

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

Student Handbook

2014-2015

*Curriculum Studies & Teaching*  
*Curriculum Instruction & Teaching*



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

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

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

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

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## WELCOME FROM THE ERPP DEPARTMENT CHAIR

Welcome to graduate studies in Department of Educational Research Policy and Practice (ERPP) at the Morgridge College of Education (MCE). In addition to our nationally-renown faculty, we aim to provide you with courses that are at the forefront of our field, research-based instructional strategies, and practical field experiences to realize your dream of becoming a highly effective scholar and educator. Throughout your career as a student you will likely encounter many intellectual and professional challenges to your views on education. And we expect to be challenged and changed, as well, by your questions, insights, and lived experiences. Together, we will work toward the development of the most effective pedagogy, curriculum, scholarship, and care for students that is needed to address the current state of education in both private and public, formal and informal, educational settings.

In Educational Research Policy and Practice, you will find educators dedicated to helping you become the best leader and change agent possible. Whether you intend to become a professor, a master teacher, curriculum developer, or consultant, we can help you develop into a bold leader and innovator equipped with cutting-edge research skills, creative educational visions based on established academic disciplines, moral imagination, and social responsibility. We are committed to shaping a safe, sustainable, democratic, accessible, and socially just learning experience for all students in all educational settings. We are pleased to have you join us in this venture.



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## WELCOME TO THE TEACHER EDUCATION PROGRAM

Welcome to the University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP). The program is intense, context-embedded, and prepares effective teachers and change agents. Prepare to train, teach, and transform.

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.

Please review 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/StudentResourceSite/page/49824>.

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 your network for guidance and support.

Best wishes for a successful year of teacher preparation!

Maria del Carmen Salazar, Ph.D.  
Associate Professor, Curriculum Studies & Teaching  
Coordinator, Teacher Education Programs

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## 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 expected to attend the TEP orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff. The event is designed to provide an opportunity to learn about a variety of college and university support systems, and an overview of specific program content and requirements.

## **Advising**

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to submit completed advising checklists and/or schedule appointments as needed. 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](#).

## **Degree Planning**

### Course Descriptions

The [DU Course Catalog](#) contains the official, current course descriptions and can be accessed at [myWEB](#). Select a term, and then select Teacher Ed Prep or Curriculum and Instruction.

### The Coursework Plan

Students will complete and submit coursework plans in the winter quarter of the program. 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 by spring quarter. This document will replace the original plan.

### 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 ([gststu@du.edu](mailto:gststu@du.edu)) to request a reactivation form and, if

applicable, pay any continuous enrollment fees owed for previous quarters. An [application for an official leave of absence](#) must be submitted. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#).

#### 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, provisions 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.

#### **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 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

#### **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, the 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 found [online](#). Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

## MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

### Room Scheduling Guidelines

Occasionally, students may need to reserve a room for a study group, or to make a special presentation. Students may reserve meeting spaces in Katherine A. Ruffatto Hall for no longer than four hours at a time. If your reservation concerns a meeting space, please select a room that is appropriate to the size of your headcount (i.e. if you request a classroom that holds 30 people, but only need space for 3 people, your request for this space will be denied and you will be reassigned to a room appropriate to your headcount).

### Room Reservation TIPS:

- Log on to the 25Live system through webcentral. Under the Resources tab, use the Campus Space and Event Requests link, on the lower left hand side, to access the 25Live system. For best results, review the instructions first.
- Plan ahead: requests are not processed immediately. In addition, reservation requests will not be confirmed more than four weeks in advance (i.e. requests made in December to reserve a space in February will not be granted). Please do not submit a request for the following quarter more than a month in advance of the start of the desired quarter. The latest a request can be made is three days (72 hours) prior to the desired date and time.
- Classes have 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.

### Reserving your space:

- Once in 25Live, you will need to log on a second time using your 87# and webcentral password. The logon button will be in the lower left hand corner.
- Select Create an Event.
- Fill out all required fields.
  - You can also request a specific space. Depending on your event details, the system will tell you what rooms are available for your event.
  - Be sure to fill out the event type.
- 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.
- Only the Morgridge College of Education faculty, staff, and students can request spaces using this method. Anyone outside of the Morgridge College of Education must go through Conference and Event Services (CES) to reserve a space (Events@du.edu or x14333).

- If you need to **cancel a reservation** you must work with Julie and Tamera directly as the cancellation **cannot be done online**.
- Tech Support - ALL Audio Visual equipment/tech needs must be confirmed with an email to [MCE.Support@du.edu](mailto:MCE.Support@du.edu) or call to 303-871-3222 a **MINIMUM of 7 business days in advance** of your event or you may be charged a late request fee.

