



*Create a Success Story.*

# Denver Teacher Residency

## Resident Handbook

**2012 – 2013**



UNIVERSITY OF  
**DENVER**

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Morgridge College  
of Education

The University of Denver Morgridge College of Education *Resident Handbook* provides prospective and admitted Residents with policies and procedures to assist them as they progress through the requirements of MCE degree certificates. In addition to this handbook, the Resident should also refer to the [Morgridge College of Education Bulletin](#) and the University of Denver's [Graduate Studies Policies and Procedures](#). In some cases, college and university policies take precedence over the regulations of the *Resident Handbook*. It is the Resident's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509, Email [edinfo@du.edu](mailto:edinfo@du.edu).

The University of Denver (Colorado Seminary) 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, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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## PART I: OVERVIEW

### Program Contact Information

#### *Denver Public Schools, Denver Teacher Residency*

**Shannon Hagerman**

Director  
Denver Teacher Residency  
720-423-3213, [shannon\\_hagerman@dpsk12.org](mailto:shannon_hagerman@dpsk12.org)

**Jouanna Crossland-Wells**

Field Manager  
Denver Teacher Residency  
330-573-6874, [jouanna\\_wells@dpsk12.org](mailto:jouanna_wells@dpsk12.org)

**Julie Rottier**

Program and Curriculum Manager  
Denver Teacher Residency  
720-423-3146, [julie\\_rottier@dpsk12.org](mailto:julie_rottier@dpsk12.org)

**Sarah Flanders**

Field Manager  
Denver Teacher Residency  
720-984-4219, [sarah\\_flanders@dpsk12.org](mailto:sarah_flanders@dpsk12.org)

**Mia Peterson**

Marketing Manager  
Denver Teacher Residency  
720-423-3122, [mia\\_peterson@dpsk12.org](mailto:mia_peterson@dpsk12.org)

**Christina Jean**

Field Manager  
Denver Teacher Residency  
303-918-1475, [christina\\_jean@dpsk12.org](mailto:christina_jean@dpsk12.org)

**Lisa Cole**

Recruitment and Operations  
Denver Teacher Residency  
720-423-1239, [lisa\\_cole@dpsk12.org](mailto:lisa_cole@dpsk12.org)

**Joseph Marik**

Field Manager  
Denver Teacher Residency  
845-598-7638, [joseph\\_marik@dpsk12.org](mailto:joseph_marik@dpsk12.org)

**Madda Evenson**

Executive Secretary  
Denver Teacher Residency  
720-423-1239, [madda\\_evenson@dpsk12.org](mailto:madda_evenson@dpsk12.org)

#### *University of Denver, Morgridge College of Education*

**Paul Michalec**

Director, Teacher Education  
Lead Faculty, Denver Teacher Residency  
Advisor, Denver Teacher Residency  
Curriculum and Instruction  
303-871-7952, [paul.michalec@du.edu](mailto:paul.michalec@du.edu)

**Andrea Ring**

Teacher Education Coordinator  
Denver Teacher Residency  
Morgridge College of Education  
303-871-2314, [andrea.ring@du.edu](mailto:andrea.ring@du.edu)

### University Resources

***Office of Academic Services, Morgridge College of Education***

303-871-2112, [oas@du.edu](mailto:oas@du.edu)

***Office of Admissions, Morgridge College of Education***

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

***Office of the Registrar***

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

***Office of Financial Aid***

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

***Bursar's Office***

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

***Office of Graduate Studies***

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

## **Program Location**

**Denver Teacher Residency**  
900 Grant St., Suite 400  
Denver, CO 80203

**Morgridge College of Education**  
1999 E. Evans Ave.  
Denver, CO 80210

## **Accreditation**

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

## **Denver Teacher Residency Mission**

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

## **Program Vision**

Every student in DPS has an exceptional teacher.

## **Program Model**

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

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

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

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

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

### **Program Supports**

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

### **Program Rewards**

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

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

The following provides information on the policies and procedures that specifically affect Residents; however, this is not an exhaustive list. The University of Denver's [Graduate Studies Policies and Procedures](#) are the first layer of academic policy under which all college and program policies are administered.

College policies are the second layer. Residents should refer to the [Morgridge College of Education Bulletin](#) for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information.

Residents should check with their Academic Advisor or Morgridge College of Education Office of Outreach Support for clarification of the College-wide policies and procedures.

