



# Denver Teacher Residency

Department of Educational Research Practice &  
Policy

## Resident Handbook

2013 – 2014



UNIVERSITY of  
DENVER

MORGRIDGE COLLEGE OF EDUCATION

The Educational Research Practice & Policy *Student Handbook* provides admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. In addition to our program publication, the student should become familiar with the *Graduate Studies Policy Manual*. Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies.

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the website at <http://www.du.edu/deo/>. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and/or issues about access.

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## PART I: OVERVIEW

### Program Contact Information

#### Denver Teacher Residency

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#### Morgridge College of Education

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Denver, CO 80210

### Denver Teacher Residency

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#### Sarah Flanders

Field Manager  
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#### TBD

Teacher Education Coordinator  
Denver Teacher Residency  
303-871-2314,

### University Resources

#### Bursar's Office

303-871-4944, [bursar@du.edu](mailto:bursar@du.edu)

#### Office of Financial Aid

303-871-4020, [finaid@du.edu](mailto:finaid@du.edu)

#### Office of Admissions, Morgridge College of Education

303-871-2509, [ed-info@du.edu](mailto:ed-info@du.edu)

#### Office of Graduate Studies

303-871-2831, [gst@du.edu](mailto:gst@du.edu)

#### Office of the Registrar

303-871-4095, [registrar@du.edu](mailto:registrar@du.edu)

## **Accreditation**

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools.

## **Denver Teacher Residency Mission**

Select and prepare aspiring teachers to effectively meet the diverse needs of Denver Public Schools students, increase academic achievement and serve as leaders in our schools, district and community.

## **Program Vision**

Every student in DPS has an exceptional teacher.

## **Program Model**

The Denver Teacher Residency is an innovative, hands-on teacher preparation program designed to cultivate and support exceptional teachers in high-needs subject areas and schools within DPS. This program is a critical step toward the district's commitment to attract, retain and reward outstanding teachers.

### ***Year One: Residency***

- Placement in a DPS high-needs elementary school with 4-10 fellow Residents
- Learn and teach with a DPS Lead Teacher who demonstrates excellence in the classroom and serves as a mentor and advisor to the Resident
- Participate in a professional learning community focused on improving student learning, understanding and applying instructional theory; and promoting professional growth
- Participate in weekly seminars of M.A. coursework designed and taught through the University of Denver's Morgridge College of Education and the Denver Teacher Residency program
- DPS Alternative Teaching license waiver awarded to teacher candidates\*

### ***Year Two-Five: DPS Teacher of Record***

- Hired as a full-time teacher\* within a DPS high-needs school, with a competitive salary and the opportunity to positively influence the lives of DPS students
- Supplemental trainings and support offered throughout first year in classroom
- Ongoing exchange of ideas and practice with cohort from DTR
- Ongoing access to extensive professional development and all supports provided to DPS teachers
- Tuition reimbursement: Approximately one-fourth of the cost of the M.A. is reimbursed each year in years 2-5

### ***Program Supports***

- \$10,000 or \$20,000 stipend during residency year and access to health care benefits through the University of Denver, Morgridge College of Education
- Access to financial aid advice through the University of Denver, Morgridge College of Education
- Full tuition reimbursement upon fulfillment of 5-year commitment to Denver Teacher Residency program and DPS (includes residency year)
- Guaranteed teaching position at a DPS high-needs school\*
- Supportive, constructive environment created by residency cohort model
- Extensive resources to develop and improve teaching skills

### ***Program Rewards***

- Opportunity to help high-risk students achieve their full potential
  - Education and experience needed to effect change within the classroom, the school, and the district
  - Ability to determine effectiveness of learning and application by examining student work
  - Satisfaction of making a difference in the education and lives of DPS students
- \*Upon successful completion of residency in year one of program and ongoing demonstration of competency*

## **Part II: PROGRAM REQUIREMENTS and POLICIES**

The following provides information on the policies and procedures that specifically affect Residents; however, this is not an exhaustive list. The University of Denver's [Graduate Policy Manual](#) is the first layer of academic policy under which all college and program policies are administered. Residents should check with their Academic Advisor or the ERPP department handbook regarding all MCE policies and procedures.

### **Resident Roles and Responsibilities**

In addition to following the University of Denver Honor Code and behaving according to the professional standards of our field, Residents are expected to take responsibility for their success in the program. The DTR Staff, Lead Teacher, and Site Coordinator are responsible for supporting all Residents' efforts in achieving success; but, ultimately, success is the Resident's responsibility. Residents are responsible for keeping all official University records up to date, meeting deadlines for filing any document needing faculty, program, or University approval, being prepared for evaluation meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow Residents, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a Resident to meet program obligations, including class work, the Resident must let the instructor and/or appropriate staff member know within a reasonable time frame, not to exceed five days of the issue or concern. Residents will participate in a rigorous and rewarding experience teaching and learning alongside a Lead Teacher focused on accelerating student achievement. Residents will adhere to the guidelines established by DTR, MCE, and within the Program Participant Agreement.