### Bookable Spaces in Katherine A. Ruffatto Hall

Classrooms (capacity)	Meeting Spaces (capacity)	Event Spaces (capacity)
122-(25)	105-(40)*	105-(40)*
134-(15)	121-(8)	106-(100)*
202-(40)	124-(8)	124-(8)
204-(40)	134-(15)	134-(15)
302-(35)	203-(8)	342-(6)
304-(25)	206-(14)	401-(20)*
305-(37)	234-(12)	
306-(35)	245-(8)	
408-(32)	334-(11)	
409-(32)	342-(6)	
435-(16)**	345-(8)	
Outdoor Classroom-(20-100)	401-(20)*	
	435-(16)**	

\* Notes spaces that cannot be used for a class

\*\* Room is only available after 4 pm on weekdays.

### Technology Support

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 turret room behind the student locker bank (room 206).
- 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 303-871-3222 or [mce.support@du.edu](mailto:mce.support@du.edu)

## **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 in the [Anderson Academic Commons](#).

### **Equipment Checkout**

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.

Please note: equipment can only be checked out to the same patron 4 times in a row, for a total of 12 days. After 12 days, the equipment must be returned for at least 1 week to perform updates and maintenance.

### **Quick Links 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.

[http://www.du.edu/registrar/forms/Incomplete\\_application.pdf](http://www.du.edu/registrar/forms/Incomplete_application.pdf)

*Reserving a room in the MCE*—[25Live](#)

## **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; knowledge of students; 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. 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 meet the varied needs of a diverse student population and close the opportunity gaps in K-12 education.

### **Degree and Coursework Requirements**

The 52 credit Master's degree in Curriculum Studies and Teaching consists of 43 credits of coursework and internship, as well as a 9 credit cognate. Students who already hold an MA may choose the certificate option and complete only the 43 credits of coursework and internship required to apply for a CDE teaching license.

Dual degree students in the TEP program will work with an advisor to select 9 credits of graduate course work in their senior year. All nine hours double-count as undergraduate and graduate level course work and satisfy the MA cognate requirement if accepted to TEP. Note: dual degree students are required to complete the 43 credits of TEP coursework and internship that lead to licensure AFTER the undergraduate degree is fully completed. Both degrees must be earned within five years of matriculation into the undergraduate degree program.

Elementary Concentration (37 credits)		
Curriculum, Instruction & Assessment I	CUI 4540	3
Curriculum, Instruction & Assessment II	CUI 4541	3
Curriculum, Instruction & Assessment III	CUI 4542	2
Teaching and Learning Environments	CUI 4031	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI 4529	3
Mathematics for Elementary School Teachers I	CUI 4506	2
Literacy Instruction	TEP 4590	3
Literacy Instruction	TEP 4590	3
Elementary Math Methods	CUI 4503	3
Education and Psychology with Special Children	TEP 4010	3
Elementary Science/SS Methods	CUI 4502	4
Workshop in Gifted and Talented	CUI 4411	2
Secondary Concentration (37 credits)		
Curriculum, Instruction & Assessment I	CUI 4540	3
Curriculum, Instruction & Assessment II	CUI 4541	3
Curriculum, Instruction & Assessment III	CUI 4542	2
Teaching and Learning Environments	CUI 4031	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI 4529	3
Mathematics for Secondary School Teachers I	CUI 4505	2
Literacy Instruction	TEP 4590	3
Literacy Instruction	TEP 4590	3
Secondary Methods	TEP4600	3
Education and Psychology with Special Children	TEP 4010	3
Methods in Secondary Schools (TEP 4610, 4620, 4630, or 4640)	TEP 4____	4
Workshop in Gifted and Talented	CUI 4411	2
K-12 Art-Music-Spanish Concentration (37 credits)		
Curriculum, Instruction & Assessment I	CUI 4540	3
Curriculum, Instruction & Assessment II	CUI 4541	3
Curriculum, Instruction & Assessment III	CUI 4542	2
Teaching and Learning Environments	CUI 4031	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI 4529	3
Mathematics for Elementary School Teachers I	CUI 4506	2
Literacy Instruction	TEP 4590	3
Literacy Instruction	TEP 4590	3
Methods (TEP 4781, 4581, 4600)	TEP 4____	3
Education and Psychology with Special Children	TEP 4010	3
Methods in K-12 Schools (TEP 4782, 4582, 4650)	TEP 4____	4
Workshop in Gifted and Talented	CUI 4411	2

**Internship (9 credits)**

Field Experience

TEP 4690

9

**MA Cognate (9 credits)**

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. If you do not complete your MA in the first year of the program you will need to complete a [Leave of Absence form](#) through Grad Studies, indicating your intention to return at a later date. All post-licensure coursework must be completed within a single 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. This information does not apply to dual degree students who complete 9 credit hours prior to starting the TEP.

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?

Courses will be offered in June and July. If enrollment in the courses is less than 8 students, the course may be cancelled. To graduate in summer, MA candidates must apply for graduation by the published deadline.

