

# Teacher Education Program Student Handbook

2016-2017



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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## Welcome to Morgridge College of Education

This Student Handbook provides students in the program with policies and procedures to assist them as they progress through the requirements of the Morgridge College of Education (MCE) degrees and certificates. In addition to our program publication, the student should become familiar with the Graduate Policies and Procedures as stated in the DU Graduate Studies Bulletin. Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms and requirements regarding degree programs in all documents and to complete various program steps in a timely fashion.

Please take some time to review this material to become familiar with the details of the program. *You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the [Graduate Policies and Procedures Bulletin](#).*

Please also check the MCE website for the most updated Policies and Procedures information specific to the MCE: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

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 Teacher Education Program is currently applying for CAEP (Council for the Accreditation of Educator Preparation) accreditation.

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

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

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## **About the Teacher Education Program**

### ***TEP Mission Statement***

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

### ***TEP Philosophy***

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

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

TEP encourages participants to develop a professional identity grounded in personal experience as well as theoretical and practical knowledge. TEP graduates recognize their responsibilities as school professionals to be reflective practitioners, to be agents of change, to serve the community, to be supportive colleagues, and most of all, to meet the varied needs of a diverse student population and close the opportunity gaps in K-12 education.

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

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

The FEET is the result of a three-year exploratory qualitative research project by University of Denver teacher education faculty. The purpose of the research was to identify effective teacher socio-cultural interactions and instructional practices. The FEET

delineates research-and standards-based dimensions, competencies, and indicators of effective teaching for diverse learners. The FEET includes rubrics of performance organized around the four dimensions of effective and equitable teaching with detailed performance indicators at the competency level using a four-level rating scale. Additionally, the FEET includes multiple observation instruments to facilitate the practical use of the rubrics and allow for summative and formative assessments of pre-service teachers. This evaluation system is aligned with state and national initiatives to measure and develop effective teaching.

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

## Degree Requirements

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

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

### ***Coursework Requirements***

Please refer to the [Graduate Bulletin](#) for coursework requirements for both Certificate and MA degrees. Refer to Appendices A-C for coursework plans and Appendix D for course schedule.

### ***Degree Completion Timeline***

Candidates have up to five (5) years from the start of TEP to complete the 52 credits required for the MA degree in Curriculum Instruction and Teaching. However, students must complete a [Leave of Absence form](#) through Graduate Studies, indicating your intention to return at a later date if student stops taking courses.

### ***MA Cognate (9 credits)***

To complete the MA, students must complete a 9-credit hour cognate. The cognate allows the apprentice teacher to specialize within a targeted area, thus deepening his/her knowledge and potentially increase competitiveness in the job market.

Apprentice teachers will complete a degree plan indicating their first and second choices for the completion of the cognate. At that time, a Frequently Asked Questions document will be provided to address some of the questions candidates might have: What cognate do I choose? What benefits are associated with completing this cognate? How do I make it official? What if the course I need is not offered? Can I change my cognate at any time? It is MCE policy to cancel courses with an enrollment of fewer than 8 students; therefore, only cognates with enough student interest will be offered. Please refer to the [Graduate Bulletin](#) for a list of cognate courses.

### ***Transfer of Credit Policy***

The Teacher Education Program may accept up to 9 transfer credits. Acceptance of transfer credits will be at the discretion of the program faculty. If accepted, the credits will count toward the MA/cognate and not the credits tied to licensure. The following conditions must be met:



- The courses were a part of a teacher education program or another similar education program
- Our faculty reviews the transcripts to help select 9 applicable credits. Ideally, these will be three related courses similar to one of our existing cognates
- Adhere to [University Transfer of Credit Policy](#)

### ***Comprehensive Exam Paper***

TEP Apprentice Teachers (ATs) who are completing a master’s degree are also required to pass a final comprehensive exam. The exam will be in the form of a reflective paper. The exam is due during the last week of your final quarter. See Appendix G for the Comprehensive Examination Paper Rubric.

### ***Requirements***

The requirements include:

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

### ***Essential Questions***

The questions for the comprehensive exam include:

1) Analyze and synthesize what you have learned thus far in the Teacher Education Program. How did the ideas, theories, research, field experiences, and critical and/or transformational experiences you encountered contribute to your effectiveness as a teacher and your professional and intellectual growth? Include theory, research, specific examples, and/or vignettes.

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

### ***Timeline for TEP Dual Degree Students graduating in spring 2017***

April 22: Comprehensive exam due.

May 6: Faculty evaluator indicates pass with honors, pass, conditional pass, or fail. Conditional pass will require students to revise and resubmit the exam. If the revision is not acceptable, the score will be recorded as fail. A failing score will require the entire exam to be retaken the next time it is offered. If a

student fails the comprehensive examination twice, the student will be dismissed from the program.

May 13: Conditional pass rewrites are completed and exam is resubmitted.

May 20: TEP evaluator submits final score.

Timeline for TEP Students (non-Dual Degree) graduating in summer 2017

June 17: Comprehensive exam due.