## ***Professional Conduct***

Resident will:

- Follow the Resident Gradual Release Calendar
- Check email daily and respond within 24 hours
- Ensure all conversations about students are objective, respectful, confidential, and advocate for student success
- Build and maintain professional and courteous relationships with cohort members, Lead Teacher, and members of school community
- Resolve any issues that may arise by speaking directly to the person involved, Faculty, Lead Teacher, Site Coordinator or Field Manager
- Meet all deadlines established by the Lead Teacher, Host School Site Principal, Site Coordinator, DTR Staff and DU Faculty
- Act, speak and dress professionally at all times, including maintaining an orderly work space and refraining from consuming food or beverages and using cell phones or email when students are present
- Follow all rules and guidelines established by Host School Site and DPS
- Participate at the Host School Site by taking on the same or similar responsibilities as the Lead Teacher
- Use Host School Site resources (paper, computers, professional books, copy machines) for the purpose of student achievement. Using Host School Site resources for coursework requires the approval of the Lead Teacher

## ***Attendance***

Resident will:

- Adhere to the DPS academic calendar unless specified by DTR and follow the Host School Site daily schedule for teachers. It will be necessary to work beyond the school day to complete tasks and fulfill responsibilities
- Sign in and out each day at the Host School Site and complete monthly timesheets. These are to be submitted to Site Coordinator
- Serve as a substitute teacher (without compensation) while Lead Teacher attends all DTR related meetings
- Arrive at the Host School Site and graduate class location on-time and prepared to teach and learn
- Attend all course sessions
  - A Resident may not have more than eight absences total (six sick days and two personal days) combined from the Host School Site and the coursework or the Resident may be dismissed from the program. Use of personal days (including observance of religious holidays) requires a Request for Leave form, which can be found online and must be submitted to the Field Manager for approval at least one week in advance of a planned absence. Family emergencies or other extenuating circumstances will be considered on a case by case basis
  - In the event of an unplanned school site absence the Lead Teacher and Site Coordinator must be contacted prior to 6:30 AM
  - Instructors have the right and responsibility to establish attendance policies for their courses. Students are responsible for informing the Instructor and Program Manager



about their absence from class and for completing assignments given during their absence.

- If absence occurs during the Resident Lead Teaching window, Residents are responsible for all planning of delivery of lesson plans to Lead Teacher no later than 6:30 AM.

### ***Teaching and Learning***

Resident will:

- Use the LEAP Framework to guide practice
- Share coursework and Gradual Release Calendar with the Lead Teacher in order to create a plan that maximizes the Resident's learning opportunities
- Collaborate with Lead Teacher to improve student growth, setting standards-aligned, measurable, ambitious and feasible big goals for students
- Collaborate with Lead Teacher to create or obtain diagnostics and daily, periodic, and annual assessments to determine student progress toward big goals
- Collaborate with Lead Teacher to backwards-plan, breaking down big goals into groups of objectives and mapping them across the school year
- During lead teaching experiences, create rigorous, differentiated, objective-driven lesson plans and clearly present material with opportunities for student participation and checks for understanding
- Submit lesson plans 24 hours in advance and reflections at least once per week
- Consistently communicate high expectations for behavior and learning
- Seek additional opportunities for professional growth through Host School Site and District professional development and other teachers
- Debrief with Lead Teacher daily to analyze lessons, student and Resident learning, and reflections.
- Participate in all required meetings, including the Resident and Lead Teacher Weekly Meeting, Site Coordinator and Resident Weekly Meeting, and Triad Weekly Meeting
- Use discussion and reflection protocols, tools and resources provided by the school, DTR program and MCE as well as observation and student data (video, assessments, student work, and other sources) to measure progress toward big goals and improve practice and student achievement

*Failure to meet the expectations, as outlined in the DTR Handbook, including excessive absences, may disqualify a Resident from meeting the requirements of the program, and will therefore prevent the Resident from qualifying for licensure. Residents may request special consideration for extenuating circumstances or emergencies from the DTR Director and appropriate DU Faculty.*

**MA Degree: Core Curriculum and Specializations**

***Coursework Overview: Elementary and Special Education***

<b>DTR Course Work Plan 2013-2014</b> <b>Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2013</b> <b>Eligible for Elementary and Special Education Certificate</b> <b>Endorsements in Culturally &amp; Linguistically Diverse Education and Special Education</b>				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4500	Elementary Literacy: Theory and Practice I	Fall	3
CUI	4504	Elementary math, science, and social studies methods for CLD learners	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
CUI	4501	Elementary Literacy: Theory and Practice II	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Spring	3
CUI	4538	Language, Literacy and Culture	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
<b>Total Credit Hours: 52</b>				

