

Department of Educational  
Research Practice & Policy—  
*Teacher Education Program*

Student Handbook

2013-2014

*Curriculum, Studies & Teaching*  
*Educational Leadership & Policy Studies*  
*Higher Education*



Morgridge College of Education  
1999 E. Evans Ave, Denver, CO 80208-1700  
Katherine A. Ruffatto Hall  
303-871-2509 | Fax: 303-871-4456  
Email: [edinfo@du.edu](mailto:edinfo@du.edu)  
[www.du.edu/education](http://www.du.edu/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.

## TABLE OF CONTENTS

<a href="#"><u>WELCOME TO THE TEACHER EDUCATION PROGRAM</u></a> .....	4
<a href="#"><u>TEACHER EDUCATION PROGRAM FACULTY AND STAFF</u></a> .....	5
<a href="#"><u>MORGRIDGE COLLEGE OF EDUCATION POLICIES AND PROCEDURES</u></a> .....	6
<a href="#"><u>UNIVERSITY OF DENVER HONOR CODE (MCE ADOPTION)</u></a> .....	6
<a href="#"><u>ADVISING</u></a> .....	6
<a href="#"><u>APA REQUIREMENT</u></a> .....	6
<a href="#"><u>DEGREE PLANNING</u></a> .....	7
<a href="#"><u>ENROLLMENT</u></a> .....	8
<a href="#"><u>MCE GRADE POLICY AND GRADING SCALE (APPROVED FEBRUARY 2013)</u></a> .....	9
<a href="#"><u>TIME TO DEGREE</u></a> .....	9
<a href="#"><u>VIDEO- AND AUDIO-TAPING POLICY</u></a> .....	10
<a href="#"><u>STUDENT PROCEDURE FOR BOOKING STUDY AND MEETING SPACES</u></a> .....	10
<a href="#"><u>ORIENTATION</u></a> .....	11
<a href="#"><u>QUICK FORMS FOR STUDENTS AND ADVISORS</u></a> .....	11
<a href="#"><u>TECHNOLOGY SUPPORT PROCEDURES</u></a> .....	12
<a href="#"><u>GRADUATION</u></a> .....	13
<a href="#"><u>MISSION STATEMENT AND PHILOSOPHY</u></a> .....	15
<a href="#"><u>PROVISIONAL COURSE WORK REQUIREMENTS</u></a> .....	15
<a href="#"><u>THE FACULTY ADVISOR</u></a> .....	16
<a href="#"><u>PROFESSIONALISM</u></a> .....	18
<a href="#"><u>FIELD EXPERIENCE</u></a> .....	20
<a href="#"><u>GETTING READY</u></a> .....	22
<a href="#"><u>ACADEMIC PROBATION PROTOCOL</u></a> .....	23
<a href="#"><u>CDE INSTITUTIONAL RECOMMENDATION</u></a> .....	27
<a href="#"><u>APPLYING FOR TEACHING POSITIONS</u></a> .....	27
<a href="#"><u>TEP COURSEWORK SCHEDULE</u></a> .....	29
<a href="#"><u>ELEMENTARY EDUCATION COURSE WORK PLAN</u></a> .....	31
<a href="#"><u>SECONDARY EDUCATION COURSE WORK PLAN</u></a> .....	32
<a href="#"><u>K-12 ART-MUSIC-SPANISH EDUCATION COURSE WORK PLAN</u></a> .....	33
<a href="#"><u>TEACHER EDUCATION PROGRAM QUARTERLY ADVISING CHECKLISTS</u></a> .....	34
<a href="#"><u>FIELD EXPERIENCE CALENDAR</u></a> .....	38
<a href="#"><u>MASTER'S DEGREE COGNATE</u></a> .....	40

## WELCOME TO THE TEACHER EDUCATION PROGRAM

Welcome to the University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP). The TEP is a teacher preparation program approved by the Colorado Department of Education. The program is intense, context-embedded, and prepares effective teachers and change agents.

At the beginning of the academic year, the programmatic details can be overwhelming. This handbook will provide you, as an apprentice teacher, with essential information regarding program policies and practices. Because we are committed to continuous program improvement, the program requirements and expectations are subject to change at any time.

An important section to review is the TEP Course Schedule. The TEP does NOT follow the University of Denver academic calendar, but has classes and events that meet outside of the quarter time-frame. As indicated in your admissions packet, you are required to be present at orientation, workshops, classes, and field work.

Please take some time to review this material in order to become more familiar with the details of this program. *You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the [Graduate Policy Manual](#).* The TEP handbook will be available at <http://portfolio.du.edu/TEPStudentResources>.

If you have any questions or concerns at any time during your program, please contact our faculty or staff, your advisor, or the director of the program. We are here as part of a network for guidance and support.

Best wishes for a successful year of teacher preparation!

Dr. Maria del Carmen Salazar  
Director, Teacher Education Program  
Associate Professor, Curriculum Studies & Teaching

## TEACHER EDUCATION PROGRAM FACULTY AND STAFF

Terrence Blackman, PhD  
Assistant Professor  
Curriculum Studies & Teaching  
Phone:  
[Terrence.Blackman@du.edu](mailto:Terrence.Blackman@du.edu)

Norma Hafenstein, PhD  
MCE Endowed Clinical Professor  
Curriculum Studies & Teaching  
Director, Institute for the Development of Gifted  
Education and Ricks Center for Gifted Children  
Phone: 303-871-2527  
[nhafenst@du.edu](mailto:nhafenst@du.edu)

Kimberly Hartnett-Edwards, PhD  
Assistant Professor  
Curriculum Studies & Teaching  
Phone: 303 871-2720  
[Kimberly.Hartnett-Edwards@du.edu](mailto:Kimberly.Hartnett-Edwards@du.edu)

Richard Kitchen, PhD  
Program Coordinator  
Curriculum Studies & Teaching  
Kennedy Endowed Chair in Urban Education  
Phone: 303-871-2255  
[richard.kitchen@du.edu](mailto:richard.kitchen@du.edu)

Janet Lear  
Clinical Assistant Professor  
Curriculum Studies & Teaching  
Phone:  
Email:

Jessica Lerner, EdS  
Lecturer & Field Coordinator  
Curriculum Studies & Teaching  
Phone: 303 871-2517  
[Jessica.Lerner@du.edu](mailto:Jessica.Lerner@du.edu)

Paul Michalec, PhD  
Clinical Professor  
Curriculum Studies & Teaching  
Phone: 303-871-7952  
[pmichale@du.edu](mailto:pmichale@du.edu)

Karen Paul-Masaoka  
Academic Services Associate  
Educational Research Policy & Practice  
Phone: 303-871-7013  
[kpaulmas@du.edu](mailto:kpaulmas@du.edu)

Sharolyn Pollard-Durodola, PhD  
MCE Endowed Associate Professor  
in Literacy  
Child, Family, and School  
Psychology and Curriculum Studies  
Teaching  
Phone: 303-871-3352  
[sharolyn.pollard-durodola@du.edu](mailto:sharolyn.pollard-durodola@du.edu)

Nicole Russell, PhD  
Assistant Professor  
Curriculum Studies & Teaching  
Phone: 303-871-2487  
[Nicole.M.Russell@du.edu](mailto:Nicole.M.Russell@du.edu)

Maria Salazar, PhD  
Director, Teacher Education Program  
Associate Professor  
Curriculum Studies & Teaching  
Phone: 303 871-3772  
[msalazar@du.edu](mailto:msalazar@du.edu)

Suzy Thompson, MA  
Lecturer  
Curriculum Studies and Teaching  
Phone: 303.871.3365  
[sthomps1@du.edu](mailto:sthomps1@du.edu)

Bruce Uhrmacher, PhD  
Professor  
Curriculum Studies & Teaching  
Department Chair, Department of  
Education Research Policy and Practice  
Phone: 303-871-2483  
[buhrmach@du.edu](mailto:buhrmach@du.edu)

## MORGRIDGE COLLEGE OF EDUCATION POLICIES

All college and program policies are administered under the University of Denver's [Graduate Policy Manual](#), which are considered the minimum requirements for all members of the university community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

### University of Denver Honor Code (MCE Adoption)

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the *Honor Code* can be found [here](#).

### Orientation

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

## Advising

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

## APA Requirement

The MCE 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
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

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. <http://www.apastyle.org/pubmanual.html>

## Degree Planning

**Course Descriptions.** The DU Course Catalog contains the official, current course descriptions and can be accessed at [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlg](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg). Select a term, then select your program.

