

# Teacher Education Program Student Handbook

**2015-2016**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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

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

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

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

## WELCOME TO THE TEACHER EDUCATION PROGRAM

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

At the beginning of the academic year, the programmatic details can be overwhelming. This handbook will provide you, as an apprentice teacher, with essential information regarding program policies and practices. Because we are committed to continuous program improvement, the program requirements and expectations are subject to change. Please review the TEP Course Schedule. The TEP does NOT follow the University of Denver academic calendar, but has classes and events that meet outside of the academic quarter timeframe. Moreover, as indicated in your admissions packet, you are required to be present at orientation, workshops, classes, and field work.

Please take some time to review this material 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 Studies*

*Bulletin:* <http://bulletin.du.edu/graduate/gradpolicy/> This TEP handbook will be available at <http://portfolio.du.edu/StudentResources2015/page/53196> .

If you have any questions or concerns at any time during your program, please contact our faculty or staff, your advisor, or the director of the program. We are here as part of your network for guidance and support.

Best wishes for a successful year of teacher preparation!

Jessica Lerner, EdS  
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### ***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.

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## MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES

### *Academic Policies*

Graduate students are responsible for adhering to the Office of Graduate Studies Bulletin: <http://bulletin.du.edu/graduate/gradpolicy/> For MCE Academic Policies & Procedures: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

### *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](#)

## MASTER OF ARTS 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.

### *MA Cognate (9 credits)*

MA candidates have up to five (5) years from the start of TEP to complete the 52 credits required for the MA degree in Curriculum Instruction and Teaching. If you do not complete your MA in the first year of the program you will need to complete a [Leave of Absence form](#) through Grad Studies, indicating your intention to return at a later date. All post-licensure coursework must be completed within a single 9 credit hour cognate. The cognate allows the apprentice teacher to specialize within a targeted area, thus deepening his/her knowledge and potentially increase their competitiveness in the job market. This information does not apply to dual degree students who complete 9 credit hours prior to starting the TEP.

In the winter quarter, apprentice teachers will complete a degree plan indicating their first and second choices for the completion of the cognate. At that time, a Frequently Asked Questions document will be provided to address some of the questions candidates might have: What cognate do I choose? What benefits are associated with completing this cognate? How do I make it official? What if the course I need is not offered? Can I change my cognate at any time?

If enrollment in the courses is less than 8 students, the course may be cancelled. Please refer to the [Graduate Bulletin](#) for a list of cognate courses.

## **Degree Completion Component**

### *Comprehensive Exam*

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

### *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 2016*

- April 22: Comprehensive exam due to TEP Academic Services Associate (ASA). The ASA will distribute to a faculty evaluator. Do not send your exam to your advisor as this will delay the process.
- May 6: Faculty evaluator emails AT indicating pass with honors, pass, conditional pass, or fail. Conditional pass will require students to revise and resubmit the exam.
- May 13: Rewrites are completed and exam is resubmitted directly to the faculty evaluator.
- May 20: TEP evaluator submits approval form to ASA and student no later than May 20<sup>th</sup>.

#### *Timeline for TEP Students (non-Dual Degree) graduating in Summer 2016*

- July 24: Comprehensive exam due to TEP Academic Services Associate (ASA). The ASA will distribute to a faculty evaluator. Do not send your exam to your advisor, as this will delay the process.
- July 31: Faculty evaluator emails AT indicating pass with honors, pass, conditional pass, or fail. Conditional pass will require students to revise and resubmit the exam.
- August 7: Rewrites are completed and exam is resubmitted directly to the faculty evaluator.
- August 10: TEP evaluator submits approval form to ASA no later than August 10<sup>th</sup>.

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

**COURSEWORK PLANS**

*(see following pages)*

**Master of Arts with a Concentration in Elementary Education**

Coursework Plan 2015-2016

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 2015	2
Field Experience	TEP 4690	Winter 2016	3
Field Experience	TEP 4690	Spring 2016	4
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2015	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2016	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2016	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 2015	2
Literacy Instruction	TEP 4590	Fall 2015	3
Literacy Instruction	TEP 4590	Winter 2016	3
Elementary Math Methods	CUI 4503	Fall 2015	3
Education and Psychology with Special Children	TEP 4010	Fall 2015	3
Elementary Science/SS Methods	CUI 4502	Winter 2016	4
Workshop in Gifted and Talented	CUI 4411	Spring 2016	2
Total Min Credit Hours			43

Master of Arts Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2016	3
		Summer 2016	3
		Summer 2016	3
<b>Subtotal</b>			<b>9</b>
Total Min Credit Hours			9