**Coursework Overview: Secondary Mathematics and Secondary Special Education**

<b>DTR Course Work Plan 2013-2014</b> <b>Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2013</b> <b>Eligible for Secondary Mathematics Certificate</b> <b>Endorsements in Culturally &amp; Linguistically Diverse Education and Special Education</b>				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4640	Math in Secondary School	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Spring	3
CUI	4538	Language, Literacy and Culture	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
				<b>Total Credit Hours: 52</b>

**Coursework Overview: Secondary Science**

<b>DTR Course Work Plan 2013-2014</b> <b>Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2013</b> <b>Eligible for Secondary Science Certificate</b> <b>Endorsements in Culturally &amp; Linguistically Diverse Education and Special Education</b>				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4630	Science in Secondary School	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Spring	3
CUI	4538	Language, Literacy and Culture	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
<b>Total Credit Hours: 52</b>				

## Teaching Eligibility

During the Residency Year, all Residents will:

- Complete Denver Public Schools Applicant Statement
- Apply to the Colorado Department of Education for an Alternative Teaching License Wavier
- Complete DPS Background check

Once the requirements for the Residency Year and the MA in Curriculum and Instruction from the University of Denver are completed, Resident will:

- Comply with all DPS policies and procedure for hiring
- Apply to the Colorado Department of Education for an Initial Teaching License

## Grade Requirements

Resident will:

- At all times remain in good standing with the University, and comply with Curriculum and Instruction Master's Program eligibility requirements
- Complete all coursework with a minimum 3.0 cumulative GPA. The average is determined on the basis of the University's grading system
  - Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, and/or terminated from the program.
  - Credits carrying below a "C" will not be accepted by the DTR program as meeting degree requirements.
    - Any course work that receives a grade of "C-" or below must be retaken.
    - The student must receive a "C" or better in the course being retaken in order for it to count toward the degree.
- Be responsible for all tuition and related cost which will be paid directly on a quarterly basis to the University of Denver.
- Pay all associated costs, including but not limited to books, application fee, graduate student fee, and graduation fee, directly to the University of Denver.

## Time Limit for Degree Completion

All Residents must complete the MA in alignment to the course plan. Any exceptions to this policy must be requested in writing and approved by both DTR Director and the Department Chair of the Educational Research Practice and Policy Department at the Morgridge College of Education, University of Denver.

## Coursework Plan

The Coursework Plan provides the Resident with an outline of their course of study to meet the degree requirements. The coursework plan becomes part of the Resident's official file. It may not be amended or changed and must be signed by the Resident, DTR Designee and Advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

*\*For course descriptions please see Appendix A, for coursework plans please see Appendix B.*

### **Incomplete Grade Policy**

An incomplete “I” is a temporary grade which may be given at the instructor’s discretion to a Resident when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Residents have until the end of the following academic quarter to complete all incomplete grade requirements.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 60% of the term; and
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student complete the “Application for Incomplete Grade” form before the end of the academic term.

### **Resident Evaluation**

Residents will participate in monthly evaluation meetings at their Host School Sites (“Practicum”) with their Lead Teacher and Site Coordinator. Resident progress in the Practicum will be assessed using DTR Program rubrics and the Denver Public Schools LEAP Framework for Educator Effectiveness.

In addition to these regular opportunities to monitor their progress Residents will receive formal evaluative feedback two to three times per year.

### **Graduation**

Residents are responsible for ensuring that all coursework and paperwork are complete prior to registering for graduation. Official deadlines and forms are available online at, <http://www.du.edu/registrar/graduation/>. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline.

### **Procedure for Academic Grievances for Graduate Students**

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the [Graduate Policy Manual](#) for further information.

## **PART III: PERFORMANCE EXPECTATION**

### **Honor Code**

The University Honor Code governs all students and faculty at the University of Denver. In addition, Denver Teacher Residents will adhere to the terms and conditions outlined in the DTR Program Participant Agreement. Failure to comply the University Honor Code and/or the Program Participant Agreement may result in dismissal from the program. Denver Teacher Residents are required to adhere to all DPS policies and procedures. The DU Honor Code can be found at: <http://www.du.edu/studentlife/ccs/honorcode.html> .

### **Disability Accommodations**

Graduate students who need accommodations for a disability in order to fully participate in University classes and programs should call the Disability Services Program (DSP). DSP will work collaboratively with students, graduate department faculty and other University personnel to facilitate appropriate, individualized accommodations. Documentation of disability is required.

