



# Denver Teacher Residency

## Resident Handbook

**2017-2018\***



\* DTR classes begin during the 2016-2017 academic year and bridges into the 2017-2018 academic year.

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## **PART I: OVERVIEW**

The student should become familiar with the [Graduate Studies Policy Manual](#) and [Morgridge College of Education Academic Policies Manual](#). Both manuals provides admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. 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 DTR Program is a Designated Agency for teacher preparation with the Colorado Department of Education.

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.

## PROGRAM CONTACT INFORMATION

### Denver Teacher Residency

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## **PART II: DENVER TEACHER RESIDENCY (DTR) PROGRAM REQUIREMENTS**

### **DTR VISION**

Every student in DPS has an exceptional teacher.

### **DTR MISSION**

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

### **DTR 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 or secondary school with 2-8 fellow Residents
- Learn and teach with a DPS Mentor Teacher who demonstrates excellence in the classroom and serves as a coach 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 M.A. coursework and weekly seminars designed and taught through the University of Denver's Morgridge College of Education (MCE) and the DTR program
- DPS Alternative Teaching license waiver awarded to teacher candidates\*

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

- Serve 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
- Access to district and school-level 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: up to 80% of the student's pay-out for the cost of the M.A. is reimbursed over the 5-year commitment to DTR (see section 4 of the DTR Participant Agreement)

#### **Program Supports**

- \$10,000 of tuition reimbursement is disbursed during Residency year as a living stipend
- Up to 80% tuition incentive/reimbursement upon fulfillment of 5-year contract with Denver Teacher Residency program and commitment to DPS (includes residency year)
- Access to student health care benefits and financial aid advice through the University of Denver, Morgridge College of Education

- Considered a high-priority candidate when applying for teaching positions in DPS\*
- Supportive, constructive environment created by Residency cohort model
- Resources to develop and improve teaching skills

*\*Upon meeting entry requirements, ongoing demonstration of competency, and successful completion of residency in year one of program*

### **Program Rewards**

- Opportunity to support high-needs 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

### **Teaching Eligibility**

During the Residency Year, all Residents will:

- Apply to the Colorado Department of Education (CDE) for an Alternative Teaching License Wavier
- Complete all CDE and DPS Background checks
- Complete DPS Applicant Statement and pre-screening interview

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

- Comply with all DPS policies and procedures for hiring
- Apply to CDE for an Initial Teaching License

## **MASTER OF ARTS DEGREE PROGRAM**

The Master of Arts Degree Program for the Denver Teacher Residency is designed as a Cohort model in which Program Participants complete their coursework plan during the one year Residency with their cohort.

### **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. See Appendix A.

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

All Residents must complete the MA in alignment with the coursework plan. Any exceptions to this policy must be requested in writing and approved by both DTR Director and the Department Chair of the Teaching and Learning Sciences (TLS) Department at the Morgridge College of Education, University of Denver. Please see section 3 of the DTR Participant Agreement.

### **Grade Requirements**

The University of Denver's academic standards are defined in the [Graduate Studies Policy Manual](#). Grading standards of DTR are consistent with and sometimes higher than University standards. In pursuant with section 3 of the DTR Participant Agreement, the Resident:

- Will at all times remain in good standing with the University of Denver, and comply with the Morgridge College of Education's (MCE) program eligibility requirements.
- Will remain in good academic standing throughout the master's degree program and satisfactorily complete all required courses in accordance with the Participant's coursework plan.
- Understands the following grading standards:
  - Credits carrying below a C will not be accepted by the DTR program as meeting degree requirements.
  - Any student that receives a grade below a C and/or whose overall grade point average falls below a 3.0 will be terminated from the program.

### **Financial Responsibilities**

The Resident will:

- Be responsible for registering for all courses.
- Be responsible for all tuition and related costs 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.

### **RESIDENT PERFORMANCE EXPECTATIONS**

DTR is structured to provide on-going feedback and support to Residents. There are three areas of Resident work evaluated every quarter as listed in the course syllabi: Academic Performance, Practicum/Field Experience Performance, and Professionalism.