### **Resident Roles and Responsibilities**

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

## **Professional Conduct**

Resident will:

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

## **Attendance**

Resident will:

- Adhere to the DPS academic calendar unless specified by DTR and follow the Host School Site daily schedule for teachers. It will be necessary to work beyond the school day to complete tasks and fulfill responsibilities.
- Sign in and out each day at the Host School Site and complete monthly timesheets. These are to be submitted to Site Coordinator.
- Serve as a substitute teacher (without compensation) while Lead Teacher attends all DTR related meetings.
- Arrive at the Host School Site and graduate class location on-time and prepared to teach and learn.
- Attend all course sessions. A Resident may not have more than eight absences total (six sick days and two personal days) combined from the Host School Site and the coursework or the Resident may be dismissed from the program. In the event of an unplanned school site absence the Lead Teacher and Site Coordinator must be contacted prior to 6:30 AM. In the event of an unplanned graduate class absence, the DTR Program Manager, Field Manager and/or Course Instructor must be contacted prior to the start of class. If absence occurs during the Resident Lead Teaching window, Residents are responsible for all planning of delivery of lesson plans to Lead Teacher no later than 6:30 AM.
- Use of Personal Days (up to two days, including observance of religious holidays) requires a Request for Leave form, which can be found online and must be submitted to the Field Manager for approval at least one week in advance of a planned absence.
- Family emergencies or other extenuating circumstances will be considered on a case by case basis.

**Comment [n1]:** Review and see if this is okay.



## ***Teaching and Learning***

Resident will:

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

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

**MA Degree: Core Curriculum and Specializations**

**Coursework Overview: Elementary and Special Education**

DTR Course Work Plan 2012-2013 Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2012 Eligible for Elementary Certificate Endorsements in Culturally & Linguistically Diverse Education and Special Education				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4500	Elementary Literacy: Theory and Practice I	Fall	3
CUI	4504	Elementary math, science, and social studies methods for CLD learners	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
CUI	4501	Elementary Literacy: Theory and Practice II	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
				<b>Total Credit Hours: 52</b>

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

<b>DTR Course Work Plan                      2012-2013                      Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2012                      Eligible for Secondary Mathematics Certificate                      Endorsements in Culturally &amp; Linguistically Diverse Education and Special Education</b>				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4640	Math in Secondary School	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
				<b>Total Credit Hours: 52</b>

**Coursework Overview: Secondary Science**

<b>DTR Course Work Plan 2012-2013</b> <b>Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2012</b> <b>Eligible for Secondary Science Certificate</b> <b>Endorsements in Culturally &amp; Linguistically Diverse Education and Special Education</b>				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education: School, Student, Family, Community Influences on Student Learning	Summer I	3
CUI	4450	Education and Psychology of Exceptional Children	Summer I	3
CUI	4031	Teaching and Learning Environments	Summer I	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer I	3
<b> </b>				
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
<b> </b>				
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4630	Science in Secondary School	Winter	3
CUI	4532	Culturally Responsive Teaching	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
<b> </b>				
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
<b> </b>				
CUI	4530	Second Language Acquisition (SLA) + Lab	Summer II	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer II	3
				<b>Total Credit Hours: 52</b>

### **Gradual Release**

The Gradual Release Calendar aligns with the graduate coursework designed by Morgridge College of Education and Denver Teacher Residency. Residents begin teaching on the first day of school and increase their teaching responsibility in the classroom towards lead teaching experiences in the fall, winter and spring.

*\*For a copy of the gradual release calendar please see Appendix E.*

### **Teaching Eligibility**

During the Residency Year, all Residents will:

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

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

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

### **Grade Requirements**

Resident will:

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

### **Time Limit for Degree Completion**

All Residents must complete the MA in alignment to the course plan. Any exceptions to this policy must be requested in writing and approved by both DTR Director and DU Associate Dean.

## Coursework Plan

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

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

## Incomplete Grade Policy

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

Incomplete grades may be given only in the following circumstances:

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

## Resident Evaluation

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

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

## Graduation

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

## Grievances

If a Resident has a grievance involving another Resident or a DU faculty member, the Resident may try to resolve it informally by directing his/her concern to the Director of the Denver Teacher Residency or to the Director of Teacher Education Programs for the Morgridge College of Education personally or in

writing. If the grievance is not resolved informally to the Resident's satisfaction, the Resident may seek resolution of grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the Graduate Policy Manual.

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

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver.

Graduate units may have additional requirements specific to their accreditation or professional standards. It is the responsibility of the student to determine whether his or her graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the Graduate Policy Manual will govern.

#### ***Section I: Grievable Concerns***

These procedures may be used only by active students with the following concerns:

- A grievance regarding academic standing during their enrollment at DU
- An academic decision made by a faculty or staff member, administrator or committee of the University of Denver that directly and adversely affects the student—e.g., program termination, academic suspension, removal from a course, termination of GTA or GRA appointment
- The grievance must be based on problems of process or concerns of bias, retaliation, or other impropriety and not on differences in judgment or opinion concerning academic performance.