Examples of documentation may include, but are not limited to, medical reports, psycho-educational reports (for students with learning disabilities) and/or verification of psychological disabilities. Documentation is used to assist with the determination of appropriate accommodations and is kept confidential. The Handbook for Students with Disabilities (policies and procedures) can be accessed at, [www.du.edu/disability/dsp](http://www.du.edu/disability/dsp).

### **Resident Performance Expectations**

The Denver Teacher Residency Program at the University of Denver's Morgridge College of Education is structured to provide on-going feedback and support to Residents. There are three areas of Resident work evaluated every quarter. One is the academic body of evidence of growth and learning. The second is the practical field experience performed at the host school site. The third area is the overall professional performance of the Resident throughout the course of the Residency year. With on-going dialogue between the Lead Teacher, Site Coordinator, Field Manager and Resident during the Residency year, the formative assessments made will provide the Resident with an accurate indicator of the Resident's progress toward standard. Likewise, regular communication between Residents and their instructors will provide accurate indicators of final grades.

It is the purpose of the Denver Teacher Residency Program to foster and support the growth and development of Residents during the Residency year, both academically and professionally. The program structure creates a learning context within which the Resident can feel safe enough to identify, to examine, and to improve upon all aspects of his or her professional and academic performance using personal reflection and program generated performance data. Residents are encouraged to ask for regular feedback and Lead Teachers, Site Coordinators, Field Managers and instructors, are encouraged to give feedback on a continuous basis.

All program faculty and staff are responsible for monitoring the progress of the Resident through the program's curriculum and field experiences. Additionally, all Residents will receive regular formal assessments of their teaching performance. Particular attention should be placed on reviewing student

progress during the first two quarters of the Resident's program. There are two broad categories governing student performance, the first is academic and the second is professional as outlined in the DPS LEAP Framework.

The University of Denver's academic standards are principally defined in the Graduate Policy Manual, <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>. Grading standards of the Denver Teacher Residency are consistent with and sometimes higher than University standards. Credits carrying below a C will not be accepted by the DTR program as meeting degree requirements. Any student that receives a grade below a C and/or whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or terminated from the program.

Professionalism standards cover a wide range of student attributes including but not limited to student/program faculty and staff interactions, student/district faculty and staff interactions, student dispositions toward public school students, attire, language, and commitment to the tasks associated with learning the program curriculum.

### **Under Performing Student Protocol**

#### ***Indicators of Under Performance***

Residents may be considered under-performing when their academic performance, behavior, attitude, and/or characteristics are disruptive of the quality of student learning; relationships with peers, Lead Teachers, or other staff; or the ability to comply with appropriate standards of professional behavior. Examples of areas indicating the need to intervene in the professional development of a Resident in the Denver Teacher Residency include:

1. Failure to pass all background screening requirements performed by both the Colorado Department of Education and Denver Public Schools
2. Failure to demonstrate appropriate academic development consistent with a master's degree, such as low GPA or academic dishonesty
3. Repeated non-adherence to, or violation of the professional norms of the Denver Teacher Residency Program, the District, or the school regarding dress, behavior, or dispositions
4. Repeated under-performance towards meeting program expectations and standards, such as timeliness of assignments, class absences, or missed meetings

Under-performance may be defined as any action or behavior listed below which compromises a Resident's ability to master the knowledge, skills, and dispositions associated with highly effective K-12 teachers:

1. An inability and/or unwillingness to acquire and integrate professional /academic standards into one's repertoire of professional behavior
2. An inability to acquire professional/academic skills in order to reach an acceptable level of competency as defined by the DPS LEAP Framework
3. An inability to adequately control personal stress or contain emotional feelings which are interfering with a Resident's professional or academic development toward mastery of teaching

A Resident's actions may be identified as obstacles to success when they include one or more of the



following characteristics:

1. The Resident does not acknowledge, understand, or address the area of concern when it is identified
2. The challenge significantly reduces the student learning outcomes, quality of a Resident's academic performance or professional behavior
3. The area of concern is not restricted to one area of professional or academic functioning
4. Program personnel are directing a disproportionate amount of attention and energy toward addressing the area of academic or professional struggle
5. The Resident's behavior remains resistant to change following feedback, remediation, effort, and/or time

### ***Informal Determination of Under Performing Status***

At the first sign of a potential academic or professional trouble for a Resident, the supervising Lead Teacher, Site Coordinator, Field Manager or Instructor should provide the Resident with direct feedback and offer support and guidance. Early indicators could include incomplete assignments, frequent absences, conflict with other Residents or the Lead Teacher, or poor performance during the residency. Whenever the potential problem area continues despite a reasonable amount of support and intervention, it should be called to the attention of the DTR Program Manager and/or Director. The Program Manager and/or Director will gather information from all supervising Lead Teachers, Site Coordinators, Field Managers and/or Instructors regarding the Resident's trouble including, if appropriate, an initial discussion with the Resident. Formative assessment data, observation reports, academic work, and written communications may be included during this "informal" stage of a resident's review.