With on-going dialogue among the Mentor Teacher, Site Coordinator, Field Manager, and Resident during the Residency year, formative assessments will provide the Resident with an accurate indicator of the Resident's progress toward meeting performance expectations. Likewise, regular communication between Residents and their instructors will provide accurate indicators of final grades.

It is the purpose of DTR to foster and support the growth and development of Residents during the Residency year. The program structure creates a learning context within which the Resident can identify, examine, and improve upon all aspects of his or her professional and academic performance using personal reflection and program generated performance data. Residents are encouraged to ask for regular feedback and Mentor Teachers, Site Coordinators, Field Managers, and Course Instructors (Adjunct Professors) are encouraged to give feedback on a continuous basis.

### **Resident Evaluation**

Resident practicum/field experience performance is evaluated over the Lead Teaching times as a component of the Field Experiences courses. The DPS Leading Effective Academic Practice (LEAP) Framework is used as the basis for all Resident observations. LEAP outlines indicators of effectiveness in Learning Environment, Instruction and Professionalism. There are four Lead Teaching windows over the course of the Residency and the LEAP indicators of focus for observation and evaluation follow a gradual release of responsibility and expectation. In addition to these main periods of evaluation, Residents will participate in observation and feedback cycle conversations with their Mentor Teacher and Site Coordinator regularly every month. The syllabi and corresponding grading rubrics outline expectations for meeting the standard of performance for each Lead Teach window.

Resident academic performance is monitored quarterly by reviewing the Resident's grades and cumulative grade point average.

Resident professionalism performance is evaluated based on interactions in the Host School Site and DPS (with faculty, students and community members), interactions with DU personnel (Adjunct, professors, support staff, etc.) and interactions with DTR staff. The LEAP Framework is used as the tool for measuring overall performance. See section 7 c and d of the DTR Participant Agreement. Additionally, DTR monitors Resident professionalism in relation to attendance, punctuality, and effective communication skills.

- Attendance: The Residency calendar is a combination of the DU coursework schedule and the field-practicum placement. Residents are permitted up to 10 absences (sick or personal) over the Residency year. Any anticipated absence needs to be communicated in advance to the Resident's immediate supervisors and approved. It is the responsibility of the Resident to make-up any required assignments from the absence.
- Punctuality: It is the responsibility of the Resident to be on time for class sessions and reporting to the field/practicum placement. Any anticipated tardiness needs to be communicated in advance to the Resident's immediate supervisors. Any concerns regarding punctuality will be addressed in person and in writing. Repeated or excessive transgressions will result in a plan for improvement.
- Communication skills: It is the expectation that Residents will be professional in written and spoken forms of communication. Any concerns regarding unprofessional communication will be addressed in person and in writing. Repeated or excessive transgressions will result in a plan for improvement.
- Dress code: It is the expectation that all Residents wear professional business attire both in their field placement and attending their courses at the University. Any concerns regarding inappropriate dress will be addressed in person and in writing. Repeated or excessive transgressions will result in a plan for improvement.

### **Resident Under-Performance**

Performance standards of DTR are consistent with or may exceed DPS and MCE standards. In observations, interactions, and performance on formal assessments, a Resident may be considered under-performing when not meeting DTR expectations in the areas of academics, field/practicum, and/or professionalism. Examples of under-performance may include, but are not limited to:

1. Failure to demonstrate appropriate academic development consistent with a master's degree, such as a Resident's overall grade point average falls below a 3.0 or academic dishonesty as evidenced by instructor feedback, transcripts, and the DU Honor Code listed in the Graduate Studies Policy Manual and Morgridge College of Education Academic Policies Manual.
2. Not meeting program expectations and standards, such as lack of timeliness of assignments, absences in courses and/or practicum assignment, or missed meetings.
3. Under-performance on field/practicum performance as evidenced by LEAP observations and ratings, a Lead Teach window being interrupted or suspended due to under performance, or being asked by Host School Site personnel to leave the school.
4. Repeated non-adherence to, or violation of the professional norms of DTR, DPS, and/or MCE may result in a warning, a plan for improvement, or termination from the program.

