



Morgridge College
of Education

Teacher Education Program

Student Handbook

2012-2013

The *University of Denver's Teacher Education Program Student Handbook* provides the prospective and admitted student with the policies and procedures to progress through the requirements of the program. In addition to our program publication, the student should become familiar with the [Morgridge College of Education Bulletin](#) and the [Graduate Studies Policy Manual](#). Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding degree programs in both documents and to complete various program steps in a timely fashion.

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

Inquiries concerning the Teacher Education Program should be directed to the Morgridge Office of Admissions, 1999 E. Evans Ave., Denver, CO 80208; Phone 303-871-2509 and edinfo@du.edu. Current students, please refer to the Faculty/Staff contact list within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

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

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Introduction to the Teacher Education Program

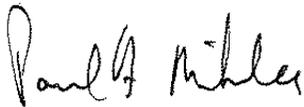
Welcome to the Teacher Education Program! DU has a full accredited program through the Colorado Department of Education. At the beginning of the academic year, the details can sometimes be overwhelming. This student handbook will provide you, as an Apprentice Teacher, with essential information regarding program policies and practices. Many of your questions will be answered in these pages.

An important section to review at this point is the TEP Course Schedule. The Teacher Education Program does NOT always follow the University of Denver academic calendar. As indicated in your admissions packet, you are required to attend orientation and scheduled workshops in addition to your class schedule.

Please take some time to review all of this material in order to become more familiar with the details of this program. ***You are responsible for the contents in this Handbook, as well as the policies outlined in the Morgridge College of Education Bulletin.***

If you have any questions or concerns at any time during your program, please do not hesitate to contact any faculty or staff member. We are here as part of a network for guidance and support.

Best wishes for a successful year of teacher preparation!



Paul Michalec
Director, Teacher Education Programs

Morgridge College of Education Mission Statement

The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations, and communities, through unleashing the power of learning.

We accomplish our mission in four ways: through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings; through actively reaching out beyond our college to engage in learning partnerships with others; through contributing high-quality research to our respective fields; and through modeling excellence in all of our own educational programs.

Morgridge College of Education Vision

The Morgridge College of Education at the University of Denver will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan.

Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time.

We will promote educational change and social equity and will provide leadership for the improvement of education, mental health, and information services and systems.

Teacher Education Program Mission Statement and Philosophy

Mission Statement

The mission of the University of Denver's Teacher Education Program (TEP) is to provide an extensive, integrated, professional experience that supports apprentice teachers in developing a sophisticated understanding of their practice, teaching identity, professional commitments that guides them in promoting success among a diverse student population.

TEP Philosophy

The Teacher Education Program is an intensive, integrated, professional preparation experience. The program is structured so that course work and field experiences are purposeful and cumulative. Program features such as limited class sizes, built-in peer support, high academic standards, emphasis on Pedagogical Content Knowledge, and closely supervised field experiences in linguistically and culturally diverse urban and suburban settings promote student success in achieving TEP goals. TEP relies on a Faculty well versed in the demands of practice, which can articulate the theoretical underpinnings of effective instruction.

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

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

TEP Faculty/Staff Contact Information

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TEP COURSE SCHEDULE (2012-2013)

	ELEMENTARY		SECONDARY	
SUMMER	CUI 4031 Teaching & Learning	3	CUI 4031 Teaching & Learning	3
	CUI 4530 Second Language Acquisition	3	CUI 4530 Second Language Acquisition	3
		6		6
FALL	CUI 4540 Curr Instr Assess I	3	CUI 4540 Curr Instr Assess I	3
	TEP 4690 Field Experience (T,W,Th)	1	TEP 4690 Field Experience (T,W,Th)	1
	TEP 4590 Elem Literacy	3	TEP 4590 Secondary Literacy	3
	CUI 4503 Elem Math	3	TEP 4600 Secondary Methods	3
	CUI 4450 Ed Psych Exceptional Child	3	CUI 4450 Ed Psych Exceptional Child	3
		13		13
WINTER	CUI 4541 Curr Instr Assess II	3	CUI 4541 Curr Instr Assess II	3
	TEP 4690 Field Experience (T,W,Th)	2	TEP 4690 Field Experience (T,W,Th)	2
	TEP 4590 Elem Literacy	3	TEP 4590 Secondary Literacy	3
	CUI 4502 Elem Sci/Soc Studies	4	TEP 4610/20/30/40 Sec Methods	4
		12		12
SPRING	CUI 4542 Curr Instr Assess III	3	CUI 4542 Curr Instr Assess III	3
	TEP 4690 Field Experience (M,T,W,Th)	6	TEP 4690 Field Experience (M,T,W,Th)	6
	CUI 4400 Nature & Needs/Gifted	3	CUI 4400 Nature & Needs/Gifted	3
		12		12
SUMMER 2013	3 courses from one of these cognates:	3	3 courses from one of these cognates:	3
FALL 2013	Special Ed / ELL /	3	Special Ed / ELL /	3
WINTER 2014	Gifted Ed / Elective	3	Gifted Ed / Elective	3
		9		9
	TOTAL CREDITS	52	TOTAL CREDITS	52