July 1: Faculty evaluator indicates pass with honors, pass, conditional pass, or fail. Conditional pass will require students to revise and resubmit the exam. If a student fails a comprehensive exam, the entire exam will have to be retaken the next time it is offered. If a student fails the comprehensive examination twice, the student will be dismissed from the program.

July 15: Conditional pass rewrites are completed and exam is resubmitted.

July 22: TEP evaluator submits final score.

*Comprehensive Exam Rubric*

Evaluation Criteria	Score
<p>4 = (Pass with Honors). Excellent in all areas. Defines issues related to K-12 schools in depth, and demonstrates integration and synthesis of issues. Provides a well-developed position that is clear and direct. Develops position using significant evidence of application, and bibliographic references, citations, data, and quotations from reputable resources. Demonstrates strong evidence of critical thinking. Paper is rhetorically fluent, clear, well-organized, grammatically correct, and adheres to all APA guidelines and exam requirements.</p>	
<p>3 = (Pass). Good in all areas. Defines issues related to K-12 schools and shows some integration and synthesis. A position is stated and includes some evidence of application. Some evidence of critical thinking is apparent. Includes bibliographic references, citations, data, and quotations from reputable resources. Paper is grammatically correct and adheres to most of the APA guidelines and exam requirements.</p>	
<p>2 = (Conditional Pass). Adequate in most areas. Issues related to K-12 are defined in a cursory way and do not show integration and synthesis. A position is stated, but does not include any evidence of application. Provides little evidence of critical thinking. Only a few bibliographic references, citations, data and quotations are present. Paper is difficult to read due to grammar issues and rarely adheres to APA guidelines and exam requirements. A re-write is necessary with a second review by program faculty.</p>	

1 = (Fail). Inadequate in most areas. Issues related to K-12 are not defined, lack synthesis or are inaccurate. No position is stated or is unclear. No evidence of critical thinking. Bibliographic references, data, and quotations are significantly lacking and/or are not relevant. Paper is rhetorically immature, grammatically weak, and does not follow APA guidelines or exam requirements.	

## **Program Requirements and Expectations**

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

### ***The Faculty Advisor***

Upon entering the program each student will be assigned a TEP faculty advisor. The TEP advisor is the first line of communication between the program and the apprentice teacher. Please refer to Appendix E for a checklist to assist you in progressing through the program. You are responsible for contacting your advisor if you have questions or concerns. Failure to complete the checklist items may result in delayed licensure and/or graduation.

### ***Professional Behavior***

Professionalism in teaching standards covers a wide range of student attributes, including, but not limited to: student/faculty interactions, student/field placement, university supervisor interactions, student dispositions toward public school students/teachers/parents, attire, language, and commitment to the tasks associated with learning the program curriculum.

### ***Communication***

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

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

- Communicate clearly, concisely, and appropriately regarding all TEP issues. Assume positive intentions behind the actions of all participants in the TEP program and schools.
- Use professional language and writing conventions in all written communications (papers, memos, e-mail, letters to parents, etc.). Treat every written communication as a public document.
- Practice active listening. Seek clarification in understanding the other person's concern, comments, or feedback before offering your understanding, comments, or feedback.

Apprentice teachers hold the following responsibilities regarding communication:

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

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

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

### ***Collaboration***

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

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

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

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

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

## ***Academic Policies***

### Course Attendance

100% attendance in all classes is expected. In a traditional 10-week quarter, you may miss up to one class session. A second missed class will result in reducing your final grade by a full-letter grade. Each additional class missed will result in an additional grade-letter deduction. Please refer to syllabus for policies regarding participation points. Attendance policies in condensed or hybrid-format courses may differ. Please consult the course syllabus.

In the event that it is necessary to miss a class, apprentice teachers must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, apprentice teachers should contact the instructor within 24 hours of the class meeting time. It is the student’s responsibility to contact the instructor about missed course content. Moreover, every third tardy (per course) will count as an absence.

We ask that apprentice teachers consider missing classes carefully, as this policy will apply regardless of the reason for absence.

### Grades

TEP is a performance-based program; therefore, TEP will recommend apprentice teachers for a state teaching license if he or she has met all the Colorado Teacher Quality Standards at the proficient level. Proficiency is determined through evaluating (1) Demonstration of Learning assessments, (2) course grades, and (3) field observations.

In a performance-based program, grades serve a different purpose than they do in traditional academic program. In a performance-based program your grades do not directly affect our decision to recommend you for licensure. In a performance-based

program grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming a teacher, (3) your ability to think, speak, and write at a graduate level.

Apprentice teachers must maintain at least a 3.0 GPA throughout the program or risk potential termination from the program. If the apprentice teacher's grade point average falls below 3.0 at any time during the program, she/he may be removed from his/her fieldwork placement at the discretion of the Director. *A grade lower than "C" renders the credit unacceptable for meeting TEP and MCE degree requirements.* Therefore, if a student receives a C- or lower, the course will have to be retaken.

According to DU policy, an Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student 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. Because courses are cumulative, apprentice teachers may not be allowed to begin/continue academic courses or the fieldwork assignment until all grades of Incomplete have been resolved. It is the responsibility of the apprentice teacher to initiate the incomplete process by immediately communicating with the instructor prior to the end of the quarter. This [form](#) may be downloaded from the [Registrar](#). Apprentice teachers who carry any grades of incomplete from one quarter to the next may be placed on academic probation. The apprentice teacher may not be recommended for licensure if any of the aforementioned requirements are not met.