**The Coursework Plan.** During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample course work plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are

honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

**Waiver or Substitution of Courses.** If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

**Transfer of Credit.** Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#), section 4.3.i.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/transfer.pdf> This form must be signed by both the faculty advisor and the Department Chair.

**Non-MCE Courses.** Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic Service Associate.

### **Enrollment Requirements**

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

**Student Status.** Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies ([gst@du.edu](mailto:gst@du.edu)) to request a reactivation form and, if applicable, pay any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#). The form is found at this link:

<http://www.du.edu/media/documents/graduates/personalleave.pdf> .

**Provisional Admission Status.** Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of



individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold on the student's account.

**Doctoral Research (Dissertation) Registration Requirement.** MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

**Doctoral Continuous Enrollment.** The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU continuous enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the Continuous Enrollment Approval form to the advisor:

<http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

#### **MCE Grading Scale (Approved February 2013)**

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement.

After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

- A 4.0 = 93-100
- A- 3.7 = 90-92
- B+ 3.3 = 87-89
- B 3.0 = 83-86
- B- 2.7 = 80-82
- C+ 2.3 = 77-79
- C 2.0 = 73-76
- C- 1.7 = 70-72
- D+ 1.3 = 67-69
- D 1.0 = 63-66
- D- 0.7 = 60-62
- F 0.0 = 59 & below

### **PROFESSIONALISM**

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

### **Reasons for Probation and Dismissal**

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing.* Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

### **Time to Degree**

The MCE faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly review all students' work to assess their progress

toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via webCentral and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the [Graduate Studies Policy Manual](#).

#### **VIDEO- AND AUDIO-TAPING POLICY**

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. Before conducting any recording, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities.

#### **GRADUATION**

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for your degree to be conferred (appear on the transcript) students must apply to graduate. This application must be submitted at least two quarters prior to the intended date of graduation. Information regarding the application process, including critical time lines and deadlines/calendars, can be viewed at this link: [Graduation Information](#). Step-by-step directions can be viewed at this link: [Graduation Application Instructions](#). Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

## MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

### Procedure for Student Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state-of-the-art learning space. We are fortunate to work and learn in a lovely and versatile building which has been designed to facilitate all forms of learning. Within KRH there are several large classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work.

The MCE utilizes a computerized room scheduling system, [25Live](#). This system is open for students to book the following spaces for academic-related activities in KRH:

KRH 124 (turret room East – Capacity 6)

KRH 134 (turret room West – Capacity 15)

KRH 203 (small conference room – Capacity 8)

KRH 206 (turret room East – Capacity 14)

KRH 234 (turret room West – Capacity 12)

KRH 334 (turret room West – Capacity 12)

Students who are interested in scheduling a room for studying or to meet with a small group, will find directions, FAQs, and login information by going to the Resources tab in webCentral. Go to the box labeled *Space, Event, and Library Study Room Requests*. Click on the *Campus Space and Event Requests* link and use your webCentral username and password to log into 25Live.

#### Room Reservation TIPS:

- For best results, review the instructions on webCentral first.
- Fill out every field within the online form or the system will refuse your request.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Plan ahead: requests are not processed immediately. Requests must be submitted a minimum of 24 hours in advance of the event, and best results will be achieved by placing your request 48 hours in advance.
- Classroom space has first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.

All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

## Technology Support Procedures

The Technology Team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

### Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
  - Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the 2<sup>nd</sup> floor turret room behind the student locker bank.
  - The Technology Team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
  - Problematic print jobs should be presented to the Technology Team for coordination with UTS.
- Lab Hours and Assistance Available
  - Lab hours are posted on the door of the 210 computer lab.
  - Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
  - For all other issues, please contact a member of the Technology Team at 1-3222 or in KRH 212.

### Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include:

- DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk at the [Anderson Academic Commons](#).
- Account help with Blackboard, webCentral, wireless setup.
- MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.
  - Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.
  - MCE students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged \$20.00 per day until the item is returned. In the event that the equipment is not returned, the MCE Technology Team can request that the student's diploma be held until the matter is settled. The Technology Team also reserves the right to refuse equipment check-out to students who fail to abide by these policies.

## Event Support

The Technology Team is also responsible for supporting all events in KRH. If you are interested in hosting an event at MCE you must first reserve the space online. Go to <https://25live.collegenet.com/du/> and sign in using your DU ID and passcode (same as webCentral login), and then select Create an Event. All MCE faculty, staff and students can request a space for an event in KRH. All room requests should be submitted at least five (5) business days prior to the event. Classes are booked through the department Academic Services Associate. Only events sponsored by the MCE, Disability Services, and Learning Effectiveness Program are reserved via this form. All other departments and organizations must contact Conference and Event Services at 303-871-4333 or email [events@du.edu](mailto:events@du.edu).

- Room reservations do not include catering, parking, set-up/clean-up, or event support.
- For setup questions call Conversion Services at 303-871-3298
- For Catering call DU Dining at 303-871-4410
- For Audio Visual Support email [mce.support@du.edu](mailto:mce.support@du.edu) or call 303-871-3222

Event requests can only be processed for terms in which classes have been assigned spaces. Event requests for each term will be processed as follows:

- Winter Quarter – first week of November
- Spring Quarter – third week of February
- Summer Quarter – second week of April
- Fall Quarter – first week of September

Events spanning multiple terms (i.e., a monthly meeting occurring throughout the academic year) must be resubmitted for each term. Do not submit event requests more than 3 weeks prior to the dates listed above. For questions, please contact the MCE Room Scheduler, 303-871-3222. If you need to change or cancel an event please reply to your confirmation email and include the Reference Number.

## **QUICK FORMS FOR STUDENTS AND ADVISORS**

Exceptions to Academic Policy/Extension of Program—Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions:

<http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

- The application portal for Academic Exceptions is found in WebCentral on the MyWeb tab, Student and Financial aid section.

Application for Graduation—Application deadlines occur on the first day of the quarter before the student will graduate.

- The graduation application portal is found in WebCentral on the MyWeb tab, under Student and Financial Aid.

Application for I (Incomplete) Grade—This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of “I” and an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at [http://www.du.edu/registrar/forms/Incomplete\\_application.pdf](http://www.du.edu/registrar/forms/Incomplete_application.pdf)

Waiver or Substitution of Courses. Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at this link:

- <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Application for Independent Study/Directed Study/Dissertation Research—The PhD student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at <http://www.du.edu/registrar/forms/independentstudy.pdf>

Transfer of Credit—Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of this form

- This form is available at <http://www.du.edu/media/documents/graduates/transfer.pdf>

Continuous Enrollment (CE) Approval Form—The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Reserving a room in the MCE—<https://25live.collegenet.com/du/>

## **MISSION STATEMENT AND PHILOSOPHY**

The mission of the University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP) is to provide an extensive, integrated, professional experience that supports Apprentice Teachers in developing the dispositions, knowledge, and skills of an effective teacher of diverse learners in underserved K-12 schools. Ultimately, effective teachers engage, plan, teach, and lead to promote the growth and development of *all* learners, and they take an active role in their own professional development.

### **TEP Philosophy**

The Teacher Education Program is an intensive, integrated, professional preparation experience. The program is structured so that course work and field experiences are purposeful, connected, and cumulative. Program features such as small class sizes, built-in peer support, high academic standards, emphasis on pedagogical content knowledge, and closely supervised field experiences in linguistically and culturally diverse settings promote student success in mastering the competencies of an effective teacher. TEP relies on a faculty well-versed in practice, theory, and research on effective teaching and learning.

TEP delivers a curriculum that promotes the competencies of an effective teacher, leadership, personal and professional reflection, and collaboration. The program fosters essential professional competencies related to knowledge of subject matter and student learning; summative and formative assessment; democratic ideals; cultural diversity; recognition of individual student needs; and collaboration with students, the community, and other education professionals.

TEP encourages participants to develop a professional identity firmly grounded in personal experience as well as theoretical and practical knowledge to guide their professional practice. Furthermore, TEP encourages participants to develop habits of mind and heart required for on-going professional growth and leadership. TEP graduates recognize their responsibilities as school professionals to be reflective practitioners, to be agents of change, to serve the community, to be supportive colleagues, and most of all, to draw upon a range of instructional strategies to meet the varied needs of a diverse student population.

## **PROGRAM REQUIREMENTS AND EXPECTATIONS**

TEP is a fast-paced, intensive experience. Apprentice teachers succeed in the program by organizing their lives so that the program is a primary commitment and focus. Strict procedures ensure that apprentice teachers' experiences are continuous and cumulative. Adherence to the MCE policies also ensures that our graduates maintain the high standards of excellence set by the Teacher Education Program.