### **Determination of Under-Performing Status**

At the first sign of a potential academic or professional trouble for a Resident, the supervising Mentor Teacher, Site Coordinator, Instructor or DTR Staff personnel should provide the Resident with direct feedback and offer support and guidance.

If the challenges persist, the stakeholders mentioned above will define next steps for intervention and/or correction in writing and present these to the resident along with a timeline for improvement.

Whenever the potential problem area continues despite a reasonable amount of support and intervention, it should be called to the attention of the DTR Program Manager and/or Director. The Program Manager and/or Director will gather information from stakeholders (to include, but not limited to, Mentor Teachers, Site Coordinators, Field Managers, Adjunct Professors, etc.) regarding the Resident's struggles if appropriate, an initial discussion with the Resident. Formative assessment data, observation reports, academic work, grades, and written communications may be included during this stage of a resident's review.

If warranted, the DTR Program Manager and/or Director will request a review by the team which may include a thorough review of the Resident's work, performance, communications and any mitigating circumstances that might contribute to the Resident's performance. If it is determined that the Resident's performance has not improved with reasonable supports and interventions, one of three actions will most likely result: (1) the Resident is placed on a plan of support that is developed collaboratively with all stakeholders; (2) the Resident is placed on probation; or (3) the Resident is terminated from the program.

### **Improvement Plan**

When the team decides to develop a plan of support to address the areas of academic or professional under-performance demonstrated by a Resident, the following items may be considered, but are not limited to:

1. Specific areas in which the Resident will focus, aligned to the DPS LEAP Framework
2. Roles and responsibilities for both the Resident and Mentor Teacher aligned to the area of concern
3. Specific timeline for review of Resident progress, including review of any deliverables or evidence of progress
4. Directing the Resident to academic support from appropriate university, district or school departments
5. Alerting the Resident to the types of counseling support offered by university, district or school departments
6. Establishing a structure of directed academic or professional coaching by program personnel tied to specific learning outcomes
7. Reducing or eliminating the Resident's contact time in his/her field placement, until other criteria are met
8. Changing the Resident's field placement
9. Adjusting the Resident's gradual release calendar

The team and the Resident will review the plan designed to support the Resident and outline clear expectations for change. This plan will also specify the time frame for the corrective action and the

procedure for determining that improvement has been adequately achieved. If improvement is lacking at the specified re-evaluation time, either a revised plan of support will be constructed, or action will be taken to dismiss the Resident. Please see sections 7 and 8 of the DTR Participant Agreement.

It is the purpose of DTR to foster and support the growth and development of Residents during the Residency year. Obstacles to improvement despite interventions and a plan of support may include, but are not limited to:

1. The Resident does not acknowledge, understand, or address the area of concern when it is identified
2. The area of concern is not restricted to one area of professional or academic functioning
3. The Resident's behavior does not improve following feedback, remediation, effort, and/or time

### **PROGRAM TERMINATION**

Per section 7 of the DTR Participant Agreement, grounds for termination may include but are not limited to:

- Failure to pass all background screening requirements performed by both CDE and DPS
- Academic underperformance
- Unprofessional conduct
- Underperformance in field experience/practicum
- Failure to meet program expectations in a timely manner

The Department Chair of Teaching and Learning Sciences for MCE should be alerted to the likelihood of a Resident being dismissed from the program. The decision to dismiss will be made by the DTR Director and/or designee and a letter of dismissal drafted. A draft of the letter must be presented to the Teaching and Learning Sciences Department Chair before it is sent to the Resident. A meeting will be scheduled with the Resident and DTR Director and/or designee for the purpose of delivering a letter of dismissal and to outline for the Resident the following considerations:

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

A copy of the letter will be placed in the Resident's academic file. The Resident will be terminated from enrollment in DTR. 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. In addition to this process, please review the MCE General Academic Probation Protocol and Dismissal Protocol in the [MCE Policies and Procedures handbook](#) to ensure you are addressing all policies for the University.