**Cognate Coursework 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>

**CURRICULUM STUDIES AND TEACHING  
2014-2015 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 2014	2
Field Experience	TEP 4690	Winter 2015	3
Field Experience	TEP 4690	Spring 2015	4
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2014	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2015	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2015	2
Teaching and Learning Environments	CUI 4031	Summer 2014	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI4529	Summer 2014	3
Mathematics for Elementary School Teachers I	CUI4506	Summer 2014	2
Literacy Instruction	TEP 4590	Fall 2014	3
Literacy Instruction	TEP 4590	Winter 2015	3
Elementary Math Methods	CUI 4503	Fall 2014	3
Education and Psychology with Special Children	TEP 4010	Fall 2014	3
Elementary Science/SS Methods	CUI 4502	Winter 2015	4
Workshop in Gifted and Talented	CUI 4411	Spring 2015	2
<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 2015	3
		Summer 2015	3
		Summer 2015	3
<b>Subtotal</b>			<b>9</b>
<b>Total Min Credit Hours</b>			<b>9</b>

<b>TOTAL</b>			<b>52</b>
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Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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

**CURRICULUM STUDIES AND TEACHING  
2014-2015 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 2014	2
Field Experience	TEP 4690	Winter 2015	3
Field Experience	TEP 4690	Spring 2015	4
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2014	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2015	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2015	2
Teaching and Learning Environments	CUI 4031	Summer 2014	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI 4529	Summer 2014	3
Mathematics for Secondary School Teachers I	CUI 4505	Summer 2014	2
Literacy Instruction	TEP 4590	Fall 2014	3
Literacy Instruction	TEP 4590	Winter 2015	3
Secondary Methods	TEP4600	Fall 2014	3
Education and Psychology with Special Children	TEP 4010	Fall 2014	3
Methods in Secondary Schools (TEP 4610, 4620, 4630, or 4640)	TEP 4____	Winter 2015	4
Workshop in Gifted and Talented	CUI 4411	Spring 2015	2
<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 2015	3
		Summer 2015	3
		Summer 2015	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**  
**2014-2015 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 2014	2
Field Experience	TEP 4690	Winter 2015	3
Field Experience	TEP 4690	Spring 2015	4
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2014	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2015	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2015	2
Teaching and Learning Environments	CUI 4031	Summer 2014	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI4529	Summer 2014	3
Mathematics for Elementary School Teachers I	CUI4506	Summer 2014	2
Literacy Instruction	TEP 4590	Fall 2014	3
Literacy Instruction	TEP 4590	Winter 2015	3
Methods (TEP 4781, 4581, 4600)	TEP 4_____	Fall 2014	3
Education and Psychology with Special Children	TEP 4010	Fall 2014	3
Methods in K-12 Schools (TEP 4782, 4582, 4650)	TEP 4_____	Winter 2015	4
Workshop in Gifted and Talented	CUI 4411	Spring 2015	2
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 2015	3
		Summer 2015	3
		Summer 2015	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 Requirements and Expectations

The Teacher Education Program (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 Morgridge College of Education and the Teacher Education Program.

### Provisional Coursework Requirement

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 University of Denver and Colorado Department of Education licensure requirements for general content areas (elementary) or for their subject area (secondary/K12).

Due to the rigorous nature of TEP, the program recommends that all provisional requirements be completed before the program start. Provisional coursework must be completed at an accredited institution, with a grade of C or better. 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).

### 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 an apprentice teacher's progress through the program and ensuring that she/he 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.

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.

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 two or more classes per course will result in reducing your final grade by a full-letter grade based on the number of classes that are missed. 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. We ask that apprentice teachers consider missing classes carefully, as this policy includes school-based activities in addition to personal needs. Moreover, every third tardy (per course) will count as an absence.

### **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) Demonstration of Learning assessments, (2) course grades, 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, she/he 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](#). 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.

## **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. Apprentice teachers will receive additional documentation on the DOL in fall quarter.

## **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:

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.

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

## **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 attend their fieldwork site three days a week (8 hours per day) during fall and winter quarters and four-five

days a week in the spring quarter. Moreover, Apprentice Teachers are expected to regularly attend school-based professional development seminars and complete regular school duties as indicated by the mentor teacher.

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. Moreover, we will not place an apprentice teacher in a K-12 school that she/he attended, or schools where dependent children attend. We want students to have a broader experience and we want to avoid personal conflicts.

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 required to purchase personal liability insurance from private sources, such as professional organizations or insurance companies, for coverage during their field experience. Student insurance policies are available at reduced rates. For example, the National Education Association (NEA) offers student rates for liability insurance at \$23 (in addition to an optional \$3-\$5 for local dues). Moreover, when you start teaching after the completion of the TEP, the NEA will refund the dues if you join the NEA as an active member. See <http://www.nea.org/home/1676.htm> for the benefits of membership. See <https://ims.nea.org/JoinNea/> and select student membership to apply. The membership will be active from September 1, 2014 through August 31, 2015. 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.

