



CU Boulder Teacher Licensure Programs Instructor and Staff Commitments & Student Code of Conduct

Instructor and Staff Commitments

In the CU Boulder School of Education, we are committed to creating and sustaining a safe and affirming learning community. Just as we hold our candidates to high standards of conduct, we also abide by our own shared commitments and values. To that end, and with our program principles as our guideposts, we, as program instructors and staff, strive to:

- **Demonstrate care for you as an individual (e.g., person, learner, teacher candidate).**
- **Collaborate with you to nurture a sense of community in each course and our program.**
- **Recognize and value the diverse and intersectional identities of our course and program communities.**
- **Communicate clearly, consistently, and compassionately.**
- **Be clear in our expectations.**
- **Provide reasonable accommodations that support individual learning differences.**
- **Be accessible at the times and in the contexts we indicate in our syllabi.**
- **Listen closely to your perspectives and be open to constructive feedback while demonstrating our commitment to our program principles.**
- **Show flexibility when possible when you face challenging circumstances.**

Student Code of Conduct

This professional code of conduct reflects the CU Boulder School of Education's expectations for teacher licensure program participation and completion. We require that all students in our programs agree to abide by this code. In deciding to enroll in a University of Colorado, Boulder Teacher Education Program, you agree to:



Responsibility

Follow syllabus guidelines. Complete readings and assignments on time. Adhere to individual course syllabus guidelines, including attendance, late work, and technology use. When in field-linked courses, maintain an up-to-date field log.

Demonstrate timeliness in course and practicum attendance and responsibilities. Be reliable and consistent, show up when expected, attend class and field placements on time, and stay for the duration. When needing to be absent, communicate with course instructors, field coaches, and mentor teachers as early as possible and ensure all responsibilities are covered.

Communicate questions, concerns, and needs to the School of Education faculty and staff. Be proactive in using office hours or making an appointment to discuss your questions, progress, or concerns.

Respond to communication, including emails from mentors, Field Coaches, and the Office of Field Experiences, within 48 hours. Communicate questions, concerns, and needs clearly, appropriately, and promptly.

Take care of the community. Hold yourself and others accountable for words and actions and their impact, intended or otherwise. Communicate with an instructor, mentor, or staff member if you know of words or actions that are causing harm to individual members of our community or the community at large. Learning to teach is a shared experience with many opportunities for community and connectedness; check in with each other and offer support when you can.

Demonstrate academic integrity and honesty. Assignments often involve collaboration and the use of multiple resources. Clearly cite ideas from other sources and acknowledge the contributions of others.

Attend to your physical and mental health. Learning/unlearning is a beautiful, challenging process that takes time and sustained energy. Allow yourself to feel what you are feeling; give yourself room to process alone and with others. Reach out to one another and your instructors, mentors, and staff in your support network. Being in schools can also lead to more physical sickness than you might be used to. Do your best to protect yourself and others through wellness practices.



Learning Expectations

Be responsible for how you show up. Be mindful of and accountable for the attitude and spirit you bring into class, your professional relationships, and the field. Be fully present in courses and practicum; take ownership of your learning experiences. Do your part and follow through when working on collaborative endeavors with others.

Take initiative and participate positively. Assess and initiate things independently. Come to every aspect of your licensure program (classes and school sites) fully prepared for the day and ready to engage. Seek opportunities to collaborate with students in class and at school activities and events and demonstrate a desire to work with and learn from students and your mentor teacher. Value and show appreciation for the time, efforts, and contributions of others.

Recognize when electronic devices or other responsibilities, such as assignments in other courses, hinder your presence. Technology should be for purposes directly related to the class and not for personal entertainment, communication, or checking out.

Use assignments as opportunities for learning and personal growth.

Assignments are designed to push you and help you do new things. Lean into rather than avoid the challenge and discomfort that accompany the process of learning. In the field, communicate assignments and coursework expectations with mentor teachers.

Open yourself to the complexities of learning and unlearning. Becoming a teacher committed to equity, justice, and humanizing practices demands that we learn and unlearn things that have shaped our understanding of the self, others, young people, and the school communities in which they exist. Expect to challenge your own identities, beliefs, values, and ideas.

Actively listen. Our conversational goals seek to improve mutual understanding and learning. Active listening requires us to be fully present, make space for others' contributions, and check our own contributions.

Be open to constructive feedback. Feedback is designed to help you grow and reach licensure. Actively listen to feedback from instructors, mentor teachers, and peers in a positive, receptive manner. Contribute to clarification and context, but avoid defensiveness to increase mutual understanding. Ask for clarification and engage in productive dialogue to help you envision how you might apply the feedback you've been given.



Stance	Affirm diversity and demand equity. Our program prepares public school teachers who are committed to teaching students with various identities, experiences, and backgrounds. Becoming/being a humanizing teacher means recognizing and valuing intersecting identities across culture, language, class, race, ethnicity, religion, sexual orientation, and gender to affirm and protect the dignity of every individual. Be oriented toward seeing and valuing the strengths of students, families, and communities and stand up against deficit-oriented talk and behavior. Commit to understanding how power and privilege influence individuals' and communities' experiences. Be honest with yourself and others about your own role in perpetuating inequities. Be self-aware. Develop your introspective and reflective educator skills by examining your relationships and interactions with students, families, and colleagues; recognize how your perceptions, beliefs, and actions impact our learning community and your work with students in the field. Strive to understand the stories of individuals and communities by listening and observing with care and respect. Be accountable. Celebrate your own and others' successes and take responsibility for your mistakes. Rather than assigning blame for problems or setbacks, focus on finding solutions, seek help when needed, and take positive action.
Collegiality	Collaborate with peers, instructors, school staff members, and mentor teachers professionally and respectfully. Maintain commitments to your cohort and other professionals, including field placement partners. Recognize that the richest understandings and best solutions to problems come from the thinking and participation of multiple stakeholders. Help one another learn and grow. Engage intellectually, academically, and personally with program materials and experiences. As you learn and grow, lift up and carry others with you. Address conflicts or challenges in a professional and respectful manner. Speak directly and privately with colleagues/peers to resolve conflicts or address miscommunications. Discuss concerns early on with the goal of finding productive and positive ways forward. Be mindful of professional spaces and refrain from speaking negatively about others. Seek support when mediation is needed to resolve concerns.



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We are committed to supporting you in meeting these expectations throughout your time in the program. If you, your instructors, or your supervisors feel that you are not meeting all of the expectations expressed in this code of conduct and need additional support, members of the Teacher Education Leadership team will work with you to develop an individualized growth plan. Please note that should the growth plan's terms not be met, you may not be recommended for licensure and/or may be dismissed from the program.

SIGN MY CODE OF CONDUCT [HERE](#)