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

An essential goal of all teachers is to foster student learning. To measure an apprentice teacher's effectiveness in reaching this goal, faculty must assess the judgment he/she exercises when designing curriculum, selecting instructional methods, and interacting with students. TEP faculty members then analyze this judgment by collecting authentic exemplars of an apprentice teacher's performance that have been developed over time and in diverse contexts. These multiple measures reveal the level of integration between knowledge and teaching practice that an apprentice teacher has developed across different courses and field experiences within TEP. The apprentice teacher completes several performance assessments that reflect his/her proficient teaching practice. As such, Demonstration of Learning (DOL) assignments are defined and delineated in the DOL guide. The components of the DOL are assigned and discussed in the apprentice teachers' courses, as well as in the field experience seminar. Each component corresponds to the ability of an effective teacher to engage, plan, teach, and lead. Apprentice teachers will receive additional documentation on the DOL in fall quarter.

### ***Colorado Department of Education (CDE) Institutional Recommendation***

As you near the end of the TEP program, you will be searching for teaching positions. Upon completing all program requirements (e.g., courses with 3.0 average, fieldwork requirement of 840 hours, passing PLACE/Praxis exam), we encourage you to begin the process to submit your Initial License Application. We highly recommend you wait until the 3rd week of June to submit your application to CDE because grades will not be posted



on your official transcript until this time. Once the application is processed you have a two-week window to complete the application and submit your transcripts or you will forfeit the application fee. The Colorado Department of Education (CDE) is the official licensing agency and the application process begins electronically on their website. The steps associated with completing this task are as follows:

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

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

### ***Applying for Teaching Positions***

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

While it is unusual for a first-year teacher to secure one of these positions, previous TEP apprentice teachers have been very successful job searches during this cycle. The second cycle opens late in July after the districts and schools have a better sense of demographic shifts, teacher retirements, and budgets. This is the most likely time for first-year teachers to secure employment. Regardless of which hiring cycle you are pursuing, we strongly encourage you to create an online account with various school districts in December or January. This will allow you to more easily apply for jobs once they become available. As you are applying for teaching positions, you may be asked to provide a copy of your initial teaching license. The system should allow you to indicate that this is in progress. If the system asks you to upload a document, you can upload a document with the following statement:

*I am in the process of completing a teacher preparation program at the University of Denver Morgridge College of Education. I expect to be recommended for my initial teaching license*



*upon completion of the program in June of 2018. I expect that my (elementary, secondary – content area) license will be conferred by the Colorado Department of Education in July of 2018.*

Job postings will be available on the [Teaching Jobs listserv](#). Please subscribe to the listserv if you are interested in receiving this information.

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

## Field Experience

Apprentice Teachers are required to complete a minimum of 840 hours of field experience in diverse, urban, public school classrooms in the Denver metro area. Elementary and secondary apprentice teachers complete fieldwork in one placement site for the entire academic year. K-12 Apprentice Teachers may complete fieldwork in two sites. All apprentice teachers are required to attend their fieldwork site three days a week (8 hours per day) during fall and winter quarters and four-five days a week in the spring quarter. Moreover, Apprentice Teachers are expected to regularly attend school-based professional development seminars and complete regular school duties as indicated by the mentor teacher. Apprentice Teachers must maintain a consistent fieldwork schedule throughout the year. It is not permissible for Apprentice Teachers to complete fieldwork hours early and withdraw from the placement site.

Our commitment to ensuring that our apprentice teachers have a basic understanding of Colorado's diverse students and classrooms is reflected in our practice of placing all apprentice teachers in culturally diverse classrooms during their field experience.

Consideration is made for the choice of district partners the apprentice teacher is interested in working with. However, there is no guarantee that an apprentice teacher's preference will be honored. District placement is based on many variables, including but not limited to, site availability, licensure area requirements, district HR policies, and partner school models. Moreover, we will not place an apprentice teacher in a K-12 school that she/he attended, or schools where dependent children attend. We want students to have a broader experience and we want to avoid personal conflicts.

The TEP field coordinator will work with Apprentice Teachers to identify a good fit for placement based on the considerations mentioned above. If, however, a suitable placement cannot be secured, the Apprentice may be terminated from the program, as the program requirements cannot be completed without fieldwork.

\*Please note that the DU academic calendar does not align with the fieldwork and/or school district calendar. For example, you may have fieldwork during the DU spring break and DU classes during your school's spring break. Because we work in multiple districts, we cannot prescribe one particular schedule. Instead, you should attend to these three factors when scheduling time away from the Teacher Education Program:

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

Complete a fieldwork log each quarter and submit one copy to your University supervisor, one copy to your mentor teacher, and keep one copy for yourself.

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

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

### ***Liability Insurance***

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

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

### ***Workers' Compensation Procedures***

Students may be covered under the Workers' Compensation statute if injured on the job performing an essential duty of the job during the course of their fieldwork. The University of Denver - Enterprise Risk Management office manages the University's Workers' Compensation Program. If injured in the scope of conducting essential duties related to an internship, the student should seek medical treatment according to state and federal guidelines.