These Procedures may not be used to resolve the following concerns:

- Appeals related to disciplinary actions taken by the Conduct Review Board
- Grade appeals
- Admission decisions

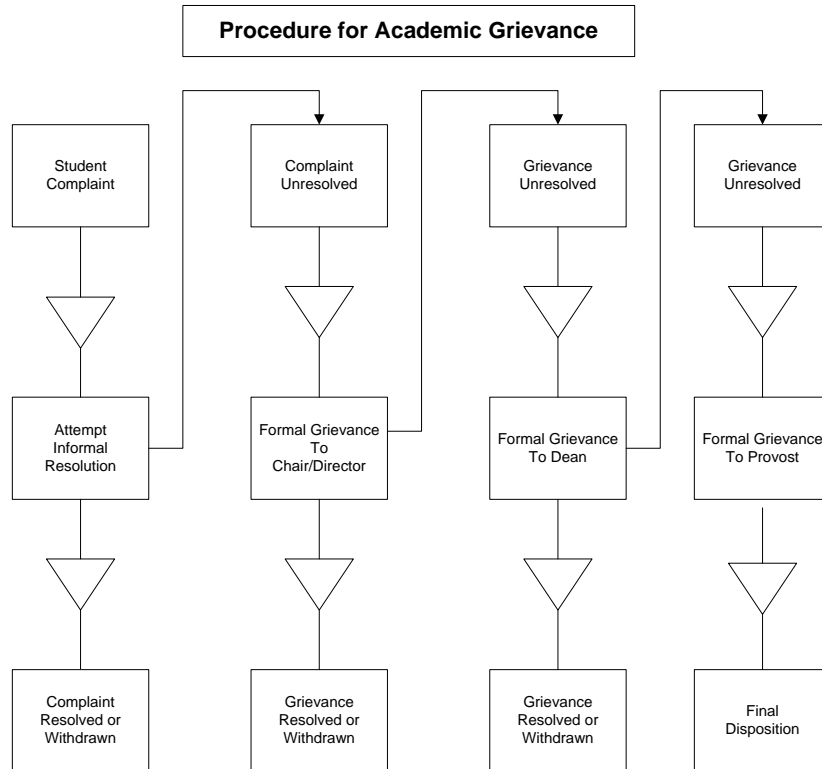
#### ***Section II: Formal Grievance Process***

##### First Level: Informal Resolution

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to an appropriate supervisor who must immediately notify the Office of Diversity and Equal Opportunity.

The following flowchart summarizes the Procedure for Academic Grievance:



\*The Provost may refer grievance appeals to appropriate bodies or personnel.

Second Level: Submission of the Formal Grievance to Program Director/Chair

If a student elects to file a formal grievance, he/she must do so within 60 days of notification of the academic decision. All grievances must be filed in writing, be signed and dated by the grievant, and include supporting documentation at the time it is filed. The grievant must minimally provide the following information:

- a clear description of the decision being grieved
- the basis or bases for challenging the decision
- the identity of the party or parties who made the decision
- the specific remedy or remedies requested; and
- a description of all informal resolutions or the attempted informal resolution.

The decision of the Program Director or Department Chair must be issued in writing within 30 days of receiving the grievance and shall include all of the following:

- a copy of the student’s formal grievance
- relevant findings of fact
- decision and the reasons for the decision reached, and



- the remedy which is either granted or denied and/or any alternative remedies suggested.

#### Third Level: Submission of the Formal Grievance to Dean

The party who finds the resolution unsatisfactory may appeal the decision in writing to the Dean of the academic unit within 5 working days of receiving the Program Director or Department Chair's written decision.

The Dean may render a decision on the matter or may refer the grievance to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance.

The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 days after the date that the dean's office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all effected parties within 5 working days after receiving the committee's recommendation.

#### Fourth Level: Submission of the Formal Grievance to Provost

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within 5 working days of receiving the dean's decision. The Provost will hear only those grievances based on problems of process or concerns of bias, retaliation, or other improprieties and not on differences in judgment or opinion concerning academic performance. Within 5 working days after receiving the appeal, the Provost may refer grievance appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its Chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as Chair.

Anyone called upon by the Provost or his/her designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from his/her designee.

### ***Section III: Guidelines for Interpretation and Implementation***

#### Scope of Review

Any University agent charged with reviewing a formal grievance may, at his or her discretion, gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base her/his decision on documented evidence.

### Deviation from Procedures

In unusual circumstances, the Provost, at her/his sole discretion, may approve or direct a deviation from these Procedures, for example, postponement of a time limit or elimination or addition of a step in the process.

### Grievance Record

Documentation in support of a grievance will be held by the person responsible for considering the grievance at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance record as well. The complete grievance record will consist of the original grievance, all documentary evidence, and all formal decisions made at each step of the process.

### Failure to Meet Deadlines

If, after a formal grievance is filed, the University agent charged with review of the grievance fails to meet any deadline at any stage of the process, the grievant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

## **PART III: PERFORMANCE EXPECTATION**

### **Honor Code**

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

### **Disability Accommodations**

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

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

### **Resident Performance Expectations**

Residents are expected to adhere to DTR Resident Roles and Responsibilities and follow all guidelines as described in the [Morgridge College of Education Bulletin](#). In the event that a concern arises regarding Resident progress or conduct, this will be brought to the Resident's attention. Continued lack of performance may lead to termination.