It is important to note that apprentice teachers are not required to drive during field trips or attend out-of-state field trips or expeditions. The apprentice teacher should carefully consider the risks and benefits to such activities. The MCE is not responsible for challenges that arise as part of an apprentice teacher's decision to attend or drive during field trips.

### 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](#). 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. *Under 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. The field logs provide essential documentation for completion of program requirements. If a student does not submit field work logs, the program director will be unable to recommend licensure to the Colorado Department of Education. Provide a copy of the log to your mentor and your 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.

#### Protocol to Follow When Facing Challenges with Mentor

Being in a year-long placement in a classroom with a mentor teacher can pose challenges. Therefore we follow the following protocol with respect to challenging situations with mentors.

*Step 1:* Apprentice teacher attempts to address the issue with the mentor teacher. Apprentice teacher avoids personalizing the struggle or discussing concerns with anyone else in the building. In the event that the apprentice teacher is uncomfortable discussing the issue directly with the mentor teacher, the apprentice teacher contacts their supervisor.

*Step 2:* Apprentice teacher contacts supervisor to request meeting or phone call to discuss apprentice teachers attempt to resolve the issue.

*Step 3:* If apprentice teacher is unable to resolve the issue, the supervisor contacts the mentor teacher to set up a time to discuss the situation individually or with the apprentice teacher present.

*Step 4:* Supervisor, in collaboration with apprentice teacher and mentor teacher, develops a plan with specific action steps that can resolve the issue.

*Step 5:* If the issue persists, the supervisor will assess the situation and provide a recommendation to the Director of Teacher Education, including:

- The issue is not reparable and the apprentice teacher should be removed immediately.
- The issue can be remedied over time and the apprentice teacher should stay in her/his placement. The supervisor will set up a plan to help the apprentice teacher deal with difficult situations, provide support for the mentor teacher, and/or meet with the apprentice teacher and mentor teacher to continue to work on resolving the issue.
- The issue can be resolved through an alternative course of action.

*Step 6:* Director of Teacher Education makes the final decision, based on the available documentation, on removing a student from a placement.

*Step 7:* Supervisor contacts mentor teacher to inform her/him of the change in placement.

*Step 8:* Field coordinator arranges a new placement (if appropriate) or the program director begins the process to dismiss the student from the program if an alternative placement cannot be found or is not appropriate.

## 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 will 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. Issues of professionalism around dispositions, attire, or language will generally be handled through one-to-one communication with the student as outlined in this handbook. Program faculty and program directors will follow the policies and procedures outlined in this handbook and in the [Graduate Policy Manual](#). Typically this entails conversations with the student, which may or may not include a student advocate, regarding his/her behavior. Graduate students are discouraged from bringing parents as advocates because the program promotes student independence as professionals about to enter the employment sector in K-12 schools. The student is expected to advocate for their own learning and success.

### 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 poor academic performance, 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 as indicated in failure to turn in assignments in a timely manner, repeated class absences, missed workshops, low or unsatisfactory performance evaluations, and/or negative mentor feedback and evaluations.

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 program evaluation tools.
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) 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 will 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. Upon completing all program requirements (e.g., courses with 3.0 average, CVF approved provisionals, fieldwork requirement of 840 hours, passing PLACE/Praxis exam), we encourage you to begin the process submitting your Initial License Application. We highly recommend you wait until the 3rd week of June to submit your application to CDE because grades will not be posted on your official transcript until this time. Once the application is processed you have a two-week window to complete the application and submit your transcripts or you will forfeit the application fee. 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 online at the [Colorado Department of Education](#).
- Complete the top portion of the Approved Program Verification Form and email, fax, or hand-deliver the form to the Academic Services Associate (ASA) Karen Paul-Masaoka.
- 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 mid-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.

If you need a letter indicating that you are close to completing program requirements for employment purposes, please contact the ASA.

### 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.*

As you are applying for teaching positions, you may be asked to provide a copy of your initial teaching license. The system should allow you to indicate that this is in progress. If the system asks you to upload a document, you can upload a document with the following statement:

*I am in the process of completing a teacher preparation program at the University of Denver Morgridge College of Education. I expect to be recommended for my initial teaching license upon completion of the program in June of 2014. I expect that my (elementary, secondary – content area) license will be conferred by the Colorado Department of Education in July of 2014.*

TEP will notify you by email as we receive postings of. Job postings will be available on the [Teaching Jobs list-serve](#). 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](#)

For international students, US immigration regulations do not permit a foreign national to work in the United States without appropriate immigration status. Student visas are designed to allow international students to come to the US and obtain a degree or academic credential, however, these are not work visas. Colorado law indicates that only those foreign nationals who are legally allowed to reside AND WORK in the US are eligible for licensure in this state. Apprentice teachers with F-1/J-1 student visas will not qualify for licensure with a student visas. However, F-1 students who complete their program of study are typically eligible to apply for Optional Practical Training (OPT) at the end of their course of study. This program allows students one year to work full time in the US in their field of study. Students who receive OPT are issued a temporary Employment Authorization Document (EAD Cared), and this may give them the legal right to reside and work in the US. To obtain Colorado Licensure, apprentice teachers will be required to apply for and obtain work status prior to applying for licensure. Please contact the University of Denver's International Student & Scholar Services for additional information.