### **WITHDRAWAL FROM THE DTR PROGRAM**

On rare occasions, Residents opt to resign from the Denver Teacher Residency Program as a result of

personal, health, financial, or career reasons. Residents who are in good academic standing in all of their past and current DTR coursework and field experiences may be eligible to apply for a leave of absence, or resign and withdraw in good standing. If the Resident is interested in requesting a leave of absence, the request needs to be approved by the DTR Director and/or designee, and an application needs to be approved by the Office of Graduate Studies. Please refer to the Office of Graduate Studies policy and procedures manual [DU Graduate Bulletin](#). If the Resident resigns from the DTR program during his or her Residency year and is unable to complete all program requirements the Resident will be asked to withdraw from the University of Denver and will be officially terminated from the DTR program. However, the Resident will not be automatically terminated from the University of Denver, Morgridge College of Education (MCE). The candidate may work with MCE to determine if another MCE program offering would be suitable. The candidate may have the ability to transfer applicable credits, should they be accepted into an alternative MCE program. Please see section 8a of the DTR Participant Agreement.

### **Resignation Protocol**

Residents considering resignation from the program should contact a DTR staff member prior to submitting a letter of resignation, leaving his/her field placement, or withdrawing from coursework. A meeting may be scheduled with the Resident and DTR Staff for the purpose of discussing the consideration to resign and withdraw from DTR and to answer any remaining questions.

Once the Resident had made the decision to resign from the program, DTR will request that the Resident submit a signed formal letter of resignation. The Department Chair of TLS in MCE will be alerted to the Resident resigning from the program.

Some of the topics that will be addressed with the Resident regarding his/her resignation may include:

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

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

### **DTR COURSE WORK PLANS**

The [DU Course Catalog](#) contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

Course work plans follow.

**Coursework Plan: Master’s Degree in Curriculum and Instruction to begin June, 2017**

**Eligible for state Elementary Certificate**

NOTE: The DU Course Catalog contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

NAME		STUDENT NUMBER		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
				<b>15</b>
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 I	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
TEP	4691	Field Experience I	Fall	1
				<b>16</b>
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 Pedagogy	Winter	3
CUI	4513	Elementary math, science, and social studies methods for CLD learners II	Winter	3
TEP	4692	Field Experience II	Winter	1
				<b>12</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	4538	Language, Literacy and Culture	Spring	3
TEP	4693	Field Experience III	Spring	1
				<b>9</b>
				<b>Total Credit Hours: 52</b>

**Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2017**  
**Eligible for state Secondary Mathematics Certificate**

NOTE: The [DU Course Catalog](#) contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

NAME		STUDENT NUMBER		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
				<b>15</b>
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas I	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
TEP	4691	Field Experience I	Fall	1
				<b>16</b>
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4640	Math in Secondary School	Winter	3
CUI	4532	Culturally Responsive Pedagogy	Winter	3
CUI	4514	Secondary Literacy: Read/Write Content Areas II	Winter	3
TEP	4692	Field Experience II	Winter	1
				<b>12</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	4538	Language, Literacy and Culture	Spring	3
TEP	4693	Field Experience III	Spring	1
				<b>9</b>
				<b>Total Credit Hours: 52</b>

**Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2017**

**Eligible for state Secondary Science Certificate**

NOTE: The DU Course Catalog contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

NAME _____ STUDENT NUMBER _____				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
				<b>15</b>
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas I	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
TEP	4691	Field Experience I	Fall	1
				<b>16</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 Pedagogy	Winter	3
CUI	4514	Secondary Literacy: Read/Write Content Areas II	Winter	3
TEP	4692	Field Experience II	Winter	1
				<b>12</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	4538	Language, Literacy and Culture	Spring	3
TEP	4693	Field Experience III	Spring	1
				<b>9</b>
				<b>Total Credit Hours: 52</b>