### **Termination**

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

- i. Underperformance
- ii. Unprofessional conduct
- iii. Failure to meet program expectations

### ***Suspension of Field Placement***

A Resident exhibiting unprofessional behavior may be temporarily suspended by the Director from participating in further practicum participation upon immediate notice of inappropriate behavior(s). A resident may be placed on a plan of support, a plan of probation, or terminated following investigation of the inappropriate conduct.

### ***Academic Underperformance***

A Resident may be placed on a plan of support or terminated from the program for academic underperformance, as defined by failure to demonstrate appropriate academic development consistent with a Master's degree, such as low GPA or academic dishonesty.

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

### **Student Associations**

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

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

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

The College of Education Student Association (COESA) encourages unity of program support in the college and supports personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students the opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

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

### APA Requirements

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

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

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

### Writing Center

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

### Laptops

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

### Computer Labs and Technology Resources

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

## Student Training

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

## Computer and Software Purchases

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

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

## Student Policy for Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state of the art learning space. It has been designed to facilitate all forms of learning. Within the building there are several large state of the art classrooms and many smaller spaces that are available for students to use for individual study and/or small group work. The Morgridge College of Education employs a computerized room scheduling system. This system, R-25, is open for students to book the following spaces for school related activities:

- 124 Ruffatto Hall (turret room East – Capacity 6)
- 134 Ruffatto Hall (turret room West – Capacity 15)
- 203 Ruffatto Hall (small conference room – Capacity 8)
- 206 Ruffatto Hall (turret room East – Capacity 14)
- 234 Ruffatto Hall (turret room West – Capacity 12)
- 334 Ruffatto Hall (turret room West – Capacity 12)

Please note, larger rooms are reserved for classes, faculty meetings, and dissertation/thesis defenses and are not available for student scheduling.

If interested in scheduling a room please access the following link, [R25 Room Request](#). Log in requires a WebCentral user name and password. Please complete every field within the form. Failure to complete all required fields will result in cancelation of the request. Requests will not be processed immediately, please allow up to five business days for confirmation. Upon submission of the request form an email stating the request has been processed will be automatically sent - this is NOT a confirmation. Confirmation of the room reservation will be sent in a separate e-mail message. For complete instructions on how to submit a room request access the following document, [WebViewer Event Request](#).

For cancellations, please contact Julie Collier, [julie.collier@du.edu](mailto:julie.collier@du.edu) or James Conyers, [james.conyers@du.edu](mailto:james.conyers@du.edu) directly. Cancellations cannot be completed online. It is required that all rooms be placed back to the original configuration upon completion of use. All classrooms have layout diagrams posted within the room in order to ensure the proper return of furniture and materials. Failure to comply may result in no longer being allowed to reserve space in the future.

## APPENDIX A: DTR COURSE DESCRIPTIONS

**Please Note: For the most current course descriptions please visit the University of Denver Registrar's website at, <http://www.du.edu/registrar/course/index.html> .**

### **CUI 4031 Teaching and Learning Environments**

Takes a disciplinary approach (e.g. sociological, historical, philosophical, and anthropological) to the analysis of teaching and learning environments in response to broad questions such as: What are effective teaching and learning environments? For whom and under what circumstances? How can we create such environments?

### **CUI 4450 Education and Psychology of Exceptional Children**

Characteristics of students with moderate needs and state criteria used to determine eligibility for special education population.

### **CUI 4455 Assessment of Students with Special Needs**

Theories, research, effective practices and background information needed to develop, implement, analyze, and apply assessment data for mild/moderate-needs students.

### **CUI 4457 Behavior Intervention**

Theories, research, effective practices, and background information needed to implement successful behavior intervention programs for mild/moderate-needs students.

### **CUI 4459 Curriculum, Collaboration and Transitions in K12 schools**

Knowledge, techniques to develop independent skills for K-12 moderate/mild-needs students and transitions across grade levels.

### **CUI 4500 Elementary Literacy: Theory & Practice I**

This course provides an introduction and overview to the many components that make up a quality balanced literacy program. During the course students will analyze current research and theory in reading and writing instruction. This course will use students' classroom placements to create a foundational understanding on which to build solid literacy philosophy as well as instructional ideas and strategies.

### **CUI 4501 Elementary Literacy: Theory & Practice II**

This course is an extension of Elementary Literacy I and concentrates on the continued development of theories and practical strategies for teaching literacy in diverse classrooms. This course will supply K-6 teachers with the skills to assess student abilities, select appropriate instructional strategies, and design effective instructional programs that lead to increased listening, speaking, reading and writing achievement of all children.