### **Master's Degree Completion**

#### Comprehensive Exam

TEP Apprentice Teachers (ATs) who are completing a master's degree are also required to pass a final comprehensive exam. The exam will be in the form of a reflective paper. The exam is due during the last week of the third cognate course.

#### **Requirements**

The requirements include:

- Comprehensive exam rubric
- Cover page
- 6-8 page reflective paper addressing essential questions (numbered pages, double-spaced, 12 point font, 1 inch margins)
- 8-10 APA citations and references
- Cover page and references not included in the total page length

#### **Essential Questions**

The questions for the comprehensive exam include:

1) Analyze and synthesize 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? Include theory, research, specific examples, and/or vignettes.

2) Analyze and synthesize what you have learned thus far in the Master's cognate courses. How has the knowledge gained in your cognate courses enhanced your effectiveness as a teacher? What are the critical questions of practice that intrigue you as a result of your cognate course work? How will you continue to learn and grow as a teacher? Include theory, research, specific examples, and/or vignettes. *(Dual Degree students will address this question in relation to the nine credit hours taken prior to entry into the TEP.)*

### **Timeline for TEP Dual Degree Students (graduating in Spring 2015)**

The timeline for completing the comp requirement is as follows:

- April 24: Comprehensive exam due to TEP Academic Services Associate (ASA) Karen Paul-Masaoka [Karen.Paul-Masaoka@du.edu](mailto:Karen.Paul-Masaoka@du.edu). The ASA will distribute to a faculty evaluator. Do not send your exam to your advisor as this will delay the process.
- May 8: Faculty evaluator emails AT indicating pass with honors, pass, conditional pass, or fail. Conditional pass will require students to revise and resubmit the exam.
- May 15: Rewrites are completed and exam is resubmitted directly to the faculty evaluator.
- May 22: TEP evaluator submits approval form to ASA and student no later than May 22<sup>nd</sup>.

### **Timeline for TEP Students (non-Dual Degree) graduating in Summer 2015:**

The timeline for completing the comp requirement is as follows:

- July 31: Comprehensive exam due to TEP Academic Services Associate (ASA) Karen Paul-Masaoka [Karen.Paul-Masaoka@du.edu](mailto:Karen.Paul-Masaoka@du.edu). The ASA will distribute to a faculty evaluator. Do not send your exam to your advisor, as this will delay the process.
- August 5: Faculty evaluator emails AT indicating pass with honors, pass, conditional pass, or fail. Conditional pass will require students to revise and resubmit the exam.
- August 8: Rewrites are completed and exam is resubmitted directly to the faculty evaluator.
- August 11: TEP evaluator submits approval form to ASA no later than August 11<sup>th</sup>.

*Teacher Education Program*

*Master's Degree Comprehensive Exam Rubric*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Criteria	Score
<p>4 = (Pass with Honors). Excellent in all areas. Defines issues related to K-12 schools in depth, and demonstrates integration and synthesis of issues. Provides a well-developed position that is clear and direct. Develops position using significant evidence of application, and bibliographic references, citations, data, and quotations from reputable resources. Demonstrates strong evidence of critical thinking. Paper is rhetorically fluent, clear, well-organized, grammatically correct, and adheres to all APA guidelines and exam requirements.</p>	
<p>3 = (Pass). Good in all areas. Defines issues related to K-12 schools and shows some integration and synthesis. A position is stated and includes some evidence of application. Some evidence of critical thinking is apparent. Includes bibliographic references, citations, data, and quotations from reputable resources. Paper is grammatically correct and adheres to most of the APA guidelines and exam requirements.</p>	
<p>2 = (Conditional Pass). Adequate in most areas. Issues related to K-12 are defined in a cursory way and do not show integration and synthesis. A position is stated, but does not include any evidence of application. Provides little evidence of critical thinking. Only a few bibliographic references, citations, data and quotations are present. Paper is difficult to read due to grammar issues and rarely adheres to APA guidelines and exam requirements. A re-write is necessary with a second review by program faculty.</p>	
<p>1 = (Fail). Inadequate in most areas. Issues related to K-12 are not defined, lack synthesis or are inaccurate. No position is stated or is unclear. No evidence of critical thinking. Bibliographic references, data, and quotations are significantly lacking and/or are not relevant. Paper is rhetorically immature, grammatically weak, and does not follow APA guidelines or exam requirements.</p>	