### **Provisional Course Work Requirements**

Apprentice teachers who are admitted to the Teacher Education Program may have additional coursework (as outlined in the Content Verification Form) to complete in order to meet CDE



licensure requirements for general content areas or for their subject area (secondary). These provisional courses are state, not program, requirements.

Due to the rigorous nature of TEP, the program recommends that all provisional requirements be completed before the program begins unless otherwise arranged. Provisional coursework must be completed at an accredited institution, with a grade of C or better by fall quarter. Courses may be completed in a traditional classroom setting or may be done by correspondence or online. Before registering, please complete a [pre-approval form](#) for each course and turn your signed form in to Karen-Paul Masaoka, Academic Services Associate (ASA). **Under no circumstances will the TEP faculty recommend candidates for teaching licensure before all provisional licensure requirements are complete and an official transcript documenting each provisional course is received by the University of Denver Registrar.** Be aware that your ability to apply for teaching positions will be compromised if you don't complete all provisional licensure courses before completing TEP.

### **The Faculty Advisor**

Upon entering the program each student will be assigned a TEP faculty advisor. The TEP advisor is the first line of communication between the program and the apprentice teacher and as such, is expected to represent the program and actively address student concerns and academic issues in a timely and professional fashion. The TEP advisor is also responsible for tracking the apprentice teachers' progress through the program and ensuring that he/she is adhering to all MCE policies and TEP procedures. In most cases apprentice teachers are assigned to advisors based on licensure area; the advisor is typically, but not always, the instructor of the Field Experience Seminar that meets during the first three quarters of the TEP program.

Apprentice teachers and faculty advisors will meet and review their mutual responsibilities during program orientation. Advisor responsibilities include:

- Timely responses to apprentice teacher requests for meetings or feedback. It is recommended that advisors discuss with advisees their timeline and boundaries for email or phone messages. Generally, advisees should expect at least a 72-hour turnaround time for hearing back from the TEP advisor.
- Ensuring students are registering and enrolling in the right TEP classes and sections.
- Tracking apprentice teacher performance through the program, including alerting other TEP faculty and the program director about any unprofessional behavior, difficulty acquiring knowledge of teaching, resisting academic or field placement feedback, or showing difficulty in mastering the program performance expectations. If needed, the advisor should initiate the elements of the "Academic Probation Protocol" outlined in this handbook.
- Conferring with advisees at least once a quarter to address advising concerns such as: program feedback, faculty feedback, course selection, graduation registration, and program performance. Advisees can schedule meetings to address program, academic, or field placement questions.

## **Communication**

Communication is vital to effective professional development of apprentice teachers. Apprentice teachers are expected to interact responsibly and professionally with all members of the educational community, including but not limited to, those at the University and those at their site placement(s). Professional behavior includes accepting responsibility for one's actions, taking immediate steps to resolve conflicts, and treating others with respect.

Clear communication between apprentice teachers and faculty/staff is highly valued and necessary.

Apprentice teachers hold the following responsibilities with regard to communication:

- Address initial concerns with the appropriate peer, staff, instructor, advisor, supervisor, or mentor (e.g., course experiences, coursework requirements, grades, observations, fieldwork experiences). If concerns are not addressed adequately, approach your advisor. If your concerns persist, contact the program director.
- Express concerns by approaching those involved with respect and in an appropriate and timely manner.
- Be proactive in seeking clarification about assignment requirements and due dates.
- Contact instructors/supervisors and/or peers to discuss late assignments or information missed due to absence.
- Respect and follow MCE policies and TEP procedures.
- Maintain and regularly check your email account.
- Read written information in the program handbook and course syllabi.

Likewise, TEP faculty and staff hold these responsibilities to all apprentice teachers with regard to communication:

- Respond to all communication with the same respect and timeliness expected of the apprentice teacher.
- Provide apprentice teachers with updated written communication concerning program requirements and important deadlines.
- Maintain apprentice teacher files and records for the period of time that he/she takes part in the TEP. This includes all documents and information required of the apprentice teacher for evaluations/reviews conducted during the program.

## **Course Attendance**

100% attendance in all classes is expected. Missing classes may result in reducing your final grade by a full-letter grade, failing the course, academic probation, or dismissal from the program. In the event that it is necessary to miss a class, apprentice teachers must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, apprentice teachers should speak to the instructor within 24 hours of the class meeting time.

## **Demonstration of Learning (DOL)**

An essential goal of all teachers is to foster student learning. To measure an apprentice teacher's effectiveness in reaching this goal, faculty must assess the judgment he/she exercises when

designing curriculum, selecting instructional methods, and interacting with students. TEP faculty members then analyze this judgment by collecting authentic exemplars of an apprentice teacher's performance that have been developed over time and in diverse contexts.

These multiple measures reveal the level of integration between knowledge and teaching practice that an apprentice teacher has developed across different courses and field experiences within TEP. The apprentice teacher completes several performance assessments that reflect his/her proficient teaching practice. As such, Demonstration of Learning (DOL) assignments are defined and delineated in the DOL guide. The components of the DOL are assigned and discussed in the apprentice teachers' courses, as well as in the field experience seminar. Each component corresponds to the ability of an effective teacher to engage, plan, teach, and lead.

### **PROFESSIONALISM**

The profession of teaching requires a deep knowledge of content and pedagogy, as well as a commitment to student learning. Professionalism also requires the ongoing development of attributes and dispositions that enable the teacher to communicate effectively with other professionals and parents, to promote and advocate for student learning, and to develop one's own abilities in reflective and thoughtful practice. The Teacher Education Program in the Morgridge College of Education expects all apprentice teachers and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program, including: coursework, schools sites, community settings, in-services, and program meetings.

Professionalism is an ongoing learning process for teachers in training and some missteps are anticipated. TEP believes that certain behaviors are never acceptable in a professional preparation program and any evidence of the following behaviors will never be tolerated and if displayed may lead to probation or immediate dismissal from the program:

4. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
5. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
6. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Therefore, apprentice teachers and faculty are expected to adhere to the following aspects of effective professional relationships.

#### **Communication**

Teaching requires effective and clear communication that builds relationships and understandings, and is defined by the following elements:

- Communicate clearly, concisely, and appropriately regarding all TEP issues. Assume positive intentions behind the actions of all participants in the TEP program and schools.

- Use professional language and writing conventions in all written communications (papers, memos, email, letters to parents, etc.). Treat every written communication as a public document.
- Practice active listening as well as speaking. Seek clarification in understanding the other person’s concern, comments, or feedback before offering your understanding, comments, or feedback.

### **Conflict, Misunderstandings and Discontent**

Teachers, like most professionals, will inevitably encounter conflict in the classroom, school, or wider professional settings. Therefore, it is important to quickly and sensitively address the needs of all (colleagues, parents, school leaders, students, building staff, university faculty, etc.) involved in the conflict by attending to these steps:

- Go to the source. First speak directly with the person or persons involved using the guidelines for communication outlined above. Direct communication is more likely to resolve the misunderstanding quickly and indirect communication (addressing conflict through a third party or “the grape vine”) is likely to prolong or confuse the resolution of the tension.
- Ask for support and perspective from a neutral third party such as your university supervisor, a faculty member, the director, or your mentor teacher.
- Actively seek solutions. TEP is a fast-paced program and waiting to resolve conflict could distract you from concentrating on class assignments, essential learning, and field experiences that you won’t be able to recapture.
- Respect multiple perspectives and engage in a debate of ideas that demonstrate sensitivity, value, and respect for diversity. Be passionate and thoughtful about your experience and be open to the possibility of resolving the misunderstanding immediately or coming to a new less-discomforting understanding of the conflict.

### **Collaboration**

Teaching is a public and collegial activity, characterized by public assessments, cooperative lesson planning, community input, parent involvement, and professional learning communities. Teachers are expected to practice and hone their skills in working with others by:

- Developing productive relationships by giving and receiving constructive feedback.
- Entering all situations including practicum experiences, parent meetings, administrative feedback, class time, and TEP events from the perspective of a learner. Learn to see the positive attributes of others and to be accepting of their needs, especially when conflict is grounded in contrasting personal or professional values.
- Committing to the value of finding ways to work professionally and productively with individuals you may be different from for the purpose of enhancing the learning of all students.