### ***Formal Determination of Under Performing Resident***

If warranted, the DTR Program Manager and/or Director will request a review by the team which may include a thorough review of the Resident's work, performance, communications and any mitigating circumstances that might contribute to the Resident's performance. If it is determined that the Resident is under performing, one of three actions will most likely result: (1) the Resident is placed on a plan of support that is developed in conjunction with the Resident, Lead Teacher, Site Coordinator and Field Manager which if not successfully completed could be grounds for dismissal; (2) probation and suspension of field placement activities; or (3) initiate the exit and dismissal protocol.

### ***Plan of Support***

When the team decides to develop a plan of support to address the areas of academic or professional under performance demonstrated by a Resident, the following items may be considered in the creation of that plan:

1. Specific areas in which the Resident will focus, aligned to the DPS LEAP Framework
2. Roles and responsibilities for both the Resident and Lead Teacher aligned to the area of concern
3. Specific timeline for review of Resident progress, including review of any deliverables or evidence of progress

4. Directing the Resident to academic support from appropriate university, district or school departments
5. Alerting the Resident to the types of counseling support offered by university, district or school departments
6. Establishing a structure of directed academic or professional coaching by program personnel tied to specific learning outcomes
7. Reducing the Resident's contact time in his/her field placement
8. Changing the Resident's field placement
9. Adjusting the Resident's gradual release calendar

A meeting will be scheduled with the Resident to alert him/her of the potential for dismissal from the program should the Resident's performance continue to lag behind the program, university, school, or district standards. The team and the Resident will review the plan designed to support the Resident and outline clear expectations for change. This plan will also specify the time frame for the corrective action and the procedure for determining that improvement has been adequately achieved. If improvement is lacking at the specified re-evaluation time, either a revised plan of support will be constructed, or action will be taken to dismiss the Resident.

### **Suspension of Field Placement**

A Resident exhibiting unprofessional behavior may be temporarily or permanently suspended by the DTR Program Manager, DTR Director and/or School Administration from participating in further field activities or placement. A plan of support may also be specified along with formal evaluation criteria to determine if the unprofessional conduct has been remedied. Following remediation, the Denver Teacher Residency Program will determine if the suspension should be lifted, continued or if the Resident should be dismissed from the program.

### **Program Termination**

Grounds for termination (per DTR Program Participant agreement Section 7) may include but are not limited to:

- i. Failure to pass all background screening requirements performed by both the Colorado Department of Education and Denver Public Schools
- ii. Academic underperformance
- iii. Unprofessional conduct
- iv. Failure to meet program expectations

Program termination may occur, at a minimum, for any of the following reasons as outlined in section II or as stipulated in section 7 of the Denver Teacher Residency Program Participant Agreement.

The Department Chair of Educational Research Practice and Policy and the Program Coordinator of Curriculum Studies and Teaching for the Morgridge College of Education should be alerted to the likelihood of a Resident being dismissed from the program. The decision to dismiss will be made by the DTR Director or designee and a letter of dismissal drafted. A draft of the letter must be presented to

the Department Chair of Educational Research Policy and Practice and the Program Coordinator of Curriculum Studies and Teaching for the Morgridge College of Education before it is sent to the Resident. A meeting will be scheduled with the Resident and the Denver Teacher Residency Program for the purpose of delivering a letter of dismissal and to outline for the Resident the following considerations:

1. The last day to visit his/her field placement for the purpose of saying goodbye to his/her students,
2. The last day the Resident is expected to attend academic classes or program functions,
3. Procedures for withdrawal and termination from the Denver Teacher Residency at the University of Denver,
4. Financial obligations, if any, associated with dismissal from the program,
5. If appropriate, the policies and procedures for re-applying to the Denver Teacher Residency Program at a later date or any other academic program at DU.

A copy of the letter will be placed in the Resident's academic file. The Resident will be terminated from enrollment in the Denver Teacher Residency Program and must withdraw from the University of Denver. Participation in any future classes at the University of Denver must be approved via a new application to another academic program for admission prior to enrollment.

## **RESIGNATION PROTOCOL**

### ***Withdrawing in Good Standing***

On rare occasions, Residents opt to resign from the Denver Teacher Residency Program as a result of personal, health, financial, or career reasons. Residents who are in good academic standing in all of their past and current DTR coursework and field experiences may be eligible to withdraw in good standing. If the Resident resigns from the DTR program during his or her Residency year and is unable to complete all program requirements the Resident will be asked to withdraw from the University of Denver and will be officially terminated from the DTR program. However, the Resident will not be automatically terminated from the University of Denver, Morgridge College of Education (MCE). The candidate may work with MCE to determine if another MCE program offering would be suitable. The candidate may have the ability to transfer applicable credits, should they be accepted into an alternative MCE program.