STEPS TO START YOUR WORKERS COMPENSATION CLAIM (see also [www.du.edu/risk/](http://www.du.edu/risk/) )

1. Seek treatment immediately if you have a serious or life-threatening injury
2. You and your supervisor should complete and return to Risk Management as soon as possible:
  - a. Employee First Report of Injury (Intern)  
<http://www.du.edu/risk/media/documents/employeeinjury.pdf>
  - b. Supervisor's Report  
<http://www.du.edu/risk/media/documents/supervisor2015.pdf>
  - c. A signed copy of the Provider Letter (Intern)  
<http://www.du.edu/risk/media/documents/forms/workcomp82015.pdf>
3. Send the forms to Enterprise Risk Management
  - a. Email: [risk@du.edu](mailto:risk@du.edu)
  - b. Fax: 303-871-4455

4. Call Enterprise Risk Management at 303-871-3810
5. For non-life threatening emergency medical treatment in the Denver Metro area, please select one of the following clinics for medical care. Hours are 8 am to 5 pm Monday through Friday.

Health One 125 E. Hampden Englewood, CO 80113 303-788-9292	Health One 120 Bryant St. Denver, CO 80219 303-936-9700	Concentra Medical Centers 1212 S. Broadway, Suite 150 Denver, CO 80210 303-777-2777	Centura Centers for Occupational Medicine 20 W. Dry Creek Circle, Ste. 300 Littleton, CO 80120 303-269-2900
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If a student’s internship is outside of the Denver Metro Area, they should seek treatment immediately at her/his local emergency room or healthcare facility, when possible please use Concentra or HealthOne as they provide better continuity of care, followed by contact to Risk Management for further assistance within 24 hours. Interns **may not** transport injured parties unless on-scene EMT’s have provided their OK.

For more information, see the Workers’ Compensation Procedure at <http://www.du.edu/risk/wc/index.html>

***District Policies***

Please ensure that you have completed all district requirements for student teaching prior to beginning your fieldwork. Specific policies can be found under the Fieldwork tab of the [student resources site](#). Additionally, fingerprinting is of utmost importance for your field placement.

***Fingerprints***

We require a background check, including finger prints, are submitted and cleared by the Colorado Bureau of Investigation (CBI) before an apprentice teacher can work directly with K-12 students. *Under no circumstance will a TEP apprentice teacher assume any teaching responsibilities until the program has official documentation of passing a background check.*

***Field Work Attendance***

Attendance by apprentice teachers at all field placement days is required. Apprentice Teachers must complete a field work log every quarter and submit the log to their supervisor. The field logs provide essential documentation for completion of program requirements. If a student does not submit field work logs, the program Director will be unable to recommend licensure to the Colorado Department of Education. Provide a copy of the log to your mentor and your supervisor. An apprentice teacher must make up any excused days at the school site by the end of the quarter in which an absence occurs. Consistent attendance in the field placement is required. Recurrent absences, late arrival or unexcused absences from the field placement is an indicator of unprofessionalism and may

result in probation and/or termination. In order to be recommended for licensure, apprentice teachers must complete 840 hours of fieldwork assignment.

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

### ***Getting Ready***

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

The apprentice teacher will:

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

The mentor teacher will:

- Prepare students for the apprentice teacher's arrival;
- Make provision for the apprentice teachers to have a designated location to observe and be able to freely move around the classroom to work with students;
- Provide access to school handbooks, textbooks, curriculum guides, and seating charts or student rosters to the apprentice teacher;
- Review the suggested sequence of the field experience responsibilities
- Introduce the apprentice teacher to students in a manner that establishes the apprentice teacher as your partner and colleague;
- Introduce the apprentice teacher to your school's faculty, staff, and administrators;
- Orient the apprentice teacher to the building and discuss pertinent policies, procedures, and routines;
- Acquaint the apprentice teacher with district and school policies, procedures, and routines;
- Involve the apprentice teacher in working with individual students or groups, checking assignments and correcting papers, and planning and presenting short lessons.

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

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

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

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

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

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

Step 5: If the issue persists, the supervisor will assess the situation and provide a recommendation to the Director of Teacher Education, including but not limited to:

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

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

Step 7: Supervisor and Apprentice Teacher work together to ensure appropriate communication with mentor teacher, including reason for placement change and gratitude for their work with the Apprentice Teacher. Failure of the Apprentice Teacher to communicate appropriately will be considered an indication of unprofessional behavior.

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

## Probation and Termination Protocol

The Teacher Education Program (TEP) in the Morgridge College of Education (MCE) is designed to provide on-going feedback and support to apprentice teachers. Every attempt is made to create a safe learning context within which the apprentice teacher can identify, examine, and improve upon all aspects of professional and academic performance. Apprentice teachers are encouraged to seek out regular feedback, and university supervisors, mentor teachers, and professors are encouraged to give academic and performance feedback on a continuous basis. When this process is working effectively, quarterly evaluations of course work and field experience performance should be accurate and transparent assessments of student learning and performance.