	K-12 ART		K-12 MUSIC		K-12 FOREIGN LANGUAGE	
SUMMER	CUI 4031 Teaching & Learning	3	CUI 4031 Teaching & Learning	3	CUI 4031 Teaching & Learning	3
	CUI 4530 Second Language Acquisition	3	CUI 4530 Second Language Acquisition	3	CUI 4530 Second Language Acquisition	3
		6		6		6
FALL	CUI 4540 Curr Instr Assess I	3	CUI 4540 Curr Instr Assess I	3	CUI 4540 Curr Instr Assess I	3
	TEP 4690 Field Experience (T,W,Th)	1	TEP 4690 Field Experience (T,W,Th)	1	TEP 4690 Field Experience (T,W,Th)	1
	TEP 4590 Elem/Sec Literacy	3	TEP 4590 Elem/Sec Literacy	3	TEP 4590 Elem/Sec Literacy	3
	TEP 4781 Elem Art Methods	3	TEP 4581 Elem Music Methods	3	TEP 4600 Secondary Methods	3
	CUI 4450 Ed Psych Exceptional Child	3	CUI 4450 Ed Psych Exceptional Child	3	CUI 4450 Ed Psych Exceptional Child	3
		13		13		13
WINTER	CUI 4541 Curr Instr Assess II	3	CUI 4541 Curr Instr Assess II	3	CUI 4541 Curr Instr Assess II	3
	TEP 4690 Field Experience (T,W,Th)	2	TEP 4690 Field Experience (T,W,Th)	2	TEP 4690 Field Experience (T,W,Th)	2
	TEP 4590 Elem/Sec Literacy	3	TEP 4590 Elem/Sec Literacy	3	TEP 4590 Elem/Sec Literacy	3
	TEP 4782 Secondary Art Methods	4	TEP 4582 Secondary Music Methods	4	TEP 4650 Foreign Language Methods	4
		12		12		12
SPRING	CUI 4542 Curr Instr Assess III	3	CUI 4542 Curr Instr Assess III	3	CUI 4542 Curr Instr Assess III	3
	TEP 4690 Field Experience (M,T,W,Th)	6	TEP 4690 Field Experience (M,T,W,Th)	6	TEP 4690 Field Experience (M,T,W,Th)	6
	CUI 4400 Nature & Needs/Gifted	3	CUI 4400 Nature & Needs/Gifted	3	CUI 4400 Nature & Needs/Gifted	3
		12		12		12
SUMMER 2013	3 courses from one of these cognates:	3	3 courses from one of these cognates:	3	3 courses from one of these cognates:	3
FALL 2013	Special Ed / ELL /	3	Special Ed / ELL /	3	Special Ed / ELL /	3
WINTER 2014	Gifted Ed / Elective	3	Gifted Ed / Elective	3	Gifted Ed / Elective	3
		9		9		9
	TOTAL CREDITS	52	TOTAL CREDITS	52	TOTAL CREDITS	52

Course Descriptions

TEP courses are organized into three broad themes, (1) Foundations of Learning, (2) Teaching and the Teaching Profession, and (3) Classroom Management, Instruction, and Assessment. Faculty review syllabi, assignments, and readings for other courses and with deliberation, attempt to promote integration of courses.

Foundations of Learning

CUI 4450 Education & Psychology of Exceptional Child

This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional education needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports also are addressed.

TEP 4590 Literacy Instruction

Introduces development continuum for literacy. Prepares teachers to assess students' abilities, to select appropriate instructional strategies, and to design effective instructional programs leading to increased listening, speaking, reading, and writing competencies for all children. At the elementary level, focuses on balanced approach to literacy instruction. At the secondary level, emphasizes reading and writing in the content areas and assistance of the struggling reader/writer. Prerequisite(s): enrollment in the Teacher Education Program.

CUI 4540 Curriculum, Instruction & Assessment

This course is a year-long weekly seminar to foster reflective, research-based classroom practice. Apprentice Teachers will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4031 Teaching and Learning Environments

This course will deepen students' understanding of three important components of every learning environment- classroom space, classroom management, and behavior management. After thinking deeply about each component through readings, observations, dialogue, and reflection, students will explore the connections and interdependencies between the three components. Ultimately, students will develop a coherent vision for the learning environment they intend to develop in their future classrooms.

CUI 4530 Second Language Acquisition

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

Classroom Methods courses

TEP 4600 Introduction to Secondary Methods

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

TEP 4610 English Language Arts in the Secondary School

Trends and developments in teaching English Language Arts. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite(s): enrollment in the Teacher Education Program.

TEP 4620 Social Science Methods in the Secondary School

Trends and developments in teaching the Social Sciences. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite(s): enrollment in the Teacher Education Program.

TEP 4630 Science Methods in the Secondary School

Trends and developments in teaching science. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite(s): enrollment in the Teacher Education Program.

- TEP 4640 Math Methods in the Secondary Schools**
Trends and developments in teaching math. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 4650 Foreign Language Methods in K-12 Schools**
Trends and developments in teaching foreign languages in K-12. Course content will include methods and materials of standards-based instruction, classroom and instructional management, assessment strategies, designing lessons using multiple intelligences and differentiated instruction, using technology in instruction, and integration of other content areas in teaching foreign language. Prerequisite: enrollment in the Teacher Education program.
- TEP 4582 Secondary Music Methods**
Prepares K-12 music teachers to design and implement effective instruction in the secondary school music classroom. Course introduces full array of sound teaching and assessment strategies for all aspects of music. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 4782 Secondary Art Methods**
Prepares K-12 art teachers to design and implement effective instruction in secondary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 4581 Elementary Methods Art, Music and PE**
Curriculum methods and materials for integrating music, art, health, and physical education into elementary classroom; includes working with professionals in these areas. Prerequisite(s): enrollment in the Teacher Education Program.
- CUI 4502 Elementary Science and Social Studies Methods**
This course will enable students to develop a deeper understanding of science and social studies content and curriculum in the elementary classroom. Students will explore a range of instructional materials and develop teaching strategies with the guidance of state content standards and research on effective classroom instruction for culturally and linguistically diverse students. This course will revolve around discussion of key questions in the following eight areas: The Role of Social Studies and Science; Instruction; Standards; Content Knowledge; Curriculum Integration; Technology; Culturally Responsive Pedagogy; Sheltered Instruction.