### **CUI 4504 Elementary Math, Science, and Social Studies Methods for CLD Learners**

This course prepares students to develop a deeper understanding of math, science, and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards and research on effective sheltered content instruction for culturally and linguistically diverse students, and differentiated instruction for diverse learners.

**CUI 4511 Secondary Literacy: Read/Write Content Areas**

Students learn how literacy develops in reading, writing, and oral language and will be able to relate this information to teaching reading and writing in all content areas for both middle school and high school students. This course addresses specific strategies for assessing adolescent's literacy skills/abilities and design appropriate literacy instruction in all content areas.

**CUI 4521 Urban Education: School, Student, Family, Community Influences on Student Learning**

This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that curriculum, language, and literacy affect school success.

**CUI 4527 Supporting English Language Learners and Students with Special Needs across the Content Areas**

This course evaluates similarities and differences in theory, methods, approaches, and techniques in meeting the needs of diverse learners including English Language Learners, special needs, and/or gifted. Differentiated instruction, sheltered instruction, and Response to Intervention (RTI) are key methodologies in meeting needs of diverse learners.

**CUI 4529 Foundations of Education for Linguistically Diverse Learners**

This course will examine the essential knowledge and orientations educators must possess to effectively meet the needs of culturally and linguistically diverse (CLD) learners through the analysis of historical, political, ethical, and legal foundations of language education in the United States. This course will explore the immigrant experience and the experience of CLD learners in schools in order to understand how the psychosocial aspects of the immigrant experience can impact second language learning.

**CUI 4530 Second Language Acquisition (SLA) + Lab**

This course will help educators to develop an understanding of first and second language learning theories. This course will also help assist educators in developing an understanding of the relationship between culture, language, and identity, and how these influence learning. In addition, we will explore effective classroom practices and instructional strategies for culturally and linguistically diverse (CLD) learners. This will be accomplished through analysis of the connection between theory and practice in an effort to increase the academic achievement of CLD learners.

**CUI 4532 Culturally Responsive Pedagogy**

This course examines the intricate web of variables that interact in the effort to create culturally responsive pedagogy. It examines the need and establishes a definition for culturally responsive pedagogy; and includes an examination of one's conception of self and "others," conception of social relations, and conception of knowledge teaching and learning in a culturally diverse context. Furthermore, it cultivates the practice of culturally responsive teaching as well as explores the reality of implementing cultural responsive pedagogy in a era of standardization. In sum, this course helps practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.

**CUI 4536 Linguistic and Cultural Issues in Linking Assessment and Instruction**

This course expands the educators' knowledge of the connection between data-based instruction and assessment. Educators assess student learning by utilizing strategies that provide continuous feedback on the effectiveness of instruction. Educators learn informal and formal assessment practices that promote students learning and achievement. Educators develop knowledge and understanding of initial assessment of culturally and linguistically diverse learners' skills and abilities in order to provide appropriate placement and instruction. Educators utilize native language tests to promote adequate placement/transition of students. This course also helps educators develop a framework to analyze and develop culturally responsive assessment practices in order to improve student achievement. Finally, this course integrates Response to Intervention (RTI) strategies to improve student assessment.

**CUI 4538 Language, Literacy, and Culture**

Attaining age-appropriate English literacy skills poses many challenges to culturally and linguistically diverse (CLD) learners. Educators must therefore develop proficiency in effective literacy instruction for CLD learners. Effective literacy instruction includes a repertoire of teaching practices designed to scaffold literacy and language across the content areas, and culturally relevant curriculum as an essential component to support the achievement of CLD learners. This course will focus on helping educators gain the necessary skills, orientations, and competencies to advance the literacy of CLD learners through linguistic and cultural knowledge.

**CUI 4540 Curriculum, Instruction, and Assessment: Theory and Practice I**

This is the first quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations. \*

*\* This course will include a field placement component. Grades will reflect the Resident's teaching performance based on performance-based data collected onsite by course instructor, Lead Teacher, Site Coordinator and DTR staff.*

**CUI 4541 Curriculum, Instruction, and Assessment: Theory and Practice II**

This is the second quarter of an academic year-long weekly seminar to foster reflective, research based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching residency with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.\*

*\* This course will include a field placement component. Grades will reflect the Resident's teaching performance based on performance-based data collected onsite by course instructor, Lead Teacher, Site Coordinator and DTR staff.*

**CUI 4542 Curriculum, Instruction, and Assessment: Theory and Practice III**

This is the third and final quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching residency with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.\*



*\* This course will include a field placement component. Grades will reflect the Resident's teaching performance based on performance-based data collected onsite by course instructor, Lead Teacher, Site Coordinator and DTR staff.*

**TEP 4600 Introduction to Secondary Methods**

Provides general introduction to principles of effective secondary instruction curriculum design and assessment. Frequently covered topics include: design of classroom environments, comparison of different instructional practices, purposes for and approaches to assessment, comparison of middle and high school philosophies, introduction to instructional unit plan development, and theories of instructional approach and design. Course lays a foundation for more specialized subject-matter methods courses.