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

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

**Master of Arts with a Concentration in Secondary Education**  
Coursework Plan 2015-2016

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 2015	2
Field Experience	TEP 4690	Winter 2016	3
Field Experience	TEP 4690	Spring 2016	4
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2015	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2016	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2016	2
Teaching and Learning Environments	CUI 4031	Summer 2015	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI 4529	Summer 2015	3
Mathematics for Secondary School Teachers I	CUI 4505	Summer 2015	2
Literacy Instruction	TEP 4590	Fall 2015	3
Literacy Instruction	TEP 4590	Winter 2016	3
Secondary Methods	TEP 4600	Fall 2015	3
Education and Psychology with Special Children	TEP 4010	Fall 2015	3
Methods in Secondary Schools (TEP 4610, 4620, 4630, or 4640)	TEP 4_____	Winter 2016	4
Workshop in Gifted and Talented	CUI 4411	Spring 2016	2
Total Min Credit Hours			43

Master of Arts Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2016	3
		Summer 2016	3
		Summer 2016	3
<b>Subtotal</b>			<b>9</b>
Total Min Credit Hours			9

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

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

**Master of Arts with a Concentration in K-12 Education**  
Coursework Plan 2015-16

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 2015	2
Field Experience	TEP 4690	Winter 2016	3
Field Experience	TEP 4690	Spring 2016	4
<i>TEP Coursework, Curriculum &amp; Assessment</i>			
Curriculum, Instruction & Assessment I	CUI 4540	Fall 2015	3
Curriculum, Instruction & Assessment II	CUI 4541	Winter 2016	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring 2016	2
Teaching and Learning Environments	CUI 4031	Summer 2015	3
Foundations of Education for Culturally and Linguistically Diverse Learners	CUI4529	Summer 2015	3
Mathematics for Elem/Sec School Teachers (CUI 4505,4506)	CUI 45__	Summer 2015	2
Literacy Instruction	TEP 4590	Fall 2015	3
Literacy Instruction	TEP 4590	Winter 2016	3
Methods (TEP 4781, 4581, 4600)	TEP 4____	Fall 2015	3
Education and Psychology with Special Children	TEP 4010	Fall 2015	3
Methods in K-12 Schools (TEP 4782, 4582, 4650)	TEP 4____	Winter 2016	4
Workshop in Gifted and Talented	CUI 4411	Spring 2016	2
Total Min Credit Hours			43

Master of Arts Cognate	Course Number	Completion Date	Credit Hours
<i>List 3 courses below from one of the approved TEP cognates.</i>			
		Summer 2016	3
		Summer 2016	3
		Summer 2016	3
<b>Subtotal</b>			<b>9</b>
Total Min Credit Hours			9

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

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

## TEACHER EDUCATION PROGRAM REQUIREMENTS AND EXPECTATIONS

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

### *The Faculty Advisor*

Upon entering the program each student will be assigned a TEP faculty advisor. The TEP advisor is the first line of communication between the program and the apprentice teacher and as such, is expected to represent the program and actively address student concerns and academic issues in a timely and professional fashion. The TEP advisor is also responsible for tracking an apprentice teacher's progress through the program and ensuring that she/he is adhering to all MCE policies and TEP procedures. In most cases apprentice teachers are assigned to advisors based on licensure area; the advisor is typically, but not always, the instructor of the Field Experience Seminar that meets during the first three quarters of the TEP program.

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 e-mail or phone messages. Generally, advisees should expect to hear back from their advisor within 72 hours.
- Ensuring students are registering and enrolling in the right TEP classes and sections.
- Tracking apprentice teacher performance through the program, including alerting other TEP faculty and the program director about any unprofessional behavior, difficulty acquiring knowledge of teaching, resisting academic or field placement feedback, or showing difficulty in mastering the program performance expectations. If needed, the advisor should initiate the elements of the "Academic Probation Protocol" outlined in this handbook.
- Conferring with advisees at least once a quarter, at the advisee's request, to address advising concerns such as: program feedback, faculty feedback, course selection, graduation registration, and program performance.

### *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 as well as speaking. Seek clarification in understanding the other person's concern, comments, or feedback before offering your understanding, comments, or feedback.

Apprentice teachers hold the following responsibilities with regard to communication:

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

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

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

### ***Course Attendance***

100% attendance in all classes is expected. Missing two or more classes per course will result in reducing your final grade by a full-letter grade for each additional class missed. In the event that it is necessary to miss a class, apprentice teachers must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, apprentice teachers should speak to the instructor within 24 hours of the class meeting time. We ask that apprentice teachers consider missing classes carefully, as this policy

includes school-based activities in addition to personal needs. Moreover, every third tardy (per course) will count as an absence.

### **Grades**

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

In a performance-based program, grades serve a different purpose than they do in traditional academic program. In a performance-based program your grades do not directly affect our decision to recommend you for licensure; indeed, it is possible to earn “B’s” in all TEP courses and still be proficient on all standards. In a performance-based program grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming a teacher, (3) your ability to think, speak, and write at a graduate level.