TEP 4690 Field Experience

Involves 800 hours of supervised field experiences in elementary schools with discussions with University Supervisors. Emphasis is on classroom management, professionalism, and critical reflection upon teaching practice. Prerequisite(s): enrollment in the Teacher Education Program.

TEP Faculty Advisor: Role and Responsibilities

TEP advisors are the first line of communication between the program and apprentice teacher and as such are expected to represent the program and actively address student concerns and academic issues in a timely and professional fashion. The TEP advisor is responsible for tracking the student's progress through the program and ensuring that he/she is adhering to all MCE policies. Communication is vital to effective professional development of TEP apprentice teachers. Upon entering the program each student will be assigned a faculty advisor. The TEP faculty advisor is typically the instructor leading the Field Experience Seminar that meets all three quarters of the TEP program. In most cases apprentice teachers are assigned to advisors based on licensure area. Apprentice teachers are encouraged to seek advice and or support from any of the faculty in the TEP program. TEP apprentice teachers and faculty advisor will meet and review the advisor responsibilities during TEP program orientation in the summer. Advisor responsibilities include:

- Timely responses to apprentice teacher requests for meetings or feedback. It is recommended that advisors discuss with advisees their timeline and boundaries for email or phone messages. Generally, advisees should expect at least a 24 hour window for hearing back from the TEP advisor.
- Making sure students are registering and enrolling in the right TEP classes and sections.
- Tracking apprentice teacher performance through the program, including alerting other TEP faculty and the program Director about any unprofessional behavior, difficulty acquiring knowledge of teaching, resisting academic or field placement feedback, or showing difficulty in mastering the program performance expectations. If needed, the advisor should initiate the elements of the "Struggling Student Protocol" outlined in this handbook.
- Meeting with apprentice teachers (advisees) at least once a quarter to address advising concerns such as: program feedback, faculty feedback, course selection, graduation registration, and program performance. Advisees can schedule meetings more frequently to address program, academic, or field placement questions.
- Assisting advisees in the process of applying for teaching positions, including: resume and cover letter writing, writing letters of recommendation, and tracking upcoming school openings.

Demonstration of Learning (DOL)

An essential goal of all teachers is to foster student learning. To measure an Apprentice Teacher's effectiveness, one must assess the judgment he/she exercises when designing curriculum, selecting instructional methods, and interacting with students to foster student learning. Instructors in TEP 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 a Apprentice Teacher has developed across different courses and field experiences within TEP. The Apprentice Teacher completes several complex performance assessments that reflect his/her proficient teaching practice. Specific DOL assignments are defined and delineated in the Demonstration of Learning guide. The components of the DOL are assigned and discussed in the student teachers' DU classes, as well as the field experience course.

University of Denver (DU) Email

DU provides email forwarding to off-campus email service providers. Students will maintain their firstname.lastname@du.edu mailing address but must set up a "preferred" off-campus email address to which their mail automatically will be forwarded. Instructions on how to forward your DU email are found at:

http://www.du.edu/studentemail/media/documents/preferred_email_instructions.pdf.

firstname.lastname@du.edu email addresses will be used in campus applications such as Blackboard, Portfolio and the online student directory. Official University communications will be sent to the firstname.lastname@du.edu address.

It is important that students maintain their "preferred" off-campus address and email account to insure that important information from University offices, faculty and colleagues is received.

The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, financial aid notifications, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the University Official Email address. Faculty, staff, and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

UNIVERSITY OF DENVER HONOR CODE

Adopted by the Morgridge College of Education & the Teacher Education Program

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

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators, and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters. See http://www.du.edu/facsen/honor_code.html for complete statement.

TRANSFER OF CREDIT

Transfer credit toward a Master's degree is limited to 10 quarter hours and are subject to the approval of the Director of Teacher Education Programs. Transfer credit must be completed during the first quarter of attendance and must be approved by the student's faculty advisor in writing.

STUDENT CODE OF CONDUCT

All Apprentice Teachers are expected to review this document thoroughly at the time of acceptance into TEP, and sign and return the signature page which follows. The signature page then resides in the Apprentice Teacher's file and testifies that the candidate is aware of and agrees to comply with all that is contained in this code.

Overview

The Teacher Education Program 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 policies ensure that Apprentice Teachers' experiences are continuous and cumulative. These policies also ensure that our graduates in the profession maintain the high standards of excellence for which the University of Denver Teacher Education Program is known.

Course Attendance Policy

100% attendance in all classes is expected. Missing one class will likely affect your grade for the course. Missing more than one class can result in loss of credit for the course. In cases of extreme hardship, an Apprentice Teacher who misses more than one class may petition the instructor and program Director to receive credit for the course.

In the event that it is necessary to miss a class, Apprentice Teachers must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, Apprentice Teachers should speak to the instructor within 24 hours of the class meeting time. At the instructor's discretion, late work due to an absence may result in a reduction of points or loss of credit for the assignment.

Field Experience Attendance Policy

Apprentice Teachers may not miss any field placement days. An Apprentice Teacher must make up a missed day at the school site by the end of the quarter in which an absence occurs.