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

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

### ***Grounds for Probation***

Apprentice teachers may be placed on probation if issues arise related to academic performance, professionalism, or competence in fieldwork.

Examples include, but are not limited to:

- Failure to demonstrate appropriate academic development such as poor academic performance, low GPA, or academic dishonesty.
- Repeated or serious violation(s) of the professional norms and policies of the Teacher Education Program, the school district, or the school.
- Failure to adhere to ethical and legal responsibilities of teachers regarding students' learning, behavior, safety, and confidentiality and/or failure to follow all procedures and guidelines as specified in state, federal and local statutes.
- An unwillingness to acknowledge or address the area of concern when it is identified.
- Low or unsatisfactory field evaluations.
- Negative mentor feedback regarding professionalism or teaching competency.



- Termination of school placement due to concerns about professionalism or teaching competency.

### ***Protocol for Probation and Termination***

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

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

### ***Probation and Remediation Plan***

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

- Directing the apprentice teacher to academic support from appropriate university or program sources.
- Alerting the apprentice teacher to the types of counseling support offered by the University and [Leave of Absence](#) or [Medical Leave of Absence](#) choices.
- Establishing a regime of directed academic or professional support by program personnel tied to specific learning outcomes.
- A time frame for the corrective action and the procedure for determining that improvement has been adequately achieved.

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

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

An apprentice teacher exhibiting unprofessional behavior may be temporarily suspended by the program Director from participating in further field activities. While the TEP faculty decides if the apprentice teacher should be placed on probation or dismissed. If it is determined that the student will be allowed to continue in the program on probation, a remediation plan to address professional or instructional concerns, and a formal evaluation to determine if the unprofessional conduct has been remedied will be developed. Following



remediation, the TEP administrative team will determine if the probation should be lifted, continued, or if the apprentice teacher should be terminated from the program.

### ***Procedures for Termination***

Termination may occur if 1) the apprentice teacher does not meet the terms of his/her probation, or 2) a violation of policy is deemed serious enough to warrant immediate termination. For information on the policies and procedures related to probation and termination in the Morgridge College of Education (MCE), please see the *MCE Policies and Procedures* page, section “MCE General Academic Probation Protocol and Dismissal Protocol” at: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/#mce-general-academic-probation-protocol-and-dismissal-protocol>

Students should also access the *DU Graduate Bulletin*, section “Academic Standards” for a comprehensive description of situations that warrant probation, dismissal, and termination. This information can be found at: <http://bulletin.du.edu/graduate/academicpoliciesandprocedures/academicstandards/>

## Appendix A: Master of Arts with a Concentration in Elementary Education

Coursework Plan 2016-2017

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

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

Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
<i>TEP Field Experience</i>			
Field Experience	TEP 4690	Fall 2016	3
Field Experience	TEP 4690	Winter 2017	3
Field Experience	TEP 4690	Spring 2017	3
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2016	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2017	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2017	2
Teaching and Learning Environments	CUI 4031	Summer 2016	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI 4529	Summer 2016	3
Mathematics for Elementary School Teachers I	CUI 4506	Summer 2016	2
Literacy Instruction I	TEP 4590	Fall 2016	3
Literacy Instruction II	TEP 4591	Winter 2017	3
Elementary Math Methods	CUI 4503	Fall 2016	3
Education and Psychology with Special Children	TEP 4010	Spring 2017	3
Elementary Science/SS Methods	CUI 4502	Winter 2017	4
Workshop in Gifted and Talented	CUI 4411	Spring 2017	2
<b>Total Min Credit Hours</b>			<b>43</b>

Master of Arts Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2017	3
		Summer 2017	3
		Summer 2017	3
<b>Subtotal</b>			<b>9</b>
<b>Total Min Credit Hours</b>			<b>9</b>

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

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

## Appendix B: Master of Arts with a Concentration in Secondary Education

### Coursework Plan 2016-2017

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

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

Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
<i>TEP Field Experience</i>			
Field Experience	TEP 4690	Fall 2016	3
Field Experience	TEP 4690	Winter 2017	3
Field Experience	TEP 4690	Spring 2017	3
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2016	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2017	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2017	2
Teaching and Learning Environments	CUI 4031	Summer 2016	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI 4529	Summer 2016	3
Mathematics for Secondary School Teachers I	CUI 4505	Summer 2016	2
Literacy Instruction I	TEP 4590	Fall 2016	3
Literacy Instruction II	TEP 4591	Winter 2017	3
Secondary Methods	TEP 4600	Fall 2016	3
Education and Psychology with Special Children	TEP 4010	Spring 2017	3
Methods in Secondary Schools (TEP 4610, 4620, 4630, or 4640)	TEP 4__	Winter 2017	4
Workshop in Gifted and Talented	CUI 4411	Spring 2016	2
<b>Total Min Credit Hours</b>			<b>43</b>

Master of Arts Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2017	3
		Summer 2017	3
		Summer 2017	3
<b>Subtotal</b>			<b>9</b>
<b>Total Min Credit Hours</b>			<b>9</b>

