor, Cooperating Teacher and you will meet to discuss the plans for your student teaching experience. The supervisor will observe your teaching regularly and provide you with written and oral feedback. If you have any concerns about what is happening, let your supervisor and your faculty advisor know immediately. Time is very short in student teaching and small problems can become big ones all too quickly if they are not dealt with promptly.

Your faculty advisor will want to know how things are going for you and will be there to be your advocate if problems arise in student teaching. Keep in contact, especially if you have concerns.

Student teaching is both exhilarating and exhausting. Student teaching works best when you give it your full attention. Keep in mind that after a full day at school, you will have a full evening ahead of grading papers and preparing for the next day. Here are some tips for making it as rewarding as possible:

- ❖ Always maintain the highest ethical standards in your relationships with school personnel and parents.
- Treat student teaching as a job. Always be professional in your behavior. You are responsible for knowing and obeying all school and district policies for teachers.
- ❖ Go to meetings and participate as much as you are comfortable. Get involved in extracurricular activities, both on the student and the faculty level.
- Consider all the things that you are asked to do (such as recess duty), as important parts of the job. Be a team player in the school.
- Get to know all of the people in your school including the principal, other teachers, and the support staff.

- * Know the school's discipline policy and follow it.
- Reach out to people. Ask for help when you need it. Ask for a pat on the back when you need that.
- ❖ Take the time to reflect on your experiences, both good and bad. Learn from your successes and your challenges. Welcome critiques from your Cooperating Teacher and Supervisor and act on them.
- ❖ Think to the future and what it will be like to have your own classroom.
- Maintain your sense of humor about the absurd. Have some fun!
- ❖ Consider student teaching your job and place other activities in your life on hold.

 Student Teachers should not work at another job as it interferes with their ability to learn and teach effectively. Plan your finances long before you student teach. Also plan on others to help with your own children's day care, car pools, sports activities, and anything else that demands your time.

Evaluation in Student Teaching

During student teaching you will be evaluated on knowledge, performance, and proficiency as outlined in the Student Teaching Assessment, which includes professional dispositions. The Cooperating Teacher and the Regis Supervisor will be your major evaluators. The Regis Supervisor is responsible for recommending the final grade. If problems arise, Regis faculty (including your faculty advisor) may be called in to help resolve issues. Grades for Student Teaching and the accompanying seminar, Professionalism in Education, are on a Pass/Fail basis.

In occasional circumstances, it may be necessary to change a student teaching assignment or terminate student teaching. This is done under the guidelines outlined in the *Student Teaching Handbook* and with the assistance of the Advisory Council for Teacher Education. Decisions of the committee may be appealed following the procedures outlined in Chapter 4.

Specifics about evaluation are contained in the *Student Teaching Handbook*, but understand that if a student is removed because of a severe violation of ethical, professional or behavioral standards, he/she will not be given a second chance at Student Teaching. Graduate students will be re-directed toward a Master of Education without licensure, and undergraduate students will be directed toward a Bachelor degree apart from the Teacher Education Program.

Again, how well you do in Student Teaching will directly affect your ability to get a job. Consider yourself as being on a semester long job interview. Leave this setting with everyone wanting to hire you at their school! If no openings are available, word of mouth will do the trick. Treat this semester very seriously—it's the true beginning of your chosen career.

Professionalism in Education

At the same time that you do your student teaching, you will also be registered for EDFD 497 / 697 Professionalism in Education. All students take this seminar format course in a classroom setting—either in bi-weekly sessions or for distance students, in two Thursday-Friday sessions at the Loveland campus, one at the beginning of the term, and one near the end. In this class you will learn how to put together the final paperwork for licensure, discuss professional issues and situations that arise in student teaching; and hone your skills for getting a job. This seminar is also on a Pass/Fail basis and its primary purpose is to support you during your time as a student teacher. We consider this as the "classroom portion of Student Teaching." Attendance and participation are the main requirements for passing.

Graduate students will also collect artifacts (see Artifact Collection Handbook on the TE website) to prepare for the EDFD698 Capstone course. This collection process is built into the EDFD697 curriculum.

CHAPTER 8

WORK SAMPLE AND PORTFOLIOO DOCUMENTATION

Colorado/Wyoming/Nevada Teacher Work Sample

Documentation for Colorado/Wyoming P-12 Licensure

Note: Developed at Western Oregon University and Adopted by Colorado in May of 2000. Regis has chosen to require this valuable exercise for all licensure students.

The Work Sample is a **report** on a unit of instruction that you teach during your Student Teaching semester. It consists of:

- 1. Ten questions / answers
- 2. Unit Plan using Regis template—designed to meet the standards for the grade/subject you are teaching
- 3. Daily lesson plans using Regis template (10-15)
- 4. The Work Sample Evaluation—evaluated by the student, the cooperating teacher and the supervising teacher.