During Fieldwork Assignment, in order to be recommended for licensure, Apprentice Teachers must complete 800 hours of Fieldwork Assignment. Apprentice Teachers may be excused for up to two days to attend one of the job fairs scheduled in the region. Apprentice Teachers who miss more than two days of Fieldwork Assignment must make up those missed days before we will recommend them for licensure.

In the event that it is necessary to miss a field placement day, the Apprentice Teacher 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.

Communication

Clear and timely communication is critical to the success of everyone in the program. All faculty and staff members are available by telephone and email.

Clear communication between Apprentice Teachers and faculty/staff is highly valued and necessary. Apprentice Teachers hold the following responsibilities with regard to communication while in TEP:

- 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/University Supervisors and or peers to discuss late assignments or information missed due to absence.
- Respect and follow TEP policies and procedures.
- Maintain and check regularly your email account.
- Access the TEP community site on Blackboard[®] online weekly to read information in "News and Notes" and other postings.
- Read written information in the student handbook and course syllabi.
- Consult the TEP calendar on Blackboard[®] for important dates and occasions.

Likewise, TEP faculty and staff hold these responsibilities to all Apprentice Teachers with regard to communication:

- Respond to all communication with the same respect and timeliness expected of the Apprentice Teacher.
- Provide current written communication concerning upcoming events and important information via TEP calendar, DU email account, student handbook, and the TEP community web site on Blackboard®.
- Read any documentation, concerns, or information provided to TEP by Apprentice Teachers.
- Maintain Apprentice Teacher files and records for the period of time that the Apprentice Teacher takes part in TEP. This would include all documents and information required of the Apprentice Teacher for evaluations/reviews conducted during TEP.
- Adhere to the established channels for communication listed below.

Expectations

The TEP faculty provides clear expectations and supports Apprentice Teachers in meeting them. To ensure that this takes place, the following channels for communication between faculty, staff, and Apprentice Teachers have been established:

- If the Apprentice Teacher has a concern about coursework, grading in a course, or the course instructor, the Apprentice Teacher will communicate first with the instructor regarding these concerns. If, after conferring with the instructor no acceptable resolution to the concern is reached, then the student may contact the TEP Director.

If the Apprentice Teacher has a concern about a University Supervisor or observation and/or Fieldwork Assignment experience, the Apprentice Teacher will communicate first with the University Supervisor regarding these concerns.

Professional Behavior

All candidates 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 full respect.

Grading Policy

TEP is a performance-based program; therefore, TEP will recommend a candidate for a state teaching license if he or she has met all the Performance-Based Standards for Colorado Teachers at the proficient level. Proficiency is determined through evaluating (1) performance assessments that are embedded in the Teacher Work Sample and (2) stand-alone assessments.

Apprentice teachers must maintain at least a 3.0 GPA throughout the program, or risk potential dismissal from the program. A grade lower than "C-" renders the credit unacceptable for meeting program and MCE degree requirements.

A student is not recommended for licensure if any of the aforementioned requirements are not met.

In a performance-based program, grades serve a different purpose than they do in traditional academic program. In a performance-based program your grades do not directly affect our

decision to recommend you for licensure; indeed, it is possible to earn “B’s” in all TEP courses and still be proficient on all standards. In a performance-based program grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming a teacher, (3) your ability to think, speak, and write at a graduate level. If a pattern of low performance emerges, the Director may advise the Apprentice Teacher to re-take courses or to withdraw from the program.

Because grades of “incomplete” in a TEP course signal that the Apprentice Teacher has not yet mastered the knowledge introduced in that course, and because courses are cumulative, Apprentice Teachers may not be allowed to begin/continue Fieldwork Assignment until all grades of “incomplete” have been resolved. If the incomplete is granted during fall quarter, the incomplete should be satisfied before the beginning of winter quarter. Candidates who carry any “incomplete” from the fall into the winter quarter will be placed on academic probation.

If the incomplete is granted during the winter quarter, the outstanding course requirements should be completed as soon as possible. The TEP Director, University Supervisor, and course instructor will evaluate the candidate’s ability to continue Fieldwork Assignment.

It is the responsibility of the Apprentice Teacher to initiate this process by immediately communicating with the instructors prior to the end of the quarter. This form may be downloaded from the Registrar’s web site at www.du.edu/registrar.

If the student’s incomplete(s) are not resolved in a timely manner, or if his/her grade point average falls below 3.0 at any time during the program, he/she may be removed from his/her field experience/Fieldwork Assignment placement at the discretion of the Director.

PROFESSIONALISM FOR APPRENTICE TEACHERS AND FACULTY

The profession of teaching requires a deep knowledge of content and pedagogy, as well as a commitment to student learning. These components of professionalism are addressed throughout The Teacher Education Program (TEP) coursework and practicum experiences. In addition to the professional attributes that are related to curriculum and instructional planning, professionalism also requires the ongoing development of attributes and dispositions that enable the teacher to communicate effectively with other professionals and parents, to promote and advocate for student learning, and to develop one’s own abilities in reflective and thoughtful practice. To do so requires a professional demeanor. The Teacher Education Program in the Morgridge College of Education expects all Apprentice Teachers and faculty members to act in a professional manner in all interactions and communications (email, phone, face-to-face) throughout the program including: coursework, schools sites, community settings, in-services, and program meetings.