**TEP 4630 Science in Secondary Schools**

Trends and developments in teaching science. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods.

**TEP 4640 Math in Secondary Schools**

Trends and developments in teaching math. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods.

**APPENDIX B: DTR COURSE WORK PLANS**

**Coursework Plan: Master's Degree in Curriculum and Instruction to begin June of 2012  
Eligible for Elementary Certificate  
Endorsements in Culturally & Linguistically Diverse Education and Special Education**

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

**Degree Plan: Master's Degree in Curriculum and Instruction to begin June of 2012  
Eligible for Secondary Mathematics Certificate  
Endorsements in Culturally & Linguistically Diverse Education and Special Education**

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



*Create a Success Story.*



**Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2012  
Eligible for Secondary Science Certificate  
Endorsements in Culturally & Linguistically Diverse Education and Special Education**

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

## APPENDIX C: DTR PARTICIPANT AGREEMENT



### 2012 Denver Teacher Residency Participant Agreement

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

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

#### 1. Term

- a. The Denver Teacher Residency (DTR) is a Five Year Program, beginning 2012 and terminating 2017.

#### 2. Commitment

- a. Program Participant agrees as follows:
  - i. To train and teach in a Denver Public Schools' (DPS) Title 1 designated school, which is defined as having a student population of whom 65% or above are enrolled in the Federal Free/Reduced Lunch Program.
  - ii. To be placed at the discretion of the DTR Administration during the first year of the Program ("Residency Term").
  - iii. With the permission of DTR, seek teaching positions (for the post-Residency term) posted for the upcoming academic year in accordance with DPS's hiring process.
  - iv. If a Program Participant is unable to secure a position in an approved school, DTR reserves the right to temporarily place a Program Participant in a Denver Public School position.
  - v. Participate in a DPS/The New Teacher Project licensure pilot that will inform DPS professional licensure recommendations.
- b. DTR agrees as follows:
  - i. During the Residency Term, DTR will award to each Program Participant a stipend of \$10,000 paid in ten monthly installments beginning in August, 2012.
    1. In the event that a Program Participant leaves during the Residency Term, either voluntarily or involuntarily, the Participant will receive the scheduled monthly payment of the stipend, but no further stipend payments thereafter.

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

a. Program Participant agrees as follows:

- i. Will at all times remain in good standing with the University, and comply with Curriculum and Instruction Master's Program eligibility requirements.
- ii. Will complete all coursework with a minimum 3.0 cumulative GPA. The average is determined on the basis of the University's grading system.
  1. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or terminated from the program.
  2. Credits carrying below a C will not be accepted by the DTR program as meeting degree requirements.
- iii. Is solely responsible for all tuition and related cost which will be paid directly on a quarterly basis to the University of Denver.
- iv. Will pay all associated costs, including but not limited to books, application fee, graduate student fee, and graduation fee, directly to the University of Denver.

**4. Tuition Reimbursement**

a. Program Participant will:

- i. Receive tuition reimbursement from the DTR for the amount of tuition paid less any student loan reimbursement, loan forgiveness, or tuition reimbursement for which the Program or Program Participant is eligible.
    1. Program Participant shall cooperate and follow the financial guidelines facilitating tuition reimbursement as established or subsequently amended by DTR.
    2. The tuition amount will be reimbursed pro-rata with each successful completion of the second, third, fourth, and fifth year of the Program.
  - ii. Apply to State, Federal, Private or other available programs providing tuition or student loan relief as requested by DTR such as the AmeriCorps and TEACH Grant programs.
  - iii. Apply for a Stafford Loan in order to receive any available Federal or ProComp financial aid and incentives.
  - iv. Cooperate and follow the financial guidelines facilitating tuition reimbursement as established or subsequently amended by DTR.
  - v. Apply the full DPS ProComp contribution received during each eligible year towards reducing his or her tuition amount.
- b. In the event Program Participant is terminated or withdraws from the Program, he or she will be solely responsible for any remaining tuition and be ineligible for any further tuition reimbursement or loan forgiveness from DPS/DTR.
- c. In the event the Program Participant is terminated, non-renewed or withdraws from Denver Public Schools at any time, he or she will be solely responsible for paying all or part of any remaining tuition and related costs.

- d. In the event that circumstances exist for which relief from any tuition or related cost is requested, Program Participant shall petition the Denver Teacher Residency Director or designee for said relief. The Denver Teacher Residency has the sole and final authority to grant the Program Participant's request.