## APPENDICES

### TEP Coursework Schedule 2014-2015

Course	Dates/Times	Credits
Orientation <b>August 1</b> 9:00-3:00		
<b>Summer Quarter 2014: August 4- September 5</b>		
CUI 4031 Teaching and Learning Environments	Hybrid Online Aug4-Sep5 Face-to-Face Sessions: August 4, 8, 13,15, 9:00-11:30am	3
CUI 4529 Foundations of Education for Linguistically Diverse Learners	Hybrid Online Aug4-Sep5 Face-to-Face Sessions: August 4, 8, 13,15, 12-2:30pm	3
CUI 4506 Mathematics for Elementary School Teachers I *Elementary candidates only	August 5, 7, 12, 14 8:30-12:00 August 18, 9:00-11:00	2
CUI 4505 Mathematics for Secondary School Teachers *Secondary candidates only	August 5, 7, 12, 14, 1:00-4:30 August 18, 12:00-2:00	2
		Total Summer: 8 credits
<b>Fall 2014: September 8 - November 14</b> (except TEP 4010, see below)		
CUI 4540: Curriculum, Instruction, and Assessment I	M 12:00-2:30	3
TEP 4600: Intro to Secondary Methods* *Secondary Math, Science, English, Social Studies, K-12 Spanish	M 4:30-7:00	3
TEP 4781: Elementary Art Methods	M 4:30-7:00	3
TEP 4581: Elementary Music Methods	M 4:30-7:00	3
CUI 4503: Elementary Math Methods	M 4:30-7:00	3
TEP 4590 Literacy	Th 4:30-7:00	3
TEP 4010 Educational Psychology Special Children	Hybrid Online Nov 3-Dec8: November 3-November 14 online Face-to-Face Sessions: November 17, 9-2:30 December 1, 9-2:30 December 8, 9-2:30	3
TEP 4690 Field Experience	3 days in field: Tues, Wed, Thurs Small Group Seminars: Week 1,3,5,7,9 M 11-12:00 Whole Group Seminars: M Sept 22 9:00-4:00, Oct 20 10:30-12:00	2
		Total Fall: 14 credits

<b>Winter 2015: January 5- March 13</b>		
CUI 4541: Curriculum, Instruction, and Assessment II	Monday 12:00-2:30	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 Small Group Seminars: Week 1,3,5,7,9 M 11-12:00 Whole Group Seminars: M January 26, February 23 10:30-12:00	3
Total Winter: 13 credits		
<b>Spring 2015: March 23-May 29</b>		
CUI 4542: Curriculum, Instruction, and Assessment III	M March 23, March 30, April 6, April 13 9:00-1:00	2
CUI 4411: Workshop in Gifted/Talented	M March 23, March 30, April 6, April 13 1:00-5:00	2
TEP 4690 Field Experience	4-5 days in field: March 23- April 17: Tuesday-Friday April 20-May 29: Monday-Friday Whole Group Seminar: May 28 5:00-7:00 Th	4
Total Spring: 8 credits		

## Teacher Education Program Quarterly Advising Checklists

Summer 2014		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in WebCentral to verify you have registered for the correct courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	Review all sections
Provisional Requirements	If you have been advised by Admissions that you are missing coursework, you must complete all provisional requirements before TEP can recommend you for CDE licensure.	<input type="checkbox"/> <a href="#">Pre-approval form</a> , 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
Liability Insurance	Liability insurance is required of all TEP students. Liability insurance protects a student during the field experience. See the TEP handbook for additional information	<input type="checkbox"/> Apply for liability insurance and submit proof to advisor
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of your field work log to mentor and supervisor
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 2014		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in webCentral to verify you have registered for the correct courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	Review: <input type="checkbox"/> MA Degree Cognates <input type="checkbox"/> DOL
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit a signed copy of field work log to mentor and supervisor.
Apply for Certificate	Students should <a href="#">apply for graduation</a> for the certificate and master's degree. The deadline to apply is January 5, 2015.	<input type="checkbox"/> Apply for graduation for certificate
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 2015		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in webCentral to verify you have registered for the correct courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	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
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of field work log to mentor and supervisor
Graduation: MA candidates completing in Summer 2015	The deadline for MA candidates to <a href="#">apply for Summer Graduation</a> is March 23, 2015.	<input type="checkbox"/> Apply for MA 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

<b>Spring 2015</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.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	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
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of your field work log to mentor and supervisor
CDE Institutional Recommendation	Complete CDE Institutional Recommendation Form and submit to ASA.	<input type="checkbox"/> Submit CDE Institutional Recommendation Form to ASA