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

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

## Appendix C: Master of Arts with a Concentration in K-12 Education

### Coursework Plan 2016-2017

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

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

Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
<i>TEP Field Experience</i>			
Field Experience	TEP 4690	Fall 2016	3
Field Experience	TEP 4690	Winter 2017	3
Field Experience	TEP 4690	Spring 2017	3
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2016	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2017	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2017	2
Teaching and Learning Environments	CUI 4031	Summer 2016	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI4529	Summer 2016	3
Mathematics for Elem/Sec School Teachers (CUI 4505,4506)	CUI 45__	Summer 2016	2
Literacy Instruction I	TEP 4590	Fall 2016	3
Literacy Instruction II	TEP 4591	Winter 2017	3
Methods (TEP 4781, 4581, 4600)	TEP 4__	Fall 2016	3
Education and Psychology with Special Children	TEP 4010	Spring 2017	3
Methods in K-12 Schools (TEP 4782, 4582, 4650)	TEP 4__	Winter 2017	4
Workshop in Gifted and Talented	CUI 4411	Spring 2017	2
<b>Total Min Credit Hours</b>			<b>43</b>

Master of Arts Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2017	3
		Summer 2017	3
		Summer 2017	3
<b>Subtotal</b>			<b>9</b>
<b>Total Min Credit Hours</b>			<b>9</b>

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

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

## Appendix D: TEP Coursework Schedule 2016-2017

Orientation July 25 9:00-3:00		
Summer Quarter 2016: July 25-September 2		
Course	Date/Time	Credits
CUI 4031 Teaching and Learning Environments (choose one section)	Hybrid Online July 25-September 2 F2F: August 1, 3, 9, 11 9am-11:50am	3
	Hybrid Online July 25-September 2 F2F: August 1, 3, 9, 11 9am-11:50am	
	Hybrid Online July 25-September 2 F2F: August 1, 3, 9, 11 12:30-3:20pm	
CUI 4529 Foundations of Education for Linguistically Diverse Learners (choose one section)	Hybrid Online July 25-September 2 F2F: August 1, 3, 9, 11 9am-11:50am	3
	Hybrid Online July 25-September 2 F2F: August 1, 3, 9, 11 12:30-3:20pm	
	Hybrid Online July 25-September 2 F2F: August 1, 3, 9, 11 12:30-3:20pm	
CUI 4506 Mathematics for Elementary School Teachers I* *Elementary only	July 26, 28, Aug 2, 4, 8 12:30-3:45pm	2
	July 26, 28, Aug 2, 4, 8 4:30-7:45pm	
CUI 4505 Mathematics for Secondary Teachers* *Secondary and K-12 Students (choose one section)	July 26, 28, Aug 2, 4, 8 4:30-7:45pm	2
	July 26, 28, Aug 2, 4, 8 4:30-7:45pm	
<b>Total Summer: 8 credits</b>		

<b>Fall Quarter 2016: September 12 - November 18</b>		
<b>Course</b>	<b>Date/Time</b>	<b>Credits</b>
CUI 4540: Curriculum, Instruction, and Assessment I (choose one section)	Mondays 10am-12:20pm	3
	Mondays 10am-12:20pm	
	Mondays 1:00-3:20pm	
TEP 4590 Literacy Instruction I	Mondays 10am-12:20pm (Elementary and English)	3
	Mondays 10am-12:20pm (Elementary and English)	
	Mondays 1:00-3:20pm (Secondary Math, Science, Social Studies, Spanish)	
TEP 4600: Intro to Secondary Methods* *Secondary only	Mondays 4:00-6:20pm	3
	Mondays 4:00-6:20pm	
TEP 4781: Elementary Art Methods* *Art students only	Mondays 4:00-6:20pm	
CUI 4503: Elementary Math Methods for Cultural Linguistic Diversity* Elementary students only (choose one section)	Mondays 4:00-6:20pm	
	Mondays 4:00-6:20pm	
TEP 4690 Field Experience (select section with your assigned supervisor)	3 days in field: Tues, Wed, Thurs Small Group: Mon, weeks 1,3,7,9: 9:00-10:00am Whole Group week 5: Oct 10, 9:00-10:00am	3
<b>Total fall: 12 credits</b>		

<b>Winter Quarter 2017: January 9- March 17</b>			
<b>Course</b>	<b>Date/Time</b>	<b>Credits</b>	
CUI 4541: Curriculum, Instruction, and Assessment II (choose one section)	Mondays 10am-12:20pm	3	
	Mondays 10am-12:20pm		
	Mondays 1:00-3:20pm		
TEP 4591 Literacy Instruction II	Mondays 10am-12:20pm (Elementary and English)	3	
	Mondays 10am-12:20pm (Elementary and English)		
	Mondays 1:00-3:20pm (Secondary Math, Science, Social Studies, Spanish)		
CUI 4502: Elementary Science and Social Studies Methods for Cultural Linguistic Diversity * *Elementary only (choose one section)	Mondays 4:00-6:50pm	4	
	Mondays 4:00-6:50pm		
TEP 4610: English in Secondary School *English students only	Mondays 4:00-6:50pm		
TEP 4620 Social Science in Secondary School* *Social Studies students only	Mondays 4:00-6:50pm		
TEP 4630 Science in Secondary School* *Science students only	Mondays 4:00-6:50pm		
TEP 4640 Math in Secondary School* *Math students only	Mondays 4:00-6:50pm		
TEP 4650 Secondary Foreign Language Methods in K- 12 Schools* *Spanish students only	Mondays 4:00-6:50pm		
TEP 4782 Secondary Art Methods* *Art students only	Mondays 4:00-6:50pm		
TEP 4690 Field Experience (select section with your assigned supervisor)	3 days in field: Tues, Wed, Thurs Small Group: Weeks 1,3,9 M 9-10am Whole Group weeks 5&7: Feb 6, Feb 20, 9-10am		3
<b>Total winter: 13 credits</b>			