### **Ethical Standards of Conduct**

In addition to effective communication and collaboration as a marker of professionalism, apprentice teachers in TEP are expected to follow national, state, and local ethical standards including:

- Adhere to ethical and legal responsibilities of teachers regarding students' learning, behavior, safety, and confidentiality and follow all procedures and guidelines as specified in state, federal and local statutes.
- Maintain professional language, demeanor, and appearance, in accordance with school and district policy.

### **FIELD EXPERIENCE**

Apprentice teachers are required to complete 840 hours of field experience in diverse, urban, public school classrooms in the Denver metro area. Elementary and secondary apprentice teachers complete fieldwork in one placement site for the entire academic year. K-12 Apprentice teachers complete fieldwork in two sites. All apprentice teachers are required to be at their fieldwork site three days a week during fall and winter quarters and four-five days a week in the spring quarter.

The development of the apprentice teacher's practice is directly related to the "fit" of the apprentice teacher with the mentor teacher. Accordingly, TEP seeks to place each apprentice teacher in an environment where he/she will thrive and succeed. Our commitment to ensuring that our apprentice teachers have a basic understanding of Colorado's diverse students and classrooms is reflected in our practice of placing all apprentice teachers in culturally diverse classrooms during their field experience. Consideration is made for the choice of district partners the apprentice teacher is interested in working with. However, there is no guarantee that an apprentice teacher's preference will be honored. District placement is based on many variables including but not limited to, site availability, licensure area requirements, district HR policies, and partner school models.

The exchange of teaching practices is a powerful form of professional development that is mutually beneficial to both the apprentice and mentor teacher. While apprentice teachers obviously benefit from having a master teacher as a mentor, mentor teachers also benefit from engaging in the quality of reflection required by having to elaborate upon the practice of teaching. Apprentice teachers bring fresh ideas from methods courses, as well as the latest approaches to using technology in the classroom.

#### **Liability Insurance**

Students are advised to purchase personal liability insurance from private sources, such as professional organizations or insurance companies, for coverage during their field experience and the fieldwork assignment. Student policies are often available at reduced rates. Because the amount of coverage from the university changes from year to year, the program strongly encourages students to buy their own insurance. The University of Denver does maintain some insurance coverage for our students, subject to limitations and exclusions retained by the insurance carrier. Please note that the insurance covers students only for those work activities that are required training experiences for the Teacher Education Program. Any other outside work activities performed, but not required as part of the program, are not covered. Further clarification of policies related to student liability insurance coverage may be obtained from the Office of Risk Management at the University of Denver at 303.871.2354.

### **District Policies**

Please ensure that you have completed all district requirements for student teaching prior to beginning your fieldwork. Specific policies can be found under the Fieldwork tab of the student resources site: <http://portfolio.du.edu/TEPStudentResources>. Additionally, fingerprinting is of utmost importance for your field placement.

### **Fingerprints**

Most districts and DU require a background check, including finger prints that are submitted and cleared by the Colorado Bureau of Investigation (CBI) before an apprentice teacher can work directly with K-12 students. In no circumstance will a TEP apprentice teacher assume any teaching responsibilities until the program has official documentation of passing a background check. In select circumstances (for instance, lost documentation) an apprentice teacher may “observe” in a placement while the background check is being processed. Observation hours will not count toward the required 840 hours of apprentice teaching and while observing the TEP apprentice teacher cannot have any direct teaching contact with K-12 students.

### **Framework for Equitable and Effective Teaching (FEET)**

The University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP) Framework for Equitable and Effective Teaching (FEET) is a framework for teaching that was developed to evaluate equitable and effective pre-service teaching in K-12 classrooms. The acronym FEET captures the objective of the TEP to prepare equitable and effective teachers to “march” into K-12 schools with their FEET as catalysts for educational reform, particularly in service of culturally and linguistically diverse learners.

The FEET is the result of a three-year exploratory qualitative research project by University of Denver teacher education faculty. The purpose of the research was to identify effective teacher socio-cultural interactions and instructional practices. The FEET delineates research-and standards-based dimensions, competencies, and indicators of effective teaching for diverse learners. The FEET includes rubrics of performance organized around the four dimensions of effective and equitable teaching with detailed performance indicators at the competency level using a four-level rating scale. Additionally, FEET includes multiple observation instruments to facilitate the practical use of the rubrics and allow for summative and formative assessments of pre-service teachers. This evaluation system is aligned with state and national initiatives to measure and develop effective teaching.

All apprentice teachers will be evaluated through the FEET framework at least 6 times during their period of apprentice teaching. The cumulative record of evaluation will act as evidence of effective teaching practices that can be presented to hiring committees during interviews.

### **Field Experience Attendance**

Attendance by apprentice teachers at all field placement days is required. Apprentice Teachers must complete a field work log every quarter and submit the log to their supervisor. An apprentice teacher must make up any excused days at the school site by the end of the quarter in which an absence occurs. Recurrent absences, late arrival or unexcused absences from the field placement may result in loss of a grade, academic probation, or dismissal from the program.

In order to be recommended for licensure, apprentice teachers must complete 840 hours of fieldwork assignment. Apprentice teachers may be excused for up to two days to attend one of the job fairs scheduled in the region, subject to approval from TEP course faculty who are teaching classes that might conflict with these opportunities. Apprentice teachers who miss more than two days of fieldwork assignment must make up those missed days before he/she will be recommended for licensure.

In the event that it is necessary to miss a field placement day, apprentice teachers must contact the mentor teacher and the university supervisor at least one week prior to the absence; arrangements should be made at this point to make up the absence. In the case of an emergency in which prior notification is impossible, apprentice teachers should contact the mentor teacher and the university supervisor before the school day begins. Apprentice teachers may also need to contact the school office personnel. This practice will vary by school site and apprentice teachers are responsible for following the school site's practices regarding teacher absence.

### **Getting Ready**

Apprentice teachers should consider their first day of field placement as the first day of a year-long job interview. As such, it is important to enter the field experience professionally. In order to prepare for entry into K-12 schools the TEP expects

The apprentice teacher will:

- Become familiar with information in this handbook, MCE Bulletin, and DU policies;
- Become a productive, contributing member of the school;
- Quickly learn students' names and the mentor teacher's rules, routines and expectations for students;
- Introduce yourself to other school personnel (faculty and staff) with whom you come in contact;
- Communicate the dates and times for scheduled observations with your university supervisor.

The mentor teacher will:

- Become familiar with information in this handbook;
- Prepare your students for the apprentice teacher's arrival;
- Make provision for the apprentice teachers to have a designated location to observe and be able to freely move around the classroom to work with students;
- Provide access to school handbooks, textbooks, curriculum guides, and seating charts or student rosters to the apprentice teacher;
- Review the suggested sequence of the field experience responsibilities
- Introduce the apprentice teacher to your students in a manner that establishes the apprentice teacher as your partner and colleague;
- Introduce the apprentice teacher to your school's faculty, staff, and administrators;
- Orient the apprentice teacher to the building and discuss pertinent policies, procedures, and routines;
- Acquaint the apprentice teacher with district and school policies, procedures, and routines;

- Involve the apprentice teacher in basic activities such as taking roll, working with individual students or groups, checking assignments and correcting papers, and planning and presenting short lessons.

### **Grades**

TEP is a performance-based program; therefore, TEP will recommend apprentice teachers for a state teaching license if he or she has met all the Performance-Based Standards for Colorado Teachers at the proficient level. Proficiency is determined through evaluating (1) performance assessments that are embedded in the Framework for Effective and Equitable Teaching (FEET), (2) signature assessments in courses, and (3) field observations.

In a performance-based program, grades serve a different purpose than they do in traditional academic program. In a performance-based program your grades do not directly affect our decision to recommend you for licensure; indeed, it is possible to earn “B’s” in all TEP courses and still be proficient on all standards. In a performance-based program grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming a teacher, (3) your ability to think, speak, and write at a graduate level.

Apprentice teachers must maintain at least a 3.0 GPA throughout the program or risk potential dismissal from the program. If the apprentice teacher’s grade point average falls below 3.0 at any time during the program, he/she may be removed from his/her fieldwork placement at the discretion of the director. A grade lower than “C-” renders the credit unacceptable for meeting TEP and MCE degree requirements.

A grade of Incomplete (I) in a TEP course signals that the apprentice teacher has not yet mastered the knowledge introduced in that course. Because courses are cumulative, apprentice teachers may not be allowed to begin/continue academic courses or the fieldwork assignment until all grades of Incomplete have been resolved. It is the responsibility of the apprentice teacher to initiate the incomplete process by immediately communicating with the instructor prior to the end of the quarter. This form may be downloaded from the Registrar’s web site at [www.du.edu/registrar](http://www.du.edu/registrar). Apprentice teachers who carry any grades of incomplete from one quarter to the next may be placed on academic probation. The apprentice teacher may not be recommended for licensure if any of the aforementioned requirements are not met.