Apprentice Teachers and faculty are expected to adhere to the following aspects of effective professional relationships:

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

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

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

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

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

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

Ethical standards of conduct

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

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

Behaviors resulting in probation or immediate dismissal

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

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

Professionalism as growth in TEP

TEP believes that a key characteristic of teachers is commitment to professional growth and continued efforts at improving learning for all students. Therefore, TEP encourages all Apprentice Teachers and faculty members to bear in mind the indicators of professionalism outlined above, and if at any time you need support in developing such behaviors, please communicate that need directly to the TEP Director. Additionally, if the Director determines that candidates or faculty members might benefit from assistance in displaying professional behavior, the Director will contact that person confidentially and promptly.

UNDERPERFORMING STUDENT PROTOCOL

The Teacher Education Program (TEP) in the Morgridge College Education is designed to provide on-going feedback and support to Apprentice Teachers. There are two categories of Apprentice Teacher work and progress evaluated every quarter. One is the academic body of growth and learning. The other is the practical field experience at the school site. With on-going dialogue between University Supervisor, Mentor Teacher, TEP faculty, and Apprentice Teacher during course work and field experiences the likelihood of miscommunication regarding student performance will be lessened. Yet on occasion the Apprentice Teacher and Mentor Teacher, University Supervisor, or professor may hold different opinions as to the overall performance of the Apprentice Teacher. At these times Apprentice Teachers are encouraged to advocate for themselves, by talking in person with their Mentor Teacher, University Supervisor, or professor.

I. Introduction

It is the purpose of the Teacher Education Program to foster and support the growth and the development of Apprentice Teachers both academically and professionally. An attempt is made to create a safe learning context within which the Apprentice Teacher can identify, examine, and improve upon all aspects of his or her professional and academic performance. Apprentice Teachers are encouraged to ask for 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 and end-of-year evaluations 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. Particular attention should be placed on reviewing student progress during the fall quarter of the student's program. There are two broad categories governing student performance, one is academic and the other is grounded in field-based performance. Academic standards are principally defined in the Morgridge College of Education Bulletin which states that any student with a GPA of 3.0 or lower can be "warned, put on probation, suspended, or dismissed" from a program. If a student's GPA stays at 3.0 or lower for three consecutive quarters the student will be dismissed from his/her current program. . A grade lower than "C-" renders the credit unacceptable for meeting degree requirements. Where appropriate, faculty will direct students to university resources designed to provide students with academic support, such as the writing center, academic counseling, or disability services.

Professionalism in teaching standards covers a wide range of student attributes including but not limited to student/faculty interactions, student/field placement University Supervisor interactions, student dispositions toward public school students/teachers/parents, attire, language, and commitment to the tasks associated with learning the program curriculum. In cases involving student/faculty conflicts or student/field placement conflicts, faculty and program Directors should follow the procedures outlined in the Morgridge College of Education Bulletin. Typically this entails conversations with the student, which may or may not include a student advocate, regarding his/her behavior. Issues of professionalism around dispositions, attire, or language should also be initially handled with one-to-one communication with the student as outlined in this handbook.

University Supervisors and Mentor Teachers should work with Apprentice Teachers to identify both strengths and areas in need of improvement as early in the year as possible so as to be able to develop a plan with the Apprentice Teacher to remedy the University Supervisor or Mentor Teacher's concerns and to build on the Apprentice Teacher's strengths.

II. Indicators of Underperformance

Apprentice Teachers may be considered under-performing when their behavior, attitude, or characteristics are disruptive of the quality of student learning, relationships with peers, mentors, or other staff; or the ability to comply with appropriate standards of professional behavior. Examples of areas indicating the need to intervene in the professional development of a Apprentice Teacher in the Teacher Education Program include:

1. Failure to demonstrate appropriate academic development consistent with a master's degree, such as low GPA or academic dishonesty.
2. Repeated non-adherence to, or violation of the professional norms of the Teacher Education Program, the districts, or the school regarding dress, behavior, or dispositions.
3. Repeated under-performance towards meeting program expectations and standards, such as timeliness of assignments, class absences, or missed meetings.

Under-performance may be defined as any action or behavior listed below which compromises an Apprentice Teacher's ability to master the knowledge, skills, and dispositions associated with highly effective K-12 teachers:

1. An inability and/or unwillingness to acquire and integrate professional /academic standards into one's repertoire of professional behavior.
2. An inability to acquire professional/academic skills in order to reach an acceptable level of competency as defined by the Performance Based Standards for Colorado Teachers.
3. An inability to adequately control personal stress or contain emotional feelings which are interfering with a Apprentice Teacher's professional or academic development toward mastery of teaching.

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

1. The Apprentice Teacher does not acknowledge, understand, or address the area of concern when it is identified.
2. The difficulty significantly reduces the quality of an Apprentice Teacher's academic performance or professional behavior.
3. The area of concern is not restricted to one area of professional or academic functioning.
4. Program personnel are directing a disproportionate amount of attention and energy toward addressing the area of academic or professional struggle.
5. The Apprentice Teacher's behavior remains resistant to change following feedback, remediation, effort, and/or time.

III. Protocol for Underperforming Apprentice Teachers

A. Informal Determination of Underperforming Status:

At the first sign of potential academic or professional underperformance for an Apprentice Teacher, the University Supervisor or faculty should provide the Apprentice Teacher with direct feedback and offer support and guidance. Whenever the potential problem area continues despite a normal amount of support and intervention, it should be called to the attention of a program Director. The program Director will gather information from the University Supervisor and all instructors regarding the Apprentice Teacher's trouble including, if appropriate, an initial discussion with the Apprentice Teacher.