Submit Spring checklist to advisor

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

<b>Summer 2015</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 cognate courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook for MA Completion and submit comprehensive exam	Students are responsible for the information presented in the handbook.	Review: <input type="checkbox"/> Comprehensive paper (MA)
Comprehensive Exam	Review the comprehensive exam requirements and follow the procedures for submitting comprehensive exam to ASA.	<input type="checkbox"/> Submit comprehensive paper to ASA by date indicated in handbook
Grades	Check your transcripts to verify passing grades (C or better) on all required courses.	<input type="checkbox"/> Check grades

Submit Summer checklist to advisor

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

## 2014-2015 Fieldwork Calendar

Week	Apprentice Responsibility	Notes
August 18-22 (and earlier if applicable)	Observation and Planning	Apprentice Teachers (ATs) have courses online. They may attend school-based professional development and/or planning sessions when possible
Aug 25-Sep4	Observation	ATs in schools 3 days per week: Tuesday-Thursday ATs should be actively engaged in assisting students, as directed by Mentor Teacher
<b>FALL QUARTER</b>		
Sep 8-12	One lesson/week	Triad Meetings in early September: University Supervisor, Mentor Teacher, and AT
Sep 15-19	One lesson/week	ATs should use Mentor or District-provided lesson plans Lesson may include whole group, small group, or individualized instruction
Sep 22-26	One lesson/week	
Sep 30- Oct 3	One-two lessons/week	
Oct 6-10	One-two lessons/week	Apprentice Teachers are encouraged to observe in other classrooms and grade levels as time permits
Oct 13-17	One-two lessons/week	
Oct 20-24	Two-three lessons/week	ATs may begin to plan their own lessons with assistance from Mentor and University Supervisor
Oct 27-31	Two-three lessons/week	
Nov 3-7	Two-three lessons/week	
Nov 10-14	Two-three lessons/week	
Nov 17-21	Two-three lessons/week	Mentors submit feedback on AT performance
Nov 24-28	One-two lessons/week	(Thanksgiving Break)
Dec 1-12	Observation in Other Schools	Apprentice Teachers should arrange observations in other schools and grade levels: at least 5 off-site observations during this time. Mentor and Apprentice decide an appropriate schedule.
<b>WINTER QUARTER</b>		
Jan 5-9	Two-three lessons/week	* Note: Art and music candidates transitioning to second placements may observe only for 1-2 weeks
Jan 12-16	Three-four lessons/week	
Jan 19-23	Three-four lessons/week	

Jan 26-30	Three-four lessons/week	
Feb 2-6	Three-four lessons/week	
Feb 9-13	Three-four lessons/week	
Feb 16-20	Three-four lessons/week	
Feb 23-27	One-two lessons/week	Apprentice Teachers should arrange observations for 1-2 days in other grade levels and/or schools
Mar 2-6	Three-four lessons/week	ATs may assist with TCAP testing as needed
Mar 9-13	Three-four lessons/week	Mentors submit feedback on AT performance
Mar 16-20	Three-four lessons/week	DU Spring Break (no classes on campus)
<b>SPRING QUARTER</b>		
Mar 23-27	One half-day Solo Teaching	ATs in schools 3-4 days per week: Monday-Thursday
Mar 30-April 3	One half-day Solo Teaching	(DPS Spring Break)
April 6-10	One full-day Solo Teaching	
April 13-17	Two-Three full days Solo Teaching	
April 20-24	Three-Four full days Solo Teaching	ATs in schools 5 days per week (no DU courses)
April 27-May 1	Four-Five full days Solo Teaching	
May 4-8	Four-Five full days Solo Teaching	
May 11-15	Four-Five full days Solo Teaching	
May 18-22	Four-Five full days Solo Teaching	Mentors submit feedback on AT performance
May 25-29	Four-Five full days Solo Teaching	
June 1-5	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.

## Dual Undergraduate-Graduate Program Description

### Overview:

The mission of the dual undergraduate-graduate degree in the Teacher Education Program is to prepare and educate teachers academically, pedagogically, and professionally for K-12 schools in the United States. Additionally, the dual degree program will provide perspective teachers with the necessary social, political and cultural knowledge to understand the diverse backgrounds of their students and to turn that understanding into effective forms of teaching and learning for all students. The program is organized around the following themes:

### *Content Knowledge Expertise*

The dual degree program is committed to the task of ensuring that all graduating teachers are well qualified academically to teach the grade level requirements and content areas associated with their teaching license. This goal is accomplished, in part, by linking a teacher candidate's undergraduate course selection with graduate level content area courses, when appropriate and available. The essential question guiding learning in this domain is- What do I teach?

### *Effective Instruction*

The dual degree program believes that effective instruction requires both technical skill and cultural understanding. We approach teaching from an asset model rather than a deficit model. All K-12 students can achieve and experience academic success if their teacher offers the right combination of academic support and intellectual challenge. Knowing how to find this balance requires knowledge of curriculum, lesson planning, and the application of student-centered forms of teaching. Effective instruction also requires responsiveness to the social, cultural, and linguistic identities that students bring to school. A successful teacher will value diversity and look for ways to bridge home and school contexts. The essential question guiding learning in this domain is- How will I teach?