### ***Reapplying to the Denver Teacher Residency Program***

Residents who withdraw in good standing may wish to complete the program at a later time. Residents who withdraw must reapply to the University of Denver and the Denver Teacher Residency Program. Residents may be required to repeat coursework that has been revised since their last enrollment in the program and/or to take additional courses or tests that have been added since their last enrollment in the program. Residents should also be aware that initial Host School Site and Lead Teacher placements are not guaranteed. Readmission into the program is subject to an admissions decision.

### ***Resignation Protocol***

Residents considering resignation from the program should contact a DTR staff member prior to

submitting a letter of resignation, leaving his/her field placement, or withdrawing from coursework.

When the Resident had made the decision to resign from the program, DTR will request the Resident submit a formal letter of resignation. The Department Chair of Educational Research Policy and Practice and the Program Coordinator of Curriculum, Instruction and Teaching for the Morgridge College of Education will be alerted to the Resident resigning from the program. A letter acknowledging the Resident's resignation will be drafted by the Director of DTR.

A meeting will be scheduled with the Resident and the Denver Teacher Residency Program for the purpose of delivering the letter of acknowledgement, answer any remaining questions and to conduct an exit interview. The following items may be discussed in the meeting:

1. The last day to visit his/her field placement for the purpose of saying goodbye to his/her students,
2. The last day the Resident is expected to attend academic classes or program functions,
3. Procedures for completing any remaining coursework and/or contacting course instructors,
4. Procedures for returning any equipment or materials belonging to the Denver Teacher Residency program and or host school site,
5. Procedures for withdrawal and termination from the Denver Teacher Residency at the University of Denver
6. Financial obligations, if any, associated with dismissal from the program,
7. If appropriate, the policies and procedures for re-applying to the Denver Teacher Residency Program at a later date or any other academic program at DU.

A copy of the letter will be placed in the Resident's academic file. The Resident will be terminated from enrollment in the Denver Teacher Residency Program and must withdraw from the University of Denver. Participation in any future classes at the University of Denver must be approved via a new application to another academic program for admission prior to enrollment.

#### **PART IV: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES**

##### **Student Associations**

###### ***Graduate Student Association Council (GSAC)***

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This is accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will strive toward creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

###### ***College of Education Student Association (COESA)***

The College of Education Student Association (COESA) encourages unity of program support in the college and supports personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students the opportunity

to engage in collegial and social relationships with faculty, peers and experts in the field.

## **Part V: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY**

### **APA Requirements**

The Morgridge College of Education requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6<sup>th</sup> edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with
- other elements that are a part of every manuscript

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online at, <http://www.apastyle.org/manual/>

### **Writing Center**

The Writing Center supports and promotes effective student writing across the University of Denver campus. The Writing Center helps DU students with writing projects including: class assignments, personal writing, professional writing, and multimedia projects. For more information please visit the Writing Center's website at, <http://www.du.edu/writing/wrc.htm>.

### **Laptops**

It is strongly recommended that students invest in a quality laptop. The University of Denver's campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. DU's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. For more information about laptop requirements and connectivity please visit the following website, <http://www.du.edu/uts/laptops/>.

### **Computer Labs and Technology Resources**

The Morgridge College of Education provides students with access to a computer lab, software and state of the art technology at Katherine A. Ruffatto Hall. For further information with regards to computer lab hours and technology available at the Morgridge College of Education please visit the following website, <http://www.du.edu/education/resources/current-students/technology.html>.

## **Student Training**

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with software applications, the University Internet, email use, and course resources. Courses are available free of charge to all students who have a DU ID number.

## **Computer and Software Purchases**

Academic discounts are available for all DU students when purchasing a new computer from select retailers. Visit the [Laptops and Learning Page](#) for more information.

DU Students may also purchase computer software at a discounted rate from the DU bookstore. Please visit the [DU Bookstore's website](#) or visit the DU Bookstore in the Driscoll Center for information about software titles and pricing.