### **ACADEMIC PROBATION PROTOCOL**

The Teacher Education Program (TEP) in the Morgridge College Education (MCE) is designed to provide on-going feedback and support to apprentice teachers. There are two categories of apprentice teacher work and progress evaluated every quarter: (1) the academic body of learning associated with course work, and (2) knowledge of the practical field experience at the school site.

It is the purpose of the TEP to foster and support the growth and the development of apprentice teachers both academically and professionally. Every attempt is made to create a safe learning context within which the apprentice teacher can identify, examine, and improve upon all aspects of professional and academic performance. Apprentice teachers are encouraged to seek out



regular feedback, and university supervisors, mentor teachers, and professors are encouraged to give academic and performance feedback on a continuous basis. When this process is working effectively, quarterly evaluations of course work and field experience performance should be accurate and transparent assessments of student learning and performance.

All program faculty and staff are responsible for continuously monitoring the progress of students through the program's curriculum and field experiences. University supervisors and mentor teachers should work with apprentice teachers to identify both strengths and areas in need of improvement as early in the year as possible so as to be able to develop a plan with the apprentice teacher to remedy the university supervisor or mentor teacher's concerns and to build on the apprentice teacher's strengths.

Professionalism in teaching standards covers a wide range of student attributes. Including, but not limited to, student/faculty interactions, student/field placement, university supervisor interactions, student dispositions toward public school students/teachers/parents, attire, language, and commitment to the tasks associated with learning the program curriculum. In cases involving student/faculty conflicts or student/field placement conflicts, faculty and program directors will follow the policies and procedures outlined in this handbook and in the <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>. Typically this entails conversations with the student, which may or may not include a student advocate, regarding his/her behavior. Issues of professionalism around dispositions, attire, or language should also be initially handled with one-to-one communication with the student as outlined in this handbook.

### **Indicators of Underperforming Apprentice Teachers**

Apprentice teachers may be considered under-performing when their behavior, attitude, or characteristics are disruptive of the quality of student learning, relationships with peers, mentors, 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 an apprentice teacher in TEP include:

1. Failure to demonstrate appropriate academic development consistent with a master's degree, such as low GPA or academic dishonesty.
2. Repeated non-adherence to, or violation of the professional norms of the Teacher Education Program, the districts, or the school regarding dress, behavior, or dispositions.
3. 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 an apprentice teacher'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 Performance Based Standards for Colorado Teachers.

3. An inability to adequately control personal stress or contain emotional feelings which are interfering with the apprentice teacher's professional or academic development toward mastery of teaching.

An apprentice teacher's actions may be identified as obstacles to success when they include one or more of the following characteristics:

1. The apprentice teacher does not acknowledge, understand, or address the area of concern when it is identified.
2. The difficulty significantly reduces the quality of an apprentice teacher'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 apprentice teacher's behavior remains resistant to change following feedback, remediation, effort, and/or time.

### **Protocol for Probation and Dismissal of Underperforming Apprentice Teachers**

At the first sign of potential academic or professional underperformance for an apprentice teacher, the university supervisor or faculty should provide the apprentice teacher with direct written feedback and offer support and guidance. Whenever the potential problem area continues despite support and intervention, it should be called to the attention of the program director. The program director will gather information from the university supervisor and all instructors regarding the apprentice teacher's struggles including, if appropriate, an initial discussion with the apprentice teacher.

If it is determined that the apprentice teacher is underperforming and risking dismissal from the program, one of three actions will result in: (1) remedial plan is developed in conjunction with the apprentice teacher, which if not 100% successfully completed could be grounds for dismissal; (2) suspension of field placement activities; or (3) exit and dismissal from the program.

### **Probation and Remedial Plan**

When the team decides to place an apprentice teacher on probation and to develop a formal plan to address the areas of academic or demonstrated professional underperformance, the following items may be considered in the creation of that plan:

1. Directing the apprentice teacher to academic support from appropriate university or program sources.
2. Alerting the apprentice teacher to the types of counseling support offered by the university and [Leave of Absence](#) or [Medical Leave of Absence](#) choices.
3. Establishing a regime of directed academic or professional coaching by program personnel tied to specific learning outcomes.

A meeting will be scheduled with the apprentice teacher and the director of the Teacher Education Program. At that meeting, the director may present the apprentice teacher with a letter of academic probation. Alternately, the director might alert the apprentice teacher to the potential

for dismissal from the program should the apprentice teacher's performance continue to lag behind the program, university, school, or state standards for professional educators. The director and the apprentice teacher will develop a plan designed to support the apprentice teacher 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. At the close of the meeting the apprentice teacher will typically be asked to write up his/her understanding of the substance of the meeting as well as the corrective plan and time frame, and is required to send these notes to the director within 24 hours.

The director will write a formal letter outlining the substance of the meeting and probation procedures. A draft of the letter must be presented to the CS&T program coordinator and the department chair before it is sent to the apprentice teacher. A copy of the letter will be placed in the apprentice teacher's academic file. If 100% of the expectations are not met at the specified re-evaluation time, either a revised remedial plan will be constructed, or action will be taken to dismiss the apprentice teacher.

### **Suspension of Field Placement**

An apprentice teacher exhibiting unprofessional behavior may be temporarily suspended by the program director from participating in further field activities. A remediation plan to address professional or instructional concerns may also be specified along with formal evaluation criteria to determine if the unprofessional conduct has been remedied. Following remediation, the TEP administrative team will determine if the probation should be lifted, continued, or if the apprentice teacher should be dismissed from the program.

### **Procedures for Dismissal**

Dismissal may occur for any of the academic or professional reasons outlined above. The CS&T program coordinator and the department chair will be alerted in writing to the likelihood of an apprentice teacher being dismissed from the program. The decision to dismiss will be made by the TEP director and a letter of dismissal drafted. A draft of the letter must be presented to the CS&T program coordinator and the department chair before it is sent or hand-delivered to the apprentice teacher. A meeting will be scheduled with the apprentice teacher and the TEP director for the purpose of delivering a letter of dismissal and to outline for the apprentice teacher the following considerations:

1. The last day to visit his/her field placement.
2. The last day the apprentice teacher is expected to attend academic classes or program functions.
3. Financial obligations, if any, associated with dismissal from the program.
4. If appropriate, the policies and procedures for re-applying to the Teacher Education Program, or any other academic program at DU, at a later date.

Following this meeting, a copy of the letter will be placed in the apprentice teacher's academic file and the apprentice teacher will be officially terminated from enrollment in the Teacher Education Program. 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.

## CDE INSTITUTIONAL RECOMMENDATION

As you near the end of the TEP program, you will be searching for teaching positions. We encourage you to begin the process of applying for your initial Colorado license at the completion of all spring course work. The Colorado Department of Education (CDE) is the official licensing agency and the application process begins electronically on their website. The steps associated with completing this task are as follows:

- Begin the initial teaching license application at this link: [CDE Licensure](#)
- Complete the top portion of the Approved Program Verification Form and email, fax, or hand-deliver the form to the department Academic Service Associate (ASA).
- The ASA will verify that you have successfully completed all TEP courses, internship requirements, and that you have submitted transcripts documenting any provisional course work you were notified of upon admission to the program.
- When spring quarter grades have been posted (by late June), and the ASA has confirmed that you've completed all of the program requirements, the signed form will be scanned and emailed back to you. If you prefer to have the form mailed to you, you must provide a stamped and addressed envelope to the ASA.
- Once you submit your application to CDE, you should expect at least three weeks before your "initial" Colorado teaching license is issued, so plan accordingly when you begin applying for teaching positions.

## APPLYING FOR TEACHING POSITIONS

TEP apprentice teachers leave the program well prepared and are thus highly competitive for teaching positions. As a result, area principals and hiring committees are likely to select DU apprentice teachers for positions in K-12 schools, charter schools, and private schools. There are two primary hiring cycles in the K-12 system. The first cycle (late March to early April) is very competitive because most of the applicants are experienced teachers moving from one school or grade to another.