### *Instructional Justification*

During a career of teaching, a principal or a parent is likely to ask a teacher the following question: Why do you believe that the way you are teaching is better than other competing approaches to teaching? Knowing how to answer this question can make all the difference in the teacher's instructional confidence and commitment to equity. The dual-degree program will provide resources for answering this question drawn from courses on effective instruction, curriculum design, and experiences that invite a philosophical exploration of teaching styles. The essential question guiding learning in this domain is- Why do I value a certain approach to teaching?

### *Teacher Selfhood*

The most successful teachers in K-12 schools show up and embody a sense of calling into the profession of teaching. Students realize that their teacher cares deeply about the subject matter and these teachers constantly look for ways to introduce their students to the love of learning. The dual degree program will offer you many opportunities in courses and field experiences to reflect on the ways that teaching may or may not be core to your sense of selfhood. The essential question guiding learning in this domain is: What are the passions and gifts that I bring to the classroom?

### *Graduate Level Work*

Dual degree students are expected to approach their learning at a level of scholarly thought, critical analysis, and creative problem solving consistent with earning a Master's degree. This means paying attention to the content of academic material you read in class and reflecting on the ways that educational writings influence your thinking about schooling. The essential question guiding learning in this domain is: Which intellectual tradition best supports my approach to instructional design and implementation?

### Program Structure:

The Dual Undergraduate-Graduate Degree Program in TEP is an approved program in which a University of Denver undergraduate student begins taking classes toward a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program. Dual degree students in the program take nine hours of graduate course work in their senior year (all nine hours double-count as undergraduate and graduate level course work). Once accepted into the dual degree program students are assigned an academic advisor in the TEP who will guide the student toward appropriate graduate courses in the Morgridge College of Education (MCE). The nine hours of MCE course work can be spread across the fall, winter, or spring quarter; or stacked into one or two quarters. Courses can be taken in the summer as well but be advised that summer classes may impact financial aid or time of completion for the undergraduate degree.

The undergraduate degree must be fully completed before enrolling in courses that lead to licensure. The licensure course work for the dual degree programs begins in the summer (early August) after completing the undergraduate degree and continues through the fall, winter, and spring quarters of the fifth year. Licensure areas include: K-12 Art, K-12 Music, K-12 Spanish, Elementary Education, and Secondary Education (Math, Science, Social Studies, and English).

### Admissions:

Dual degree students should initiate the admissions process in the winter of their junior year, in preparation to be accepted. However, they are encouraged to download the Content Verification Form (CVF) from the Morgridge College of Education website during their freshman year. The CVF is a checklist of undergraduate coursework, by licensure area, that is required by the state for licensure. In most cases, the typical course sequence for most undergraduate degrees will fulfill course requirements in the CVF. Undergraduates, once accepted into the program, can begin their graduate course work as early as the first quarter of their senior year. Application materials can be downloaded at <http://morgridge.du.edu/apply/teacher-education-program-application/> The

CVF form can be downloaded from the same website; please click the Application Checklist tab for links and additional information. Applicants should expect a rigorous admissions process including a full review of their materials as well as an on-campus interview, typically in the spring.

**Financial Aid and Scholarships:**

Dual degree students who matriculated into their undergraduate program prior to fall 2013 will receive the following awards.

- Award from Office of Financial Aid for a fifth year of aid similar to what they received for their entire undergrad program (this is distributed over fall, winter and spring).
- Award from MCE for the summer one term which is taken the summer after completing an undergraduate degree.

Dual degree students who matriculated into their undergraduate program in fall 2013 or later, will no longer receive aid in their fifth year from the DU Office of Financial Aid and will instead be eligible for the same scholarship package all incoming TEP students receive from the MCE.

***Boettcher and Daniels Fund students will continue to receive the undergraduate award level in the fifth year. These awards will be funded through MCE.***

Please contact the Morgridge College of Education for information on current levels of financial support. As a graduate student, dual degree students are eligible for higher levels of federal financial aid. Please contact the Office of Financial Aid for additional information.

**Dual Degree Timeline and Scholarship Support**

➤ Timeline	Winter of Junior Year	Senior Year	Post-BA
	<b>Apply and be accepted to Teacher Education Program</b>	Take nine hours of course work either evenly split (three credits each quarter) or unevenly distributed across the three quarters	take 43 hours of teacher preparation courses starting in August and concluding at the end of the spring quarter
➤ Scholarship Support:		Tuition paid at undergraduate rate minus undergraduate financial aid package	Students starting undergraduate degree prior to fall 2013 (receive fifth year support at current undergraduate support)  Students starting undergraduate degree after fall 2013 (undergraduate rate ends and graduate students are eligible for MCE scholarship support)