**Coursework Plan: Master's Degree in Curriculum and Instruction to begin June, 2017**

**Eligible for state Special Education Generalist Certificate**

NOTE: The DU Course Catalog contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
				<b>15</b>
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 I	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
TEP	4691	Field Experience I	Fall	1
CFSP	4330	Family-School Partnering and Consultation	Fall	3
				<b>19</b>
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 Pedagogy	Winter	3
CUI	4513	Elementary Math, Science, and Social Studies methods for CLD learners II	Winter	3
TEP	4692	Field Experience II	Winter	1
CUI	4455	Assessment of Students with Special Needs	Winter	3
				<b>15</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	4538	Language, Literacy and Culture	Spring	3
TEP	4693	Field Experience III	Spring	1
CUI	4459	Curriculum, Collaboration and Transitions in K-12 Schools	Spring	3
				<b>12</b>
				<b>Total Credit Hours: 61</b>



## 2017 Denver Teacher Residency Participant Agreement

THIS AGREEMENT is between **Resident's Name** (hereinafter "Program Participant") and Denver Public Schools' Denver Teacher Residency Program (DTR). Program eligibility is contingent on successfully meeting the terms of the Denver Public Schools (DPS) 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

The Denver Teacher Residency is a five-year program, beginning 2017 and terminating 2022.

- a. Year 1: Beginning June 2017 through School Year (SY) 2017-18, complete Master's Degree coursework and Residency practicum in a DPS Title One School.
- b. Years 2-5: Beginning, (SY) 2018-2019 through SY 2021-2022, fulfill terms and conditions of the DTR Participant Agreement.

### 2. Commitment

a. Program Participant agrees as follows:

- i. To train and teach in a Denver Public Schools' (DPS) Title One designated host 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 in a designated host school during the first year of the Program ("Residency Term").
- iii. With the permission of DTR, seek teaching positions (for the post-Residency term) in accordance with DPS's hiring process.

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, 2017. This stipend is considered as a portion of overall tuition reimbursement.
  1. In the event that a Program Participant leaves during the Residency Term, either voluntarily or involuntarily, the Participant will receive no further stipend payments thereafter.

2. In the event that a Program Participant requests a change in content area assignment, the DTR Director or program designee will verify that all program requirements are met and that a suitable mentor is available.

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

The Master of Arts Degree Program for the Denver Teacher Residency is a one-year Cohort model.

#### **a. Program Participant:**

- i. Will at all times remain in good standing with the University of Denver, and comply with the Morgridge College of Education's (MCE) program eligibility requirements.
- ii. Will remain in good academic standing throughout the master's degree program and satisfactorily complete all required courses in accordance with the Participant's coursework plan.
- iii. Will meet the following grading standards:
  1. Credits carrying below a C will not be accepted by the DTR program as meeting degree requirements.
  2. Any student that receives a grade below a C and/or whose overall grade point average falls below a 3.0 will be notified and terminated from the program.
- iv. Is solely responsible for all tuition and related costs, which will be paid directly on a quarterly basis to the University of Denver.
- v. Will pay all associated costs, including but not limited to books, application fee, late fees and graduate student fees to the University of Denver.

- b. Failure to meet and fulfill the requirements and expectations set forth in subsections (i-v) above will result in termination from the DTR program.

#### **1. Tuition Reimbursement**

Upon successful completion of the program and graduation from DU, Program Participants are eligible for up to 80% tuition reimbursement. To be eligible for tuition reimbursement, the Program Participant will:

- a. Accept a teaching position in an area of high-need, as determined by the DTR Director and/or program designee, in a DPS Title One school (non-charter).
- b. Cooperate and follow the financial guidelines facilitating tuition reimbursement as established or subsequently amended by DTR.