<b>Spring 2017: March 27-June 8</b>		
<b>Course</b>	<b>Date/Time</b>	<b>Credits</b>
TEP 4010 Education and Psychology with Special Children (choose one section)	Hybrid Online March 27-April 17 Face-to-Face Meetings: March 27, April 3, 10, 17 9:00am-12:00pm	3
	Hybrid Online March 27-April 17 Face-to-Face Meetings: March 27, April 3, 10, 17 9:00am-12:00pm	
	Hybrid Online March 27-April 17 Face-to-Face Meetings: March 27, April 3, 10, 17 9:00am-12:00pm	
CUI 4411: Workshop: Gifted and Talented Education (choose one section)	March 27, April 3, 10, 17 12:30pm-4:30pm	2
	March 27, April 3, 10, 17 12:30pm-4:30pm	
	March 27, April 3, 10, 17 12:30pm-4:30pm	
CUI 4542: Curriculum, Instruction, and Assessment III (choose one section)	Online March 27-April 17	2
	Online March 27-April 17	
	Online March 27-April 17	
TEP 4690 Field Experience (select section with your assigned supervisor)	3-5 days in field: March 20- April 17: Tuesday-Thursday April 18-June 8: Monday-Friday Whole Group Seminar: May 25 5:00-7:00pm	3
<b>Total Spring: 10 credits</b>		



## Appendix E: Teacher Education Quarterly Advising Checklists

Summer 2016		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in PioneerWeb to verify you have registered for the correct courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	<input type="checkbox"/> Review all sections
PLACE/Praxis	Students must pass PLACE/Praxis in order to be recommended for licensure. Tests should be completed by start of the program.	<input type="checkbox"/> Submit evidence of passing score (pdf file) to Academic Services Associate
Fingerprints/ Background Check	DU requires a background check, including finger prints that are submitted and cleared by the Colorado Bureau of Investigation (CBI) before a teacher candidate can work directly with K-12 students.	<input type="checkbox"/> Send a screen shot of the CDE web page showing proof to <a href="mailto:Kristina.Coccia@du.edu">Kristina.Coccia@du.edu</a>
Liability Insurance	Liability insurance is required of all TEP students. Liability insurance protects a student during the field experience. See the TEP handbook for additional information.	<input type="checkbox"/> Apply for liability insurance
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of your field work log to mentor and field supervisor
CERT-only verification	Verify your MA vs. CERT-only status through the Student tab in PioneerWeb. If you are listed as cert-only, but intended to apply for MA, see MCE Admissions Counselor.	<input type="checkbox"/> Re-apply for MA through admissions office if applicable

Note: the student is responsible for completing all items on the checklist. If you have questions, please contact your advisor.

Fall 2016		
Topic	Details	Student Responsibility
Coursework	Check the Courses tab in PioneerWeb to verify you have registered for the correct courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	Review: <input type="checkbox"/> MA Degree Cognates <input type="checkbox"/> DOL
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit a signed copy of field work log to mentor and field supervisor.
Apply for Certificate	Students should <a href="#">apply for graduation</a> to be awarded the teaching certificate (CERT) in Spring Quarter. The certificate will reflect completion of the requirements for the teaching license on your transcripts. See registrar's website for application deadlines.	<input type="checkbox"/> Apply for graduation for certificate
Apply for MA Graduation (spring graduates)	<a href="#">Apply for graduation</a> for the MA degree (dual degree students or certificate-only graduation in spring). See registrar's website for application deadlines. <i>If you intend to graduate at a later date, apply 6 months before graduation.</i>	<input type="checkbox"/> Spring graduates: apply for graduation for MA degree
Grades	Check your transcripts to verify passing grades (C or better) on all required courses	<input type="checkbox"/> Check grades

Note: the student is responsible for completing all items on the checklist. If you have questions, please contact your advisor.

<b>Winter 2017</b>		
<b>Topic</b>	<b>Details</b>	<b>Student Responsibility</b>
Coursework	Check the Courses tab in PioneerWeb to verify you have registered for the correct courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	Review: <input type="checkbox"/> Applying for Jobs
Coursework Plan	Coursework plan must be accurate for graduation approval. Licensure component of program is pre-determined. Students should declare MA cognate and submit coursework plan by end of Winter Quarter.	<input type="checkbox"/> Advisor/Student signatures <input type="checkbox"/> Submit coursework plan to ASA by end of Winter Quarter
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of field work log to mentor and field supervisor
Graduation: MA candidates completing in Summer	<a href="#">Apply for Summer Graduation</a> . Check registrar's website for application deadlines.	<input type="checkbox"/> Summer graduates: apply for MA graduation
Grades	Check your transcripts to verify passing grades (C or better) on all required courses	<input type="checkbox"/> Check grades

Note: the student is responsible for completing all items on the checklist. If you have questions, please contact your advisor.