## **APPENDIX A: DTR COURSE DESCRIPTIONS**

**Please Note: For the most current course descriptions please visit the University of Denver Registrar's Course Catalog Search page [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlg](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg) and select the program, Curriculum and Instruction.**

## **APPENDIX B: DTR COURSE WORK PLANS**

**Coursework Plan: Master's Degree in Curriculum and Instruction to begin June, 2013  
Eligible for Elementary Certificate  
Endorsements in Culturally & Linguistically Diverse Education and Special Education**

NAME		STUDENT NUMBER		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4500	Elementary Literacy: Theory and Practice I	Fall	3
CUI	4504	Elementary math, science, and social studies methods for CLD learners	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
CUI	4501	Elementary Literacy: Theory and Practice II	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Spring	3
CUI	4538	Language, Literacy and Culture	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
<b>Total Credit Hours: 52</b>				
<b>Student Signature</b>		<b>Date</b>	<b>Advisor Signature</b>	<b>Date</b>
			<b>DTR Designee Signature</b>	<b>Date</b>

**Degree Plan: Master's Degree in Curriculum and Instruction to begin June of 2013  
Eligible for Secondary Mathematics Certificate  
Endorsements in Culturally & Linguistically Diverse Education and Special Education**

NAME _____		STUDENT NUMBER _____		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4640	Math in Secondary School	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Spring	3
CUI	4538	Language, Literacy and Culture	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
<b>Total Credit Hours: 52</b>				
<u>Student Signature</u> _____		<u>Date</u> _____	<u>Advisor Signature</u> _____	
			<u>Date</u> _____	
			<u>DTR Designee Signature</u> _____	
			<u>Date</u> _____	



**Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2013  
Eligible for Secondary Science Certificate  
Endorsements in Culturally & Linguistically Diverse Education and Special Education**

NAME _____		STUDENT NUMBER _____		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4630	Science in Secondary School	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Spring	3
CUI	4538	Language, Literacy and Culture	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
<b>Total Credit Hours: 52</b>				
<u>Student Signature</u> _____		<u>Date</u> _____	<u>Advisor Signature</u> _____	<u>Date</u> _____
			<u>DTR Designee Signature</u> _____	<u>Date</u> _____

## APPENDIX C: DTR PARTICIPANT AGREEMENT



### 2013 Denver Teacher Residency Participant Agreement

THIS AGREEMENT between \_\_\_\_\_ (hereinafter “Program Participant”) and Denver Public Schools’ Denver Teacher Residency Program. Program eligibility is contingent on successfully meeting the terms of the Denver Public Schools background check requirements.

NOW THEREFORE, in consideration of the mutual covenants contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

#### 1. Term

- a. The Denver Teacher Residency (DTR) is a five year program, beginning 2013 and terminating 2018.

#### 2. Commitment

- a. Program Participant agrees as follows:
  - i. To train and teach in a Denver Public Schools’ (DPS) Title 1 designated school, which is defined as having a student population of whom 65% or above are enrolled in the Federal Free/Reduced Lunch Program.
  - ii. To be placed at the discretion of the DTR Administration during the first year of the Program (“Residency Term”).
  - iii. With the permission of DTR, seek teaching positions (for the post-Residency term) in accordance with DPS’s hiring process.
  - iv. If a Program Participant is unable to secure a position in an approved school, DTR reserves the right to temporarily place a Program Participant in a Denver Public School position.
- b. DTR agrees as follows:
  - i. During the Residency Term, DTR will award to each Program Participant a stipend of \$10,000 or \$20,000 paid in ten monthly installments beginning in August, 2013.
    1. In the event that a Program Participant leaves during the Residency Term, either voluntarily or involuntarily, the Participant will receive the scheduled monthly payment of the stipend, but no further stipend payments thereafter.

#### 3. Participation in the University of Denver’s Morgridge College of Education Master of Arts Degree Program

- a. Program Participant agrees as follows:
  - i. Will at all times remain in good standing with the University of Denver, and comply with the Morgridge College of Education's program eligibility requirements.
  - ii. Will remain in good academic standing throughout the course of the master's degree program and complete all coursework within the grading standards set by the program. Grading standards of the Denver Teacher Residency are consistent with and sometimes higher than University standards.
    - 1. Credits carrying below a C will not be accepted by the DTR program as meeting degree requirements.
    - 2. Any student that receives a grade below a C and/or whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or terminated from the program.
  - iii. Is solely responsible for all tuition and related costs which will be paid directly on a quarterly basis to the University of Denver.
  - iv. Will pay all associated costs, including but not limited to books, application fee, late fees and graduate student fees to the University of Denver.

**v. Tuition Reimbursement**

- a. Program Participant will:
  - i. Receive tuition reimbursement from the DTR for the amount of tuition paid less any student loan reimbursement, loan forgiveness, or tuition reimbursement for which the Program or Program Participant is eligible.
    - 1. Program Participant shall cooperate and follow the financial guidelines facilitating tuition reimbursement as established or subsequently amended by DTR.
    - 2. The tuition amount will be reimbursed pro-rata with each successful completion of the second, third, fourth, and fifth year of the Program.
  - ii. Apply to State, Federal, Private or other available programs providing tuition or student loan relief as requested by DTR such as the AmeriCorps and TEACH Grant programs.
  - iii. Apply for financial aid and student loans in order to receive any available Federal or ProComp financial aid and incentives.
  - iv. Cooperate and follow the financial guidelines facilitating tuition reimbursement as established or subsequently amended by DTR.
- b. In the event Program Participant is terminated or resigns from the Program, he or she will be solely responsible for any outstanding tuition owed to the University and be ineligible for any further tuition reimbursement or loan forgiveness from DPS/DTR.