**5. Reimbursement Waiver**

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

**6. Program Participant's Responsibilities**

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

**7. Termination**

- a. The Program Participant may be terminated from the DTR program for any reason as determined by the DTR Director or designee.
  - i. In the event that the Program Participant is terminated from the DTR while enrolled at the University of Denver, the University has sole discretion to determine whether the student may continue to be enrolled at the University.
- b. If a DPS administrator recommends dismissal for any reason the Program Participant may be subject to immediate termination from the DTR.
- c. If the Program Participant violates any DPS policy or procedure they may be subject to immediate dismissal from the DTR.

**8. Voluntary Withdrawal**

- a. If Program Participant leaves voluntarily, he or she may petition the Denver Teacher Residency for reinstatement. The Denver Teacher Residency Director or designee has the sole and final authority to reinstate the Program Participant.

**9. Confidentiality**

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

**10. Indemnity**

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

**11. Agreement Modification**

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

**12. Required Participation**

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

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

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

**Denver Teacher Residency**

Name: Thalia Nawi

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

**Program Participant**

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

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





**APPENDIX D: GRADUAL RELEASE CALENDARS**

**Gradual Release Calendar-1:1 Model 2012-2013**

Week	Date	Classroom Practice: Required Resident Teaching	Notes	Themes for Learning
				Relationships and Culture Classroom Management Lesson Planning
	8.20.12			Classroom Management
1	8.27.12	2 15-minute Lessons and 2 transitions		Masterful Content Knowledge
2	9.3.12	2-3 Lessons		- Lesson Planning
3	9.10.12	2-3 Lessons		- Assessment
4	9.17.12	3-5 Lessons (minimum 2 consecutive lessons)	<i>* R will begin their Primary content area focus</i>	
5	9.24.12	<b>Learning Rotation 1</b>		
6	10.1.12	1 Half Day and 3 Lessons (with 2 consecutive lessons)		
7	10.8.12	1 Full Day and 2 mornings or 2 afternoons (minimum 3 consecutive lessons)		
8	10.15.12	<b>R 1: Lead Teaching (Fall)</b> 3 Full Days	Observations for Fall Evaluation	
9	10.22.12	1 Half Day and 2 Lessons (with 2 consecutive lessons)		
10	10.29.12	2 consecutive mornings or afternoons		
11	11.5.12	<b>R1 is @ Tier 2 school</b>		
12	11.12.12	2 consecutive mornings or afternoons		
13	11.19.12	1 Full Day and 3 Lessons (with 2 consecutive lessons)		
14	11.26.12	<b>R 1: Lead Teaching Week (Winter)</b>	Observations for Winter Evaluation	
15	12.3.12	<b>R 1: Lead Teaching Week (Winter)</b>	Observations for Winter Evaluation	
16	12.10.12	1 Full Day and 3 Lessons (with 2 consecutive lessons)		
17	12.17.12	2 consecutive mornings or afternoons		
	12.24.12	Winter Break		
	12.31.12	Winter Break		

18	1.7.13	1 Half Day and 1 Lesson		High-Impact Instructional Moves – Rigor – Questioning Masterful Content Knowledge – Unit Planning Culture
19	1.14.13	<b>R1 is @ Tier 2 school</b>		
20	1.21.13	<b>Learning Rotation 2</b>		
21	1.28.13	1 Full Day and 2 consecutive mornings or afternoons and 1 lesson		
22	2.4.13	3 Half Days and 1 Lesson		
23*	2.11.13	3 Half Days and 1 Lesson		
24	2.18.13	2 consecutive mornings or afternoons		
25	2.25.13	2 consecutive mornings or afternoons		
26*	3.4.13	2 consecutive mornings or afternoons and 2 Lessons		
27*	3.11.13	2 consecutive mornings or afternoons and 1 lesson		
28	3.18.13	<b>R 1: Lead Teaching Week (Spring)</b>	Observations for Spring Evaluation	
	3.25.12	Spring Break		
29	4.1.13	<b>R 1: Lead Teaching Week (Spring)</b>	Observations for Spring Evaluation	
30	4.8.13	<b>R 1: Lead Teaching Week (Spring)</b>	Observations for Spring Evaluation	
31	4.15.13	3 Half Days and 1 Lesson		
32	4.22.13	<b>R1 is @ Tier 2 school</b>		
33	4.29.13	<b>R 1 is @ Tier 2 school + Learning Rotation 3</b>		
34	5.6.13	3 Half Days and 1 Lesson		
35	5.13.13	Resident spends 50% of time at HSS		
36	5.20.13	Resident spends 50% of time at HSS		
37	5.27.13	Resident spends 50% of time at HSS		
38	6.3.13	Resident wraps-up school year at HSS		

**Consecutive** – same lesson/s from one day to the next (i.e. 2 consecutive mornings or afternoons) (as opposed to sequential lessons within the same day)

**Primary content area focus** – Residents will begin focus on Reading and one specific guided reading group. Residents who platoon in a Math class will focus on one math section and one specific small group.