<b>Spring 2017</b>		
<b>Topic</b>	<b>Details</b>	<b>Student Responsibility</b>
Coursework	Check the Courses tab in PioneerWeb to verify you have registered for the correct courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook	Students are responsible for the information presented in the handbook.	Review: <input type="checkbox"/> CDE Institutional Recommendation <input type="checkbox"/> Comprehensive Paper (MA)
Grades	Check your transcripts to verify passing grades (C or better) on all required courses.	<input type="checkbox"/> Check grades
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of your field work log to mentor and supervisor
CDE Institutional Recommendation	Complete CDE Institutional Recommendation Form and submit to ASA.	<input type="checkbox"/> Submit CDE Institutional Recommendation Form to ASA

Note: the student is responsible for completing all items on the checklist. If you have questions, please contact your advisor.

<b>Summer 2017</b>		
<b>Topic</b>	<b>Details</b>	<b>Student Responsibility</b>
Coursework	Check the Courses tab in PioneerWeb to verify you have registered for the correct cognate courses and correct section.	<input type="checkbox"/> Verify course registration
Review Handbook for MA Completion and submit comprehensive exam	Students are responsible for the information presented in the handbook.	Review: <input type="checkbox"/> Comprehensive paper (MA)
Comprehensive Exam	Review the comprehensive exam requirements and follow the procedures for submitting comprehensive exam.	<input type="checkbox"/> Submit comprehensive paper by date indicated in handbook
Grades	Check your transcripts to verify passing grades (C or better) on all required courses.	<input type="checkbox"/> Check grades

Note: the student is responsible for completing all items on the checklist. If you have questions, please contact your advisor.

## Appendix F: 2016-2017 Field Work Calendar

Week	Apprentice Responsibility	Notes
August 8-19 (and earlier if applicable)	Observation and Planning	Apprentice Teachers (ATs) may attend school-based professional development and/or planning sessions when possible
Aug 22-Sep 9	Observation	ATs in schools 3 days per week: Tuesday-Thursday ATs should be actively engaged in assisting students, as directed by Mentor Teacher
<b>FALL QUARTER</b>		
Sep 12- 16	One lesson/week	Triad Meetings in early September: University Supervisor, Mentor Teacher, and AT
Sep 19-23	One lesson/week	ATs should use Mentor or District-provided lesson plans Lesson may include whole group, small group, or individualized instruction
Sep 26-30	One lesson/week	
Oct 3-7	One-two lessons/week	
Oct 10-14	One-two lessons/week	Apprentice Teachers are encouraged to observe in other classrooms and
Oct 17-21	One-two lessons/week	
Oct 24-28	Two-three lessons/week	ATs may begin to plan their own lessons with assistance from Mentor and University Supervisor
Oct 31 -Nov4	Two-three lessons/week	
Nov 7-11	Two-three lessons/week	
Nov 14-18	Two-three lessons/week	Mentors submit feedback on AT performance
Nov 21-23	Two-three lessons/week	
Nov 28- Dec 16	Two-three lessons/week Observation in Other Schools	Apprentice Teachers should arrange observations in other schools and grade levels: at least 5 off-site observations during this time. Mentor and Apprentice decide an appropriate schedule.
<b>WINTER QUARTER</b>		
Jan 9-13	Two-three lessons/week	* Note: Art and music candidates transitioning to second placements may observe for 1-2 weeks
Jan 16-20	Three-four lessons/week	
Jan 23-27	Three-four lessons/week	
Jan 30- Feb 3	Three-four lessons/week	
Feb 6-10	Three-four lessons/week	
Feb 13-17	Three-four lessons/week	

Feb 20-24	Three-four lessons/week	
Feb 27- Mar 3	One-two lessons/week	Apprentice Teachers should arrange observations for 1-2 days in other grade levels and/or schools
Mar 6-10	Three-four lessons/week	ATs may assist with testing as needed
Mar 13-17	Three-four lessons/week	Mentors submit feedback on AT performance
Mar 20-24	Three-four lessons/week	DU Spring Break (no classes on campus)
SPRING QUARTER		
Mar 27-31	One half-day Solo Teaching	ATs in schools 3-4 days per week: Tuesday-Friday
April 3-7	One half-day Solo Teaching	
April 10-14	One full-day Solo Teaching	
April 17-21	Two-Three full days Solo Teaching	
April 24-28	Three-Four full days Solo Teaching	ATs in schools 5 days per week (no DU courses)
May 1-5	Four-Five full days Solo Teaching	
May 8-12	Four-Five full days Solo Teaching	
May 15-19	Four-Five full days Solo Teaching	
May 22-26	Four-Five full days Solo Teaching	Mentors submit feedback on AT performance
May 29- June 2	Four-Five full days Solo Teaching	

## Appendix G: Comprehensive Exam Rubric

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