While it is unusual for a first-year teacher to secure one of these positions, previous TEP apprentice teachers have been very successful job searches during this cycle. The second cycle opens late in July after the districts and schools have a better sense of demographic shifts, teacher retirements, and budgets. This is the most likely time for first-year teachers to secure employment. *Regardless of which hiring cycle you are pursuing, we strongly encourage you to begin submitting applications to the districts you are interested in during early March.*

TEP will also notify you by email as we receive postings of. Job postings will be available on this list-serve <https://listserv.du.edu/mailman/listinfo/teaching-jobs>. Please subscribe to the list-serve if you are interested in receiving this information.

Make a habit of regularly scanning district HR for open positions. Area districts that have hired TEP apprentice teachers include the following:

- Denver Public Schools: [DPS open positions](#). Let your university supervisor know if you are interested in teaching in DPS. TEP has an ongoing relationship with HR in DPS to place TEP apprentice teachers and she/he will forward your name to DPS Candidate Cultivation.
- Jefferson County Public Schools: [JeffCo Public Schools open positions](#)
- Douglas County Schools: [Douglas County Schools open positions](#)
- Cherry Creek Schools: [Cherry Creek Schools open positions](#)
- Aurora Public Schools: [Aurora Public Schools open positions](#)

**TEP COURSEWORK SCHEDULE  
2013-2014**

Course	Dates/Times	Credits
Summer 2013: August 5- September 5 Orientation August 5 <sup>th</sup> 9:00-4:00		
CUI 4031 Teaching and Learning Environments	August 7, 9, 12, 14, 16, & Sept 5: 9:00-12:30 plus 3 hours field-linked assignments	3
CUI 4530 Second Language Acquisition	August 7, 9, 12, 14, 16, & Sept 5: 1:00-4:30 plus 3 hours field linked assignments	3
TEP 4010 Educational Psychology Special Children	August 6-15: Tuesday & Thursday 9:00-3:00	3
CUI 4506 Mathematics for Elementary School Teachers I* *Elementary ATs only	August 6-Sept 3: Tues & Thurs: 3:30-5:45 Saturday, August 10: 8:30-12:15	3
Total Summer: 9 (secondary/K-12); 12 (elementary)		
Fall 2013: September 10 <sup>th</sup> - November 15 <sup>th</sup>		
TEP 4600: Intro to Secondary Methods* *Secondary Math, Science, English, Social Studies, K-12 Spanish	Monday 4:30-7:00	3
TEP 4781: Elementary Art Methods	Monday 4:30-7:00	3
TEP 4581: Elementary Music Methods	Monday 4:30-7:00	3
CUI 4503: Elementary Math Methods	Monday 4:30-7:00	3
TEP 4590 Literacy	Thursday 4:30-7:00	3
CUI 4540: Curriculum, Instruction, and Assessment I	Friday 9:00-11:30	3
CUI 4411: Workshop in Gifted/Talented	Oct 23, 30, Nov 6, 13, 20, Dec 4, 11, 18 4:30-7:30 Wednesday	3
TEP 4690 Field Experience	3 days in field: Tues, Wed, Thurs Seminar weeks: 1,3,5,7,9: Friday 12:00-1:00	1
Friday Afternoon Workshops: Sept. 20, Oct. 4, Oct. 18: 12:00-2:00		
Total Fall: 13		
Winter 2014: January 6-March 16		
CUI 4541: Curriculum, Instruction, and Assessment II	Friday 9:00-11:30	3
TEP 4502: Elementary Science and Social Studies Methods	Monday 4:30-7:30	4
TEP 4610: Secondary English Methods	Monday 4:30-7:30	4
TEP 4620 Secondary Social Studies Methods	Monday 4:30-7:30	4

TEP 4630 Secondary Science Methods	Monday 4:30-7:30	4
TEP 4640 Secondary Math Methods	Monday 4:30-7:30	4
TEP 4650 Secondary Foreign Language: Spanish	Monday 4:30-7:30	4
TEP 4782 Secondary Art Methods	Monday 4:30-7:30	4
TEP 4582 Secondary Music Methods	Monday 4:30-7:30	4
TEP 4590 Literacy	Thursday 4:30-7:00	3
TEP 4690 Field Experience	3 days in field: Tues, Wed, Thurs Seminar weeks: 1,3,5,7,9: Friday 12:00-1:00	2
Friday Afternoon Workshops: Jan. 17, Jan. 31, Feb. 14: 12:00-2:00		
		Total Winter: 12
Spring 2014: March 24-June 5		
CUI 4542: Curriculum, Instruction, and Assessment III	March 28-April 18 Friday 9:00-3:00	3
TEP 4690 Field Experience	In field: March 24- April 18: Monday-Thursday April 21-June 5: Monday-Friday Seminar: TBD	6
Friday Afternoon Workshops: April 4 12:00-2:00		
Final Workshop: May 29 5:00-7:00		
		Total Spring: 9

**CURRICULUM STUDIES AND TEACHING**  
**2013-2014 MASTER OF ARTS with a concentration in**  
**ELEMENTARY EDUCATION COURSE WORK PLAN**

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Email: \_\_\_\_\_ Advisor: \_\_\_\_\_

Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
<i>TEP Field Experience</i>			
Field Experience	TEP 4690	Fall 2013	1
Field Experience	TEP 4690	Winter 2014	2
Field Experience	TEP 4690	Spring 2014	6
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2013	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2014	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2014	3
Teaching and Learning Environments	CUI 4031	Summer 2013	3
Education and Psychology with Special Children	TEP 4010	Summer 2013	3
Literacy Instruction	TEP 4590	Fall 2013	3
Literacy Instruction	TEP 4590	Winter 2014	3
Second Language Acquisition	CUI 4530	Summer 2013	3
Elementary Math Methods	CUI 4503	Fall 2013	3
Elementary Science/SS Methods	CUI 4502	Winter 2014	4
Workshop in Gifted and Talented	CUI 4411	Fall 2013	3
Total Min Credit Hours			43

Master of Arts & Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2014	3
		Summer 2014	3
		Summer 2014	3
<b>Subtotal</b>			<b>9</b>
Total Min Credit Hours			9

<b>TOTAL</b>			<b>52</b>
--------------	--	--	-----------

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_



**CURRICULUM STUDIES AND TEACHING**  
**2013-2014 MASTER OF ARTS with a concentration in**  
**SECONDARY EDUCATION COURSE WORK PLAN**

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Email: \_\_\_\_\_ Advisor: \_\_\_\_\_

Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
<i>TEP Field Experience</i>			
Field Experience	TEP 4690	Fall 2013	1
Field Experience	TEP 4690	Winter 2014	2
Field Experience	TEP 4690	Spring 2014	6
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2013	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2014	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2014	3
Teaching and Learning Environments	CUI 4031	Summer 2013	3
Education and Psychology with Special Children	TEP 4010	Summer 2013	3
Literacy Instruction	TEP 4590	Fall 2013	3
Literacy Instruction	TEP 4590	Winter 2014	3
Second Language Acquisition	CUI 4530	Summer 2013	3
Secondary Methods	TEP 4600	Fall 2013	3
Methods in the Secondary School ( <i>TEP 4610, 4620, 4630, or 4640</i> )	TEP 46__	Winter 2014	4
Workshop in Gifted and Talented	CUI 4411	Fall 2013	3
<b>Total Min Credit Hours</b>			<b>43</b>

Master of Arts & Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2014	3
		Summer 2014	3
		Summer 2014	3
<b>Subtotal</b>			<b>9</b>
<b>Total Min Credit Hours</b>			<b>9</b>

<b>TOTAL</b>			<b>52</b>
--------------	--	--	-----------

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**CURRICULUM STUDIES AND TEACHING**  
**2013-2014 MASTER OF ARTS with a concentration in**  
**K-12 ART-MUSIC-SPANISH EDUCATION COURSE WORK PLAN**

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Email: \_\_\_\_\_ Advisor: \_\_\_\_\_

Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
<i>TEP Field Experience</i>			
Field Experience	TEP 4690	Fall 2013	1
Field Experience	TEP 4690	Winter 2014	2
Field Experience	TEP 4690	Spring 2014	6
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2013	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2014	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2014	3
Teaching and Learning Environments	CUI 4031	Summer 2013	3
Education and Psychology with Special Children	TEP 4010	Summer 2014	3
Literacy Instruction	TEP 4590	Fall 2013	3
Literacy Instruction	TEP 4590	Winter 2014	3
Second Language Acquisition	CUI 4530	Summer 2013	3
Methods ( <i>TEP 4781, 4581, or 4600</i> )	TEP 4__	Fall 2013	3
Methods in K-12 Schools ( <i>TEP 4782, 4582, or 4650</i> )	TEP 4__	Winter 2014	4
Workshop in Gifted and Talented	CUI 4411	Fall 2013	3
Total Min Credit Hours			43