- i. Apply to State, Federal, Private or other available programs providing tuition or student loan relief as requested by DTR such as TEACH Grant programs. Program Participants will comply with all requirements as stipulated by the various programs.
  - ii. Apply for financial aid and student loans in order to receive any available Federal or ProComp financial aid and incentives.
  - iii. Receive tuition reimbursement from the DTR for up to 80% of the amount of tuition paid less any student loan reimbursement, loan forgiveness, or tuition reimbursement for which the Program or Program Participant is eligible.
  - iv. The tuition amount will be reimbursed pro-rata with each successful completion of the second, third, fourth, and fifth year of the Program.
  - v. It is understood that some sources of tuition reimbursement are taxed as income (i.e. AmeriCorps, ProComp, monthly stipend).
- c. In the event Program Participant is terminated or resigns from the Program, he or she will be solely responsible for any outstanding tuition owed to the University and be ineligible for any further stipend payments or tuition reimbursement from DPS/DTR.
- d. In the event the Program Participant is terminated, non-renewed, resigns or takes a leave of absence from DPS at any time, he or she will be solely responsible for all or part of any remaining tuition and/or related costs.
- e. When a Program Participant takes a leave of absence from his/her assigned Cohort as referenced in paragraph 4(d) above, before completing the reimbursement Cohort Schedule, and thereafter seeks and is granted reinstatement, then all future reimbursement payments will be in accordance with his/her original Cohort Schedule; and, any payment issued during his/her leave of absence will be permanently forfeited.
- f. In the event that a Program Participant accepts a teaching position in the district that is less than full time, his/her reimbursement payments will be reduced proportionally to match the work status of the position provided that Program Participant continues to teach in an identified content area of need and in a Title One school throughout the term of this contract. If the Program Participant returns to a full-time position, they may resume full reimbursement payments that are aligned to his or her original cohort schedule.
- g. In the event that circumstances exist for which relief from any tuition or related cost is sought, 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.

## **2. Reimbursement Waiver**

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

## **3. Program Participant's Responsibilities**

- a. Program Participant will:
  - i. Once permitted by the DTR, and at his or her own cost and expense, complete all necessary fingerprinting and background checks required of the Colorado Department of Education (CDE) and DPS and apply to the CDE 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 DPS.

## **4. Termination**

- a. Grounds for program termination during the 2017-2018 residency year may include but are not limited to:
  - i. Failure to pass all background screening requirements performed by both the Colorado Department of Education and Denver Public Schools
  - ii. Academic underperformance
  - iii. Unprofessional conduct
  - iv. Failure to meet program expectations
- b. In the event that the Program Participant is terminated from the DTR while enrolled at the University of Denver, the Program Participant will be officially terminated from the program.
- c. If a DPS administrator recommends dismissal for any reason the Program Participant may be subject to immediate termination from the DTR.
- d. If the Program Participant violates any DU or DPS policy or procedure he or she may be subject to immediate dismissal from the DTR.
- e. In the event that the Program Participant is terminated, asked to resign or is non-renewed while employed by DPS, the Program Participant will be subject to immediate termination from the DTR.

## **5. Resignation**

- a. If Program Participant resigns from the DTR program during his or her Residency year and is unable to complete all program requirements for the

2017-2018 academic year, the Program Participant will be officially terminated from the DTR program. However, the Program Participant will not be automatically terminated from the University of Denver, Morgridge College of Education (MCE). The candidate may work with MCE to determine if another MCE program offering would be suitable. The candidate may have the ability to transfer applicable credits into an alternative MCE program, should he\she be accepted.

- b. In the event that a Program Participant is unable to complete his/her coursework and Residency practicum in the first year due to unforeseen hardship, the Program Participant may request a leave of absence from the DTR program. The Denver Teacher Residency Director or designee has the sole discretion and final authority to approve and determine the conditions for reinstatement.
- c. If Program Participant resigns from his or her position in DPS in years two, three, four, or five of the Program Participant agreement, he or she may petition the DTR for reinstatement in order to continue receiving reimbursement payments. All future reimbursement payments will be aligned to the schedule for the Program Participant's original Cohort. The Denver Teacher Residency Director or designee has the sole and final authority to reinstate the Program Participant.

## **6. 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.

## **7. 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.

## **8. 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.

**9. 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:** Julie Rottier-Lukens, Program Manager

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

**Program Participant**

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

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Signature and Date