B. Formal Determination of Underperforming Apprentice Teachers:

If warranted, the program Director will present the situation to a meeting of the Teacher Education Program team. The team will make a determination as to whether or not the Apprentice Teacher is underperforming. The review by the team will include a thorough review of the Apprentice Teacher's work, performance, and any mitigating circumstances that might contribute to the Apprentice Teacher's low performance.

If it is determined that the Apprentice Teacher is underperforming, one of three actions will most likely result: (1) the Apprentice Teacher is placed on formal probation and a remedial plan is developed in conjunction with the Apprentice Teacher, which if not successfully completed could be grounds for dismissal; (2) probation and suspension of field placement activities; or (3) initiate the exit and dismissal protocol.

a. Probation and Remedial Plan

When the team decides to place an Apprentice Teacher on probation and to develop a formal

plan to address the areas of academic or professional underperformance demonstrated by an Apprentice Teacher, the following items may be considered in the creation of that plan:

1. Recognizing and responding to the potential that Apprentice Teacher difficulty and underperformance could be grounded in cultural or linguistic differences
2. Directing the Apprentice Teacher to academic support from appropriate university or program sources
3. Alerting the Apprentice Teacher to the types of counseling support offered by the university and [Leave of Absence](#) or [Medical Leave of Absence](#) choices.
4. Establishing a regime of directed academic or professional coaching by program personnel tied to specific learning outcomes

A meeting will be scheduled with the Apprentice Teacher and the Director of the Teacher Education Program. At that meeting, the Director may present the Apprentice Teacher with a letter of academic probation. Alternately, the Director might alert the Apprentice Teacher to the potential for dismissal from the program should the Apprentice Teacher's performance continue to lag behind the program, university, school, or state standards for professional educators. The Director and the Apprentice Teacher will develop a plan designed to support the Apprentice Teacher and outline clear expectations for change. This plan will also specify the time frame for the corrective action and the procedure for determining that improvement has been adequately achieved. At the close of the meeting the Apprentice Teacher will typically be asked to write up his/her understanding of the substance of the meeting as well as the corrective plan and time frame. The Apprentice Teacher should send these notes to the Director, typically within 24 hours.

The Director will write a formal letter outlining the substance of the meeting and probation procedures. A draft of the letter must be presented to the Associate Dean of the Morgridge College of Education before it is sent to the Apprentice Teacher via registered mail or hand delivered. A copy of the letter will be placed in the Apprentice Teacher's academic file.

If improvement is lacking at the specified re-evaluation time, either a revised remedial plan will be constructed, or action will be taken to dismiss the Apprentice Teacher.

b. Suspension of Field Placement

An Apprentice Teacher exhibiting unprofessional behavior may be temporarily suspended by a program Director from participating in further field activities upon immediate notice of such inappropriate behavior(s). A remediation program may also be specified along with formal evaluation criteria to determine if the unprofessional conduct has been remedied. Following remediation, the Teacher Education Program administrative team will determine if the probation should be lifted, continued, or if the Apprentice Teacher should be dismissed from the program.

c. Procedures for Dismissal

Dismissal may occur, at a minimum, for any of the reasons outlined in section II. The Associate Dean for the Morgridge College of Education will be alerted in writing to the likelihood of a Apprentice Teacher being dismissed from the program. The decision to dismiss will be made by the Teacher Education Program Director and a letter of dismissal drafted. A draft of the letter must be presented to the Associate Dean of the Morgridge College of Education before it is sent or hand delivered to the Apprentice Teacher. A meeting will be scheduled with the Apprentice Teacher and the Teacher Education Program for the purpose of delivering a letter of dismissal and to outline for the Apprentice Teacher the following considerations:

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

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

Plagiarism Policy

The Teacher Education Program at the University of Denver considers plagiarism in any form a serious offence. If it comes to the attention of the instructor that work submitted is not the Apprentice Teacher's own, the instructor is required to bring this to the attention of the TEP Director for appropriate action by the University's honor code board.

Guest Status Policy

Apprentice Teachers are expected to demonstrate professional behavior both in TEP classrooms and field placements. Apprentice Teachers will recognize their "guest status" in field placements and Fieldwork Assignment, and act in accordance with school district and school site policies and procedures related to, but not limited to, conduct and dress.

Apprentice Teachers in field placements must respect the confidentiality of student records and exercise discretion in their discussions/observations with students, parents, faculty, and staff.

In all TEP classroom and field placement situations, Apprentice Teachers are expected to conduct themselves in a professional and courteous manner.

In accordance with procedures in the TEP Student Handbook, all Apprentice Teachers are required to make progress toward successful completion of Fieldwork Assignment and mastery of the competencies required for Colorado teacher licensure.

PROCEDURE FOR ACADEMIC GRIEVANCES FOR GRADUATE STUDENTS

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the [Graduate Studies manual on Grade Appeals and Academic Grievances](#) for further information.

PROVISIONAL ADMISSION POLICY

Transcripts

If you were admitted to TEP and have not provided one official transcript for each school attended, you will need to turn them in before starting the TEP program in August. If you were completing your bachelor's degree when you applied, you will need to submit one official transcripts showing that your degree was completed and conferred. You will not be allowed to begin the program until we have officially verified that your degree was conferred.

Coursework

Most students who are admitted on a provisional basis have additional coursework that needs to be completed to meet requirements for general content areas or for their subject area (secondary). Due to the rigorous nature of TEP, provisional requirements should be completed before the program begins unless otherwise arranged. Provisional coursework must be completed with a C or better. **Under no circumstances will DU recommend candidates for Colorado licensure until all provisional requirements are complete and properly documented.** Before registering, please complete a [pre-approval form](#) for each course and turn your signed form in to the Office of Academic Services, or email it to OAS@du.edu

Provisional coursework can be completed at any accredited institution. Courses can be completed in a traditional classroom setting, or can be done by correspondence, online, or through a CLEP exam (contact TEP to get more information about CLEP). Some acceptable courses can be found [here](#).