Note: The Work Sample is a designated artifact for the portfolio as part of Gate #3. It must be successfully planned, taught and evaluated by <u>all</u> licensure students in order to receive a recommendation for a teaching license.

<u>Introduction</u>: According to the background information from the Western Oregon University website, the work samples are built around their use as teaching and research tools. This Teacher Work Sample you will document is taken from your student teaching experiences. It will show that you:

- 1. Know how to do pre and post-assessments for a unit of instruction and how to use these as tools for planning.
- 2. Can develop a good unit of instruction. Your unit will include the state/district standards being met, the benchmarks (objectives), methods of instruction, student assessment before, during and after the unit, and the use of that data in designing further instructional units for these students.
- 3. Can reflect on your work and can critically reflect on the growth of the students you are teaching. It is an essential part of being a professional teacher. This work sample is a way of showing that you as a prospective teacher understand this principle.

Teacher Work Sample Design Outline

You **must** use the following framework as a guide in the completion of the Teacher Work Sample. It is Colorado's adaptation of the Oregon document: (Italics are by Regis faculty and not a part of the original document.) These are the ten questions that frame the Work Sample report:

- 1. What is the name of your unit? Include a short description.
- 2. Identify the standards-linked learning expectations to be accomplished within this sample of work you have selected.
- 3. Describe the context in which teaching and learning are to occur.
- 4. Develop an integrated instruction and assessment plan that is aligned with, and will lead to, the learning outcomes that are to be accomplished in the Work Sample.
- 5. Assess the status of students' prior knowledge of the content area you're teaching in this unit (pre- assessment) with respect to the post-instruction.
- 6. Did you need to adjust the initial instruction and assessment plan, or even the learning expectations you intended to accomplish, in order to reflect the current status of students' knowledge with respect to the content standards you intended to meet? If so, how?
- 7. Implement appropriate instructional plan based on the model content standards that were accomplished.
- 8. Include a short reflection on collaboration for planning and/or teaching the unit—i.e.—grade level or department team teachers, SPED teachers, RtI coordinators, literacy coaches, technology department or any other professionals in your building or district.
- 9. Assess the post-instructional accomplishments of P-12 learners and calculate on a student-by-student basis, and for selected groups of students, the growth in learning achieved.
- 10. Summarize, interpret, and consider the gains in academic performance levels for your P-12 students in relation to where students' content knowledge was prior to instruction, the context in which teaching and learning occurred, and the implications of this analysis for your own professional effectiveness and development.

Work Sample Specifications

Use the Work Sample template given to you in the *Student Teaching Handbook*, which you will receive after confirmation of your student teaching placement. All materials associated with the Work Sample should be typed, saved, and backed up. We suggest you save all your work on the Regis "H" drive. This is our shared drive assessable from any computer. Student samples should be scanned in with names obscured. The Work Sample and Evaluation will be artifacts of Gate #3 and will become part of your electronic portfolio.

Work Sample Scoring Scale

Work Samples are scored for both written and performance components. A rubric for the Work Sample is included in the *Student Teaching Handbook*. You, your Cooperating Teacher, and your Supervising Teacher will **each score the Assessment based on the rubric at its completion**.

Though you will be asked to make several unit plans during your coursework, and will learn more about unit planning especially for the Work Sample during your Assessment course, the Work Sample is a <u>report</u> on a unit of instruction that you complete during Student Teaching. It is not simply a unit plan.

Assessment Plan Summary

The "Gate System" officially tracks students' performance in an incremental manner. There are three "Gates" the students pass by completing certain classes and documenting their work via an electronic portfolio. This is an online service to which the student subscribes. Further information is available on the Teacher Education Webpage www.regis.edu/cpedcn. Passage of Gate #3 marks the conclusion of the program, and signals the student's readiness to obtain a license for his or her home state. Currently, specific graduate programs do not yet utilize the Gate System. See your advisor if you are unsure of your process.

More detailed information is listed on the TE website. Workshops on the Gate System and electronic portfolio systems are also offered at the TE Seminars, **and attendance is crucial so that you thoroughly understand the processes**. Seminar information is published on the website approximately three weeks prior to the event. While attendance is free, we ask that you register via the TE website.