- c. In the event the Program Participant is terminated, non-renewed or resigns from Denver Public Schools at any time, he or she will be solely responsible for all or part of any remaining tuition and/or related costs.
- d. In the event that circumstances exist for which relief from any tuition or related cost is requested, Program Participant shall petition the Denver Teacher Residency Director or designee for said relief. The Denver Teacher Residency has the sole and final authority to grant the Program Participant's request.

**vi. Reimbursement Waiver**

- a. Program Participant may elect to waive tuition reimbursement requirements and accept full responsibility for tuition and related costs.

**vii. Program Participant's Responsibilities**

- a. Program Participant will:
  - i. Once permitted by the DTR, and at his or her own cost and expense, complete all necessary fingerprinting and background checks required of the Colorado Department of Education and Denver Public Schools and apply to the Colorado Department of Education for an Alternative Teaching License Waiver.
  - ii. Comply with all DPS policies and procedures during the term of the Residency year and once formally hired by Denver Public Schools.

**viii. Termination**

- a. Grounds for program termination during the 2013-2014 residency year may include but are not limited to
  - i. Failure to pass all background screening requirements performed by both the Colorado Department of Education and Denver Public Schools
  - ii. Academic underperformance
  - iii. Unprofessional conduct
  - iv. Failure to meet program expectations
- b. In the event that the Program Participant is terminated from the DTR while enrolled at the University of Denver, the Program Participant must withdraw from the University and will be officially terminated from the program and University.
- c. If a DPS administrator recommends dismissal for any reason the Program Participant may be subject to immediate termination from the DTR.
- d. If the Program Participant violates any DU or DPS policy or procedure he or she may be subject to immediate dismissal from the DTR.
- e. In the event that the Program Participant is terminated, asked to resign or is non-renewed while employed by Denver Public Schools, the Program Participant may be subject to immediate termination from the DTR.

**ix. Resignation**

- a. If Program Participant resigns from the DTR program during his or her Residency year and is unable complete all program requirements for the 2013-2014 academic year the Program Participant will be asked to withdraw from the University of Denver and will be officially terminated from the DTR program. However, the Program Participant will not be automatically terminated from the University of Denver, Morgridge College of Education (MCE). The candidate may work with MCE to determine if another MCE program offering would be suitable. The candidate may have the ability to transfer applicable credits, should they be accepted into an alternative MCE program.
- b. If Program Participant resigns from his or her position in Denver Public Schools in years two, three, four or five of the Program Participant agreement, he or she may petition the Denver Teacher Residency for reinstatement. The Denver Teacher Residency Director or designee has the sole and final authority to reinstate the Program Participant.

**x. Confidentiality**

- a. Program Participant agrees that he or she will not, during the duration of this Agreement, disclose any confidential information to any person, organization or third party, nor shall he or she use same for his or her own benefit, except as required in the normal course of engagement with the DTR program, nor disclose or make use of confidential information for any reason without the written consent of DTR, DPS and DU.

**xi. Indemnity**

- a. The Program Participant hereby indemnifies and saves harmless DU, DPS and DTR from and against any and all suits, claims, actions, damages and other losses which DPS suffers or incurs as a result of any governmental taxing authority assessing the reimbursement of the tuition payments hereunder as a benefit to the Program Participant.

**xii. Agreement Modification**

- a. Any modification or additional obligation in connection with this Agreement shall be binding only if evidenced in writing signed by Program Participant and an authorized DTR representative.

**xiii. Required Participation**

- a. Program Participant understands that successful completion of the DTR program means fulfilling the terms of this Agreement, as well as satisfactory performance of all DTR activities, regular daily attendance and compliance with the reasonable directives of DTR, DU and DPS personnel working with the DTR program.

By signing below, the parties herein acknowledge that each has read and understands the Terms and Conditions of the Agreement, agree to abide by the terms and conditions; and the signatories warrant that they have the authority to acknowledge and agree.

If any provision, or any portion of this, Agreement is determined to be unconstitutional, invalid, or unenforceable, the remainder of this Agreement, or portion thereof, shall not be affected, and shall remain valid.

**Denver Teacher Residency**

**Name:** Shannon Hagerman

**Program Participant**

**Name:** \_\_\_\_\_  
**(Print)**

\_\_\_\_\_  
**Signature and Date**

\_\_\_\_\_  
**Signature and Date**