After you have completed the provisional course, you will need to submit an official copy of the transcript to the University of Denver.

Correspondence Courses

You can enroll for correspondence courses through an organization called the Colorado Consortium. This web page address is www.coloradoindependentstudy.org or you can call and request a catalog at 303.866.2723.

Online Courses

The Colorado Community College system offers online courses. Their web page address is www.cconline.org.

CLEP Exam

For more information on the CLEP exam, go to their website at <http://www.collegeboard.com/clep>.

GRADE OF INCOMPLETE POLICY

The DU policy on the assignment of grades of incomplete states: 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. It is TEP policy and practice to issue an incomplete only in rare or exceptional circumstances. The process of requesting an incomplete must be initiated by the TEP Apprentice Teacher. More information is available on the Registrar’s website at www.du.edu/registrar.

Apprentice Teacher Responsibility

If a grade of incomplete is requested, it is the Apprentice Teacher’s responsibility to complete the procedure below.

- Initiate the request for an incomplete grade with the instructor before the end of the academic term.
- Complete the “Incomplete Grade Application” form before the end of the academic term and submit to the instructor. This form may be downloaded from the Registrar’s website at www.du.edu/registrar.
- Complete any late course requirements according to the instructor’s specifications and submit work to the instructor.
 - If the incomplete is received during fall quarter, the incomplete should be satisfied before the beginning of winter quarter. If the incomplete is received during the winter quarter, the outstanding course requirements should be completed as soon as possible. The TEP Director, University Supervisor, and course instructor will evaluate the candidate’s ability to continue Fieldwork Assignment. If the student’s incomplete(s) are not resolved in a timely manner, he/she may be removed from his/her field experience/Fieldwork Assignment placement at the discretion of the Director.

Faculty Responsibility

It is the instructor's responsibility to carry out the following procedure when a Apprentice Teacher requests that a grade of incomplete be assigned in accordance with the above stated conditions:

- Complete Section III of the "Application for Incomplete Grade" form before the end of the academic term and submit a copy to the TEP Director.
 - If the incomplete is granted during fall quarter, the incomplete should be satisfied before the beginning of winter quarter. If the incomplete is granted during the winter quarter, the outstanding course requirements should be completed as soon as possible. No Fieldwork Assignment can begin with incompletes, nor will a recommendation for licensure be made for a student with incompletes. The TEP Director,, University Supervisor, and course instructor will evaluate the candidate's ability to continue Fieldwork Assignment.
- Place an "I" in the "Final Grade" column of the Course Grade Report Sheet, and on the on-line grade entry system, for that Apprentice Teacher.
- When the Apprentice Teacher has submitted all completed assignments, fill in Section IV of the "Application for Incomplete Grade" form and submit the original to the Registrar's Office for processing.
- Submit a copy of the completed form to the program office for the Apprentice Teacher's file.

Licensure

Any grade of incomplete will inhibit the Apprentice Teacher's ability to apply to CDE for licensure. Therefore, it is in the Apprentice Teacher's best interest to complete all outstanding work promptly.

DU Policy

By University of Denver policy, any outstanding grade of "I" will automatically become an "F" after one calendar year.

Withdrawing in Good Standing

On rare occasions, Apprentice Teachers opt to withdraw from the Teacher Education Program due to personal, health, financial, or career reasons.

Withdrawing in Good Standing

Apprentice Teachers who are in good academic standing in all of their past and current TEP coursework and field experiences may be eligible to withdraw in good standing. Candidates must follow the Morgridge College of Education (MCE) and University of Denver (DU) withdrawal procedures. Please note that the deadlines for withdrawing and refund calendar for TEP courses is linked to the start of TEP courses not the start of DU courses, dates published by the Bursars Office are not accurate for TEP courses.

Apprentice Teachers who choose to withdraw from TEP should meet with their University Supervisor and the TEP Director to discuss reasons for and consequences of withdrawing from

the program. Any documentation from the meeting will be placed in the Apprentice Teacher's file.

Reapplying to the Teacher Education Program

Some Apprentice Teachers who withdraw in good standing may wish to complete the Teacher Education Program at a later time. Those candidates must reapply to the University of Denver and the Teacher Education Program, and must re-enter at the point in the year at which they departed previously. To be eligible to do this, Apprentice Teachers must be in good academic standing in all their past and current TEP coursework and field experiences. Those Apprentice Teachers who reapply may be required to repeat coursework that has been revised since their last enrollment in the program and/or to take additional courses or tests that have been added since his/her last enrollment in the program. Readmission into the program is not guaranteed. Candidates who are seeking to withdraw should take these considerations into account when making their decision.

It is the Apprentice Teacher's responsibility to contact the MCE Office of Admissions and Enrollment Services and the Teacher Education Program if he/she is interested in reapplying to discuss the reapplication process and program completion requirements.

POLICY FOR LICENSURE RECOMMENDATION

All teacher education candidates must meet the following criteria in order to be recommended for licensure by TEP to the Colorado Department of Education:

TEP Criteria

- Complete all provisional requirements.
- Complete all coursework in TEP and meet all of the Performance-Based Standards for Colorado Teachers at the required level of proficiency.
- Maintain at least a minimum GPA of 3.0 during coursework.
- A grade lower than "C-" renders the credit unacceptable for meeting degree requirements.
- Successfully complete a total of 800 hours in the field, including Fieldwork Assignment.
- Pass the Program for Licensing Assessments for Colorado Educators (PLACE) exam or the Praxis II in his/her content area.