Master of Arts & Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2014	3
		Summer 2014	3
		Summer 2014	3
<b>Subtotal</b>			<b>9</b>
Total Min Credit Hours			9

<b>TOTAL</b>			<b>52</b>
--------------	--	--	-----------

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**TEACHER EDUCATION PROGRAM QUARTERLY ADVISING CHECKLISTS**

<b>Summer 2013</b>		
<b>Topic</b>	<b>Details</b>	<b>Student Responsibility</b>
Coursework	Check the Courses tab in webCentral to verify you have registered for the correct courses and correct section: <a href="https://webcentral.du.edu/cp/home/displaylogin">https://webcentral.du.edu/cp/home/displaylogin</a>	<input type="checkbox"/> Verify course registration
Transfer Credit	Review approved conditions for transfer of credit in the policy section of this handbook.	<input type="checkbox"/> If applicable, submit request form to advisor before the end of this quarter
Review Handbook	Students are responsible for the information presented in the handbook. Link to Handbook: <a href="http://portfolio.du.edu/TEPStudentResources">http://portfolio.du.edu/TEPStudentResources</a>	Review: <input type="checkbox"/> Communication and Advising <input type="checkbox"/> Attendance and Grades <input type="checkbox"/> Academic Probation Protocol <input type="checkbox"/> Cognate Options <input type="checkbox"/> Fieldwork <input type="checkbox"/> Professionalism
Provisional Requirements	If you have been advised by Admissions if you are missing coursework. You must complete all provisional requirements before TEP can recommend you for CDE licensure. Link to pre-approval form: <a href="http://www.du.edu/education/programs/tep/tep-course-provision-form.doc">http://www.du.edu/education/programs/tep/tep-course-provision-form.doc</a>	<input type="checkbox"/> Pre-approval form, signed by advisor <input type="checkbox"/> Submit form to ASA <input type="checkbox"/> Submit final transcripts and test scores to University of Denver (these will automatically be routed to Grad Studies)
PLACE/Praxis	Students must pass PLACE/Praxis in order to be recommended for licensure. Tests should be completed by start of the program.	<input type="checkbox"/> Submit evidence of passing score to University of Denver
Fingerprints/ Background Check	DU requires a background check, including fingerprints that are submitted and cleared by the Colorado Bureau of Investigation (CBI) before a teacher candidate can work directly with K-12 students.	<input type="checkbox"/> Send a screen shot of the CDE web page showing proof to ASA
CERT-only verification	Verify your MA vs. CERT-only status through the Student tab in WebCentral. If you are listed as cert-only, but intended to apply for MA, see MCE Admissions Counselor.	<input type="checkbox"/> Re-apply for MA through admissions office

Submit Summer checklist to advisor

Student Signature: \_\_\_\_\_

Date \_\_\_\_\_

Fall 2013		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in webCentral to verify you have registered for the correct courses and correct section: <a href="https://webcentral.du.edu/cp/home/displaylogin">https://webcentral.du.edu/cp/home/displaylogin</a>	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook. Link to Handbook: <a href="http://portfolio.du.edu/TEPStudentResources">http://portfolio.du.edu/TEPStudentResources</a>	Review: <input type="checkbox"/> MA Degree Cognates <input type="checkbox"/> DOL
CERT-only: Apply for Spring Certificate	Students completing only the certificate portion of the program should apply through for Graduation. After Grad Studies verifies, transcripts will reflect "Certificate". The deadline to apply for Spring Quarter is January 6, 2014. Follow application directions here: <a href="http://www.du.edu/registrar/graduation/GraduationApplInstructions.pdf">http://www.du.edu/registrar/graduation/GraduationApplInstructions.pdf</a>	<input type="checkbox"/> Apply for Certificate (cert-only)
Grades	Check your transcripts to verify passing grades (C or better) on all required courses	<input type="checkbox"/> Check grades

Submit Fall checklist to advisor

Student Signature: \_\_\_\_\_

Date

Winter 2014		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in webCentral to verify you have registered for the correct courses and correct section: <a href="https://webcentral.du.edu/cp/home/displaylogin">https://webcentral.du.edu/cp/home/displaylogin</a>	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook. Link to Handbook: <a href="http://portfolio.du.edu/TEPStudentResources">http://portfolio.du.edu/TEPStudentResources</a>	Review: <input type="checkbox"/> Applying for Jobs
Coursework Plan	Coursework plan must be accurate for graduation approval. Licensure component of program is pre-determined. Students should declare MA cognate and submit coursework plan by end of Winter Quarter.	<input type="checkbox"/> Advisor/Student signatures <input type="checkbox"/> Submit coursework plan to ASA by end of Winter Quarter
Graduation: MA candidates completing in Summer 2014	The deadline for MA candidates to apply for Summer Graduation is March 24, 2014. Follow application directions here: <a href="http://www.du.edu/registrar/graduation/GraduationAppInstructions.pdf">http://www.du.edu/registrar/graduation/GraduationAppInstructions.pdf</a>	<input type="checkbox"/> Apply for graduation
Grades	Check your transcripts to verify passing grades (C or better) on all required courses	<input type="checkbox"/> Check grades

Submit Winter checklist to advisor

Student Signature: \_\_\_\_\_

Date

Spring 2014		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in webCentral to verify you have registered for the correct courses and correct section: <a href="https://webcentral.du.edu/cp/home/displaylogin">https://webcentral.du.edu/cp/home/displaylogin</a>	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook. Link to Handbook: <a href="http://portfolio.du.edu/TEPStudentResources">http://portfolio.du.edu/TEPStudentResources</a>	Review: <input type="checkbox"/> CDE Institutional Recommendation <input type="checkbox"/> Comprehensive Paper (MA)
Grades	Check your transcripts to verify passing grades (C or better) on all required courses.	<input type="checkbox"/> Check grades

- Submit Spring checklist to advisor

Student Signature: \_\_\_\_\_

Date \_\_\_\_\_

## FIELD EXPERIENCE CALENDAR

Week	Apprentice Responsibility	Notes
August 19-30 (and earlier if applicable)	Observation and Planning	<ul style="list-style-type: none"> <li>Apprentice Teachers (ATs) have courses on campus. They may attend school-based professional development and/or planning sessions when possible</li> </ul>
Sep 2-6	Observation	<ul style="list-style-type: none"> <li>ATs in schools 3 days per week: Tuesday-Thursday</li> <li>ATs should be actively engaged in assisting students, as directed by Mentor Teacher</li> </ul>
Sep 9-13	One lesson/week	<ul style="list-style-type: none"> <li>Fall Quarter Begins</li> <li>Triad Meeting: University Supervisor, Mentor Teacher, and AT</li> </ul>
Sep 16-20	One lesson/week	<ul style="list-style-type: none"> <li>ATs should use Mentor or District-provided lesson plans</li> <li>Lesson may include whole group, small group, or individualized instruction</li> </ul>
Sep 23-27	One lesson/week	
Sep 30- Oct 4	One-two lessons/week	
Oct 7-11	One-two lessons/week	<ul style="list-style-type: none"> <li>ATs are encouraged to observe in other classrooms and grade levels as time permits</li> </ul>
Oct 14-18	One-two lessons/week	
Oct 21-25	Two-three lessons/week	<ul style="list-style-type: none"> <li>ATs may begin to plan their own lessons with assistance from Mentor and University Supervisor</li> </ul>
Oct 28-Nov 1	Two-three lessons/week	
Nov 4-8	Two-three lessons/week	
Nov 11-15	Two-three lessons/week	
Nov 18-22	Two-three lessons/week	<ul style="list-style-type: none"> <li>Mentors submit feedback on AT performance</li> </ul>
Nov 25-29	One-two lessons/week	<ul style="list-style-type: none"> <li>(Thanksgiving Break)</li> </ul>
Dec 2-13	Observation in Other Schools	<ul style="list-style-type: none"> <li>ATs should arrange observations in other schools and grade levels: at least 5 off-site observations during this time. Mentor and AT decide an appropriate schedule.</li> </ul>