**Learning Rotations** – Opportunity for Residents to visit various schools for observation of best practices.

**Tier 2 Schools** – Opportunity for Residents to have extended experience in another school setting, particularly in another classroom setting (primary/intermediate, general ed/special ed)

**Gradual Release Calendar-2:1 Model 2012-2013**

Week	Date	Classroom Practice: Required Resident Teaching	Notes	Themes for Learning
				Relationships and Culture Classroom Management Lesson Planning
	8.20.12			Classroom Management Masterful Content Knowledge - Lesson Planning - Assessment
1	8.27.12	2 15-minute Lessons, 2 transitions	<i>Secondary R will focus on one class/block in August.</i>	
2	9.3.12	"Do Now" or "Launch"		
3	9.10.12	2-3 Lessons		
4	9.17.12	3-5 Lessons (minimum 2 consecutive lessons)	<i>* R will begin their Primary content area focus</i>	
5	9.24.12	<b>Learning Rotation 1</b>		
6	10.1.12	1 Half Day and 3 Lessons (with 2 consecutive lessons)	<i>Secondary R will take on additional class/block.</i>	
7	10.8.12	1 Full Day and 2 mornings or 2 afternoons (minimum 3 consecutive lessons)		
8	10.15.12	<b>R 1: Lead Teaching (Fall) 3 Full Days</b>	<b>R2 is @ Tier 2 school</b>	
9	10.22.12	1 Half Day and 2 Lessons (with 2 consecutive lessons)		
10	10.29.12	<b>R 2: Lead Teaching (Fall) 3 Full Days</b>	<b>R1 is @ Tier 2 school</b>	
11	11.5.12	2 consecutive mornings or afternoons		
12	11.12.12	2 consecutive mornings or afternoons		
13	11.19.12	1 Full Day and 3 Lessons (with 2 consecutive lessons)		
14	11.26.12	<b>R 1: Lead Teaching Week (Winter)</b>	<b>R2 is @ Tier 2 school</b>	
15	12.3.12	<b>R 1: Lead Teaching Week (Winter)</b>	<b>R2 on Learning Rotation 2</b>	
16	12.10.12	1 Full Day and 3 Lessons (with 2 consecutive lessons)		
17	12.17.12	2 consecutive mornings or afternoons		
	12.24.12	Winter Break		
	12.31.12	Winter Break		

18	1.7.13	1 Half Day and 1 Lesson		High-Impact Instructional Moves – Rigor – Questioning Masterful Content Knowledge – Unit Planning  Culture
19	1.14.13	<b>R 2: Lead Teaching Week (Winter)</b>	<b>R1 is @ Tier 2 school</b>	
20	1.21.13	<b>R 2: Lead Teaching Week (Winter)</b>	<b>R1 on Learning Rotation 2</b>	
21	1.28.13	1 Full Day and 2 consecutive mornings or afternoons and 1 lesson		
22	2.4.13	3 Half Days and 1 Lesson		
23*	2.11.13	3 Half Days and 1 Lesson		
24	2.18.13	2 consecutive mornings or afternoons		
25	2.25.13	2 consecutive mornings or afternoons		
26*	3.4.13	2 consecutive mornings or afternoons and 2 Lessons		
27*	3.11.13	2 consecutive mornings or afternoons and 1 lesson		
28	3.18.13	<b>R 1: Lead Teaching Week (Spring)</b>	<b>R2 is @ Tier 2 school</b>	Differentiation
	3.25.12	Spring Break		
29	4.1.13	<b>R 1: Lead Teaching Week (Spring)</b>	<b>R2 is @ Tier 2 school</b>	
30	4.8.13	<b>R 1: Lead Teaching Week (Spring)</b>	<b>R2 on Learning Rotation 3</b>	
31	4.15.13	<b>R 2: Lead Teaching Week (Spring)</b>	<b>R1 on Learning Rotation 3</b>	
32	4.22.13	<b>R 2: Lead Teaching Week (Spring)</b>	<b>R1 is @ Tier 2 school</b>	
33	4.29.13	<b>R 2: Lead Teaching Week (Spring)</b>	<b>R1 is @ Tier 2 school</b>	
34	5.6.13	3 Half Days and 1 Lesson		
35	5.13.13	3 Half Days and 1 Lesson		
36	5.20.13	Resident spends 50% of time at HSS		
37	5.27.13	Resident spends 50% of time at HSS		
38	6.3.13	Resident wraps up school year at HSS		

**Consecutive** – same lesson/s from one day to the next (i.e. 2 consecutive mornings or afternoons) (as opposed to sequential lessons within the same day)

**Primary content area focus** – Residents will begin focus on Reading and one specific guided reading group. Residents who platoon in a Math class will focus on one math section and one specific small group.

**Learning Rotations** – Opportunity for Residents to visit various schools for observation of best practices.

**Tier 2 Schools** – Opportunity for Residents to have extended experience in another school setting, particularly in another classroom setting (Middle School/High School, general ed/special ed)