Gate System

The following guidelines to the electronic portfolio were officially implemented beginning August 2008:

- 1) Students will be required to meet "Proficiencies" in lieu of a number of State, Interstate New Teacher Assessment and Support Consortium (INTASC) and Regis-specific standards (Proficiencies are mapped to these standards);
- 2) Students will be required to create and maintain electronic portfolios (information on the TE webpage) to which they will submit specific course-related materials (hereby called "artifacts");
- 3) Students' artifacts will be regularly assessed at specific points (hereby known as "Gates") to judge student performance and growth in the proficiency areas;
- 4) Students must have a passing mean score on artifacts at each gate to proceed to the next step of the program; students not passing will enter a remediation process;
- 5) Recommendation for licensure requires successful completion of the portfolio.

Proficiencies

The Teacher Education faculty identified and mapped out the various standards / proficiencies (e.g., Colorado Standards, Wyoming Standards, Regis 9, Marzano's Nine Strategies, Spirit Mission) that we currently align to student work. As a result, the following nine proficiencies emerged:

- 1. Critical Thinking
- 2. Learning Theory
- 3. Professionalism
- 4. Assessment

- 5. Instruction
- 6. Technology
- 7. Values
- 8. Communication
- 9. Discipline Knowledge

These 9 proficiencies represent what a student with a degree in education should know and be able to do. However, it is important to note that the discipline knowledge will change depending on a student's emphasis; for example, an elementary licensure student has additional discipline knowledge proficiencies like literacy, mathematics, and liberal arts knowledge.

Portfolio and Gates Review System

Specific assignments have been identified in certain courses that students must complete and include in their Gate requirements. Assignments to be included in the Gates (artifacts for the portfolio) were chosen based upon the focus of each course and in an effort to make certain that each proficiency (a standard) was addressed and assessed at least twice in each student's program (thus providing a means of demonstrating growth/learning over time). The identified required artifacts are listed in respective course syllabi and can be found online at the Teacher Education website. Furthermore, students will be instructed on the portfolio assessment program during their initial orientation **and during required Teacher Education seminars.**

Course instructors and gatekeepers (those reviewing portfolios at specific points) will use artifact-specific rubrics for assessing student work. These rubrics are accessible to students via the web; in addition, each course module and syllabus has a direct link to the proficiencies and the rubrics used for assessing each artifact. After receiving the course instructor's feedback on the original course assignment (that will later become an artifact for the portfolio), students will have the opportunity to improve upon the assignment before it becomes an 'artifact' for their electronic portfolio.

Though students can upload artifacts (or other information) to their electronic portfolios at any time, they are required to submit their portfolio for review at certain stages or "gates" in the program. The specific location/timing of these gates depends upon a student's program and level (graduate or undergraduate). The placement of these gates is online at the Teacher Education website.

If upon first review a portfolio does not meet a minimum numerical aggregate score, the student will be notified of the failing score, provided with specific feedback (a copy of the evaluation rubric with evaluator comments), and provided an opportunity to correct errors, weaknesses, etc., and resubmit the portfolio for a second review. If, however, a student's portfolio fails a second review by a second gatekeeper, the student will be subjected to removal from the program. Students reaching this point may appeal a removal decision to the faculty appropriate to their area/level (undergraduate or graduate).

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 $^{1\} For\ artifact\ rubrics,\ visit:\ \ \underline{http://www.regis.edu/regis.asp?sctn=cpedcn\&p1=acres\&p2=portfolio}$

CHAPTER 9

RECOMMENDATION FOR LICENSURE

After you have successfully passed Student Teaching and Professionalism, you and your advisor will need to verify that you have all work documented for the Regis recommendation to the state-accrediting agency. That includes having a "proficient" score on all of the teacher proficiencies as verified via passage **of all three Gates**, and scores on the Student Teaching Assessment and Work Sample Assessment.

For all students it means your Work Sample was successfully taught and evaluated during Student Teaching and your portfolio was successfully completed and verified by passage of Gate #3. An electronic copy of the entire portfolio must be submitted to your advisor when it is completed. All coursework must be completed. Undergraduate students seeking a degree must also have accomplished all Regis degree requirements. Graduate students may complete the research components for their graduate degree at a later time.

Students are responsible for filling out all application forms correctly and turning into Regis the necessary items. Students apply directly to the state-accrediting agency; Regis only supplies the institutional recommendation which is required by each state.

Students are cautioned that we cannot sign "institutional recommendation forms" that are based on old programs. It is the student's responsibility to apply for the credential in a timely manner, usually this means within six months of completing student teaching. Students who do not apply for the credential at the time of completion may NOT be eligible for a later institutional recommendation (see Chapter 3, Accreditation Policy Time Line). If you are moving out-of-state, you may still want to apply for your Wyoming, Nevada or Colorado credential at the time of completion. It is much easier to apply for a teaching credential in another state if you already hold one from the state where you completed your program.

Keep us informed of your first teaching job and good luck!