Jan 6-10	Two-three lessons/week	<ul style="list-style-type: none"> <li>• Beginning of Winter Quarter</li> <li>• * Note: Art and music ATs transitioning to second placements may observe only for 1-2 weeks</li> </ul>
Jan 13-17	Three-four lessons/week	
Jan 20-24	Three-four lessons/week	
Jan 27-31	Three-four lessons/week	
Feb 3-7	Three-four lessons/week	
Feb 10-14	Three-four lessons/week	
Feb 17-21	Three-four lessons/week	
Feb 24-28	One-two lessons/week	<ul style="list-style-type: none"> <li>• ATs should arrange observations for 1-2 days in other grade levels and/or schools</li> </ul>
Mar 3-7	Three-four lessons/week	<ul style="list-style-type: none"> <li>• ATs may assist with TCAP testing as needed</li> </ul>
Mar 10-14	Three-four lessons/week	<ul style="list-style-type: none"> <li>• Mentors submit feedback on AT performance</li> </ul>
Mar 17-21	Three-four lessons/week	<ul style="list-style-type: none"> <li>• DU Spring Break (no classes on campus)</li> </ul>
Mar 24-28	One half-day Solo Teaching	<ul style="list-style-type: none"> <li>• Beginning of Spring Quarter</li> <li>• ATs in schools 4 days per week: Monday-Thursday</li> </ul>
Mar 31-April 4	One half-day Solo Teaching	<ul style="list-style-type: none"> <li>• (DPS Spring Break)</li> </ul>
April 7-11	One full-day Solo Teaching	
April 14-18	Two-Three full days Solo Teaching	
April 21-25	Three-Four full days Solo Teaching	<ul style="list-style-type: none"> <li>• ATs in schools 5 days per week (no DU courses)</li> </ul>
April 28-May 2	Four-Five full days Solo Teaching	
May 5-9	Four-Five full days Solo Teaching	
May 12-16	Four-Five full days Solo Teaching	
May 19-23	Four-Five full days Solo Teaching	<ul style="list-style-type: none"> <li>• Mentors submit feedback on AT performance</li> </ul>
May 26-30	Four-Five full days Solo Teaching	
June 2-6	Four-Five full days Solo Teaching	

\*Please note that the DU academic calendar does not align with the fieldwork and/or school district calendar. For example, you may have fieldwork during the DU spring break and DU classes



during your school's spring break. Additionally, you will be taking a course from late November into December. Because we work in multiple districts, we cannot prescribe one particular schedule. Instead, you should attend to these two factors when scheduling time away from the Teacher Education Program:

1. Communicate and coordinate your time away from your field site with both your mentor teacher and university supervisor.
2. Complete the target number of fieldwork days/hours:
  - Fall: 30 days/ 240 hours
  - Winter: 30 days/ 240 hours
  - Spring: 45 days/ 360 days
  - Total: 105 days/ 840 hours

Complete a fieldwork log each quarter and submit one copy to your university supervisor and one copy to your mentor teacher.

3. Coordinate time away from your placement site to visit other classrooms in November and December.

Mentors expect consistency for their classrooms and their students. You should look carefully at your school's calendar at the beginning of the year and talk with your mentor about your presence in the classroom through November and December. While we expect you to be in your placements consistently, we also encourage you to observe other master teachers when you are able. Work with your mentor teacher about any necessary absences. Your university supervisor can help facilitate this conversation.

### **MASTER'S DEGREE COGNATE**

MA candidates have up to five (5) years from the start of TEP to complete the 52 credits required for the MA degree in Curriculum Instruction and Teaching. All post-licensure coursework must be completed within a single nine (9) credit hour cognate. The cognate allows the apprentice teacher to specialize within a targeted area, thus deepening his/her knowledge and potentially increase their competitiveness in the job market.

Elementary apprentice teachers may count CUI 4506-Mathematics for Elementary School Teachers (3 credits) taken during the first quarter of TEP toward the master's degree 9 credit hour cognate, leaving them with 6 credit hours to complete. However, elementary apprentice teachers may also choose to complete an additional 3 credit hours at their current scholarship rate to further their professional knowledge and expertise. This option should be discussed with the academic advisor.

In the winter quarter, apprentice teachers will complete a degree plan indicating their first and second choices for the completion of the cognate. At that time, a Frequently Asked Questions document will be provided to address some of the questions candidates might have: What

cognate do I choose? What benefits are associated with completing this cognate? How do I make it official? What if the course I need is not offered? Can I change my cognate at any time?

Most courses will be offered in summer from June 16-June 27 (course 1), July 7-July 18 (course 2), and July 21-August 1 (course 3). Gifted Education courses will be offered June 16-27, June 23-July 2, and July 16-27. All dates may be subject to change. To graduate in summer, MA candidates must apply for graduation by the published winter quarter deadline.

**Cognate Options** (\*structure does not apply to Dual Degree students)

Elementary Mathematics	Aesthetics	Literacy	Gifted Education	Special Education	Culturally and Linguistically Diverse
<ul style="list-style-type: none"> <li>• CUI 4506 Mathematics for Elementary School Teachers I</li> <li>• CUI 4507 Mathematics for Elementary School Teachers II</li> <li>• CUI 4508 Mathematics for Elementary School Teachers III</li> </ul>	<ul style="list-style-type: none"> <li>• CUI 4172 Aesthetic Foundations of Education</li> <li>• CUI 4170 Engaging Learners through the Art</li> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• CUI 4028 Literacy Assessment and Instruction</li> <li>• CUI 4538 Language, Literacy, and Culture</li> <li>• CUI 4029 Issues in Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• CUI 4402 Curriculum for Gifted Learners</li> <li>• CUI 4403 Instructional Strategies for Gifted Learners</li> <li>• CUI 4401 Psychological Aspects of the Gifted</li> </ul>	<ul style="list-style-type: none"> <li>• CUI 4451 Teaching the Exceptional Child</li> <li>• CUI 4452 Low Incidence Disabilities and Behavior Intervention</li> <li>• CUI 4453 Curriculum Adaptations and Assessments for Children with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• CUI 4531 Supporting English Language Learners Across the Curriculum</li> <li>• CUI 4538 Language, Literacy, and Culture</li> <li>• CUI 4536 Linguistic and Cultural Issues in Linking Assessment and Instruction</li> </ul>

**Comprehensive Paper**

In addition to completing 52 hours of course work and 840 hours of field experience, TEP Apprentice Teachers who have moved to candidate stage of the master’s degree are also required to pass a final comprehensive paper. The paper is due during the last week of the third cognate course. Any exceptions to this timeline must be approved by the faculty advisor and program coordinator. Timeline for completing the comp requirement is as follows:

- July 31: Comprehensive paper due to course instructor
- August 5: Course instructor reads and grades paper and returns to the student, student delivers paper (hard copy or electronic copy) to academic advisor
- August 8: Any rewrites are completed
- August 10: Academic advisor submits comps approval form to the ASA

The paper should be 10-15 pages, double spaced, 12 point font, and include APA citations. It should address the following questions:

- Synthesize and analyze what you have learned thus far in the Teacher Education Program. How did the ideas, theories, research, field experiences, and critical and/or transformational experiences you encountered contribute to your effectiveness as a teacher and your professional and intellectual growth?
- How has the knowledge gained in your cognate courses enhanced your effectiveness as a teacher? What are the critical questions of practice you are intrigued by or compelled into deeper examination as a result of your cognate course work? How will you continue to learn and grow as a teacher?

Evaluation Criteria:

- Skill in defining issues related to particular problem areas in K-12 schools; response reflects depth of thought, integration, and synthesis consistent with graduate level work. In order to give focus to your response, you must be able to identify the particular issue or issues you are addressing. For instance: curriculum, management, lesson planning, differentiated instruction, cultural competency, teacher identity, assessment, etc.
- Clarity in stating your position beyond simply yes and no. As a teacher-leader and advocate for all learners you are often required to take the best and/or most responsible position in terms of the evidence available at that time. In writing your responses, ask yourself if a reader is able to identify clearly and directly the point of view you are developing and where you stand philosophically, intellectually, pedagogically, and professionally.
- Competence in applying information to a position, beyond restating your views or the views of others. Provide evidence in the form of bibliographic references, specific data, and quotations (direct or indirect) from acknowledged educational authorities to substantiate the points you make. As a scholar in the field, you are expected to be able to demonstrate that your opinions are well informed and link to a broader conversation in the field of education.
- Clarity in writing in clear and direct prose that is appropriate to graduate level work. Are you developing your responses logically and coherently? Poorly stated and illogically presented responses obscure rather than illuminate. Can a reader follow the structure of your argument? Do you use correct grammar construction and form?
- Overall adequacy in addressing the issues, revealing insight into problems, and documenting your position adequately. Accuracy in addressing the questions without omitting parts of the question and without answering questions that were not asked; demonstrated understanding and application of knowledge in the areas of curriculum, diversity, assessment, and teacher identity.