Institutional Recommendation

As you near the end of the TEP program, you will be searching for teaching positions. You can apply for your teaching license before you complete the last 9 hours of the program. We encourage you to begin the process of applying for your "initial" Colorado license as soon as possible; typically at the completion of all spring course work. The Colorado Department of Education (CDE) is the official licensing agency and the application process begins electronically on their Licensure website. Here are the steps associated with completing that task.

- Go to the following CDE webpage and apply for your initial teaching license:
http://www.cde.state.co.us/cdeprof/Licensure_FirstTimeApp.asp
- Part of application process entails printing off and completing the top portion of the Approved Program Verification Form and delivering it to the Office of Academic Services (OAS) in the Morgridge College of Education (see Karen Paul-Masaoka). You can hand deliver the form, email it, or fax it in.
- OAS will verify that you have completed all the TEP courses and admission provisionals (completion of the PLACE/PRAXIS and Provisional Course work) for the program. You should allow up to two weeks for verification of completion status.
- Once you have been approved, the signed form will be scanned and emailed back to you. If you prefer the form is mailed to you, make sure you provide OAS with a current address. Attach the completed Approved Program Verification Form to your CDE application. Once you submit your application to CDE, you should expect three weeks before your "initial" Colorado teaching license is granted.

Please note that the process for applying and receiving your initial Colorado Teaching license can take 3-4 weeks to complete. Please plan accordingly when you begin applying for teaching positions. We can't rush any applications, as the process is controlled by CDE, not the Morgridge College of Education

Liability Insurance Coverage

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

Family Educational Rights and Privacy Act

The University of Denver complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment." Students have the right to inspect their education records at the University and to request amendment to those records if they believe them to be inaccurate. The FERPA law, and its implementing regulations, may be viewed in the Office of the Registrar, University Hall, B133 or online at www.du.edu/registrar/general/privacypolicy.html.

Morgridge College of Education Office of Academic Services

The Office of Academic Services (OAS) assists admitted students in understanding enrollment procedures to complete all academic programs in the College. The office also maintains student enrollment records for the purposes of licensure recommendation. If you have any questions regarding provisional requirements please contact the Office of Academic Services at 303.871.2112 or at OAS@du.edu.

For questions regarding admission status or financial aid, please contact the Morgridge Office of Admissions (MOA) at 303-871-2509 or edinfo@du.edu.

Student Policy for Booking Study and Meeting Spaces

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

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

Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are not available for student scheduling. If you are interested in scheduling a room for studying or to meet with a small group [please use this link](#). Once you are on the page, log on using your WebCentral user name and password. It is very important that you fill out every field within the form or the system will refuse your request. Although this appears to be a completely automated system it does require human management, as a result requests are not processed immediately so please plan ahead. You can find instructions for R25 completion at [the bottom of this page](#).

Once you have requested a room you will receive an email stating the request has been processed - this is NOT the confirmation. The confirmation will come in a separate e-mail message. If you have to cancel a reservation you will need to work with Julie Collier or James Conyers directly as the cancellation cannot be completed online.

We are all fortunate to work and learn in such a lovely and versatile space. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had. All classrooms have layout diagrams posted within the room.

Performance-Based Standards for Colorado Teachers
ADOPTED 1/13/00

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

Standard One: Knowledge of Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

- 1.1 Plan and organize reading instruction based on ongoing assessment.
- 1.2 Develop phonological and linguistic skills related to reading including:
 - Phonemic awareness
 - Concepts about print.
 - Systematic, explicit phonics.
 - Other word identification strategies.
 - Spelling instruction.
- 1.3 Develop reading comprehension and promotion of independent reading, including:
 - Comprehension strategies for a variety of genre.
 - Literary response and analysis.
 - Content area literacy.
 - Student independent reading.
- 1.4 Support reading through oral and written language development including:
 - Development of oral English proficiency in students.
 - Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
 - The relationships among reading, writing, and oral language.
 - Vocabulary development
 - The structure of standard English
- 1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

- 2.1 Develop in students an understanding and use of:
 - Number systems and number sense
 - Geometry
 - Measurement
 - Statistics and probability
 - Functions and use of variables
- 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:

- 3.1 Design short and long-range standards-based instructional plans.
- 3.2 Develop valid and reliable assessment tools for the classroom.
- 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
- 3.5 Use assessment data as a basis for standards-based instruction.
- 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.
- 3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.
- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

The teacher has demonstrated the ability to:

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.
- 4.3 Apply expert content knowledge to enrich and extend student learning.
- 4.4 Integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage communications, time, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture,

community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.
- 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.
- 6.5 Develop and apply individualized education plans.
- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct students in basic technology skills.

Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated the ability to:

- 8.1 Model and articulate the democratic ideal to students, including:
 - The school's role in developing productive citizens.
 - The school's role in teaching and perpetuating the principles of a democratic republic.
- 8.2 Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.
- 8.3 Understand and respond to influences on educational practice including:
 - Federal and state constitutional provisions.
 - Federal executive, legislative and legal influences.
 - State roles of the governor, legislature and State Board of Education.
 - Local school districts, boards of education and boards of cooperative educational services.
 - Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
 - Public sector input from business, advocacy groups, and the public.
- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.
- 8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.