Apprentice teachers must maintain at least a 3.0 GPA throughout the program or risk potential dismissal from the program. If the apprentice teacher’s grade point average falls below 3.0 at any time during the program, she/he may be removed from his/her fieldwork placement at the discretion of the director. *A grade lower than “C-” renders the credit unacceptable for meeting TEP and MCE degree requirements.*

A grade of Incomplete (I) in a TEP course signals that the apprentice teacher has not yet mastered the knowledge introduced in that course. Because courses are cumulative, apprentice teachers may not be allowed to begin/continue academic courses or the fieldwork assignment until all grades of Incomplete have been resolved. It is the responsibility of the apprentice teacher to initiate the incomplete process by immediately communicating with the instructor prior to the end of the quarter. This [form](#) may be downloaded from the [Registrar](#). Apprentice teachers who carry any grades of incomplete from one quarter to the next may be placed on academic probation. The apprentice teacher may not be recommended for licensure if any of the aforementioned requirements are not met.

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

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



apprentice teachers' courses, as well as in the field experience seminar. Each component corresponds to the ability of an effective teacher to engage, plan, teach, and lead. Apprentice teachers will receive additional documentation on the DOL in fall quarter.

### ***Professionalism***

The profession of teaching requires a deep knowledge of content and pedagogy, as well as a commitment to student learning. Professionalism also requires the ongoing development of attributes and dispositions that enable the teacher to communicate effectively with other professionals and parents, to promote and advocate for student learning, and to develop one's own abilities in reflective and thoughtful practice. The Teacher Education Program in the Morgridge College of Education expects all apprentice teachers and faculty members to act in a professional manner in all interactions and communications (e-mail, phone, and face-to-face) throughout the program, including: coursework, schools sites, community settings, in-services, and program meetings.

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

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

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

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

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

- Go to the source. First speak directly with the person or persons involved using the guidelines for communication outlined above. Direct communication is more likely to resolve the misunderstanding quickly and indirect communication (addressing conflict through a third party or "the grape vine") is likely to prolong or confuse the resolution of the tension.
- Ask for support and perspective from a neutral third party such as your university supervisor, a faculty member, the director, or your mentor teacher.
- Actively seek solutions. TEP is a fast-paced program and waiting to resolve conflict could distract you from concentrating on class assignments, essential learning, and field experiences that you won't be able to recapture.

- Respect multiple perspectives and engage in a debate of ideas that demonstrate sensitivity, value, and respect for diversity. Be passionate and thoughtful about your experience and be open to the possibility of resolving the misunderstanding immediately or coming to a new less-discomforting understanding of the conflict.

### *Collaboration*

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

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

### *Ethical Standards of Conduct*

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

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

### ***Field Experience***

Apprentice Teachers are required to complete 840 hours of field experience in diverse, urban, public school classrooms in the Denver metro area. Elementary and secondary apprentice teachers complete fieldwork in one placement site for the entire academic year. K-12 Apprentice teachers complete fieldwork in two sites. All apprentice teachers are required to attend their fieldwork site three days a week (8 hours per day) during fall and winter quarters and four-five days a week in the spring quarter. Moreover, Apprentice Teachers are expected to regularly attend school-based professional development seminars and complete regular school duties as indicated by the mentor teacher.

The development of the apprentice teacher's practice is directly related to the "fit" of the apprentice teacher with the mentor teacher. Accordingly, TEP seeks to place each apprentice teacher in an environment where he/she will thrive and succeed. Our commitment to ensuring that our apprentice teachers have a basic understanding of Colorado's diverse students and classrooms is reflected in our practice of placing all apprentice teachers in culturally diverse classrooms during their field experience. Consideration is made for the choice of district partners the apprentice teacher is interested in working with. However, there is no guarantee

that an apprentice teacher's preference will be honored. District placement is based on many variables including but not limited to, site availability, licensure area requirements, district HR policies, and partner school models. Moreover, we will not place an apprentice teacher in a K-12 school that she/he attended, or schools where dependent children attend. We want students to have a broader experience and we want to avoid personal conflicts.

The exchange of teaching practices is a powerful form of professional development that is mutually beneficial to both the apprentice and mentor teacher. While apprentice teachers obviously benefit from having a master teacher as a mentor, mentor teachers also benefit from engaging in the quality of reflection required by having to elaborate upon the practice of teaching. Apprentice teachers bring fresh ideas from methods courses, as well as the latest approaches to using technology in the classroom.

### *Liability Insurance*

Students are required to purchase personal liability insurance from private sources, such as professional organizations or insurance companies, for coverage during their field experience. Student insurance policies are available at reduced rates. For example, the National Education Association (NEA) offers student rates for liability insurance at \$23 (in addition to an optional \$3-\$5 for local dues). Moreover, when you start teaching after the completion of the TEP, the NEA will refund the dues if you join the NEA as an active member.

See <http://www.nea.org/home/1676.htm> for the benefits of membership.

See <https://ims.nea.org/JoinNea/> and select student membership to apply. The membership will be active from September 1, 2015 through August 31, 2016. Please note that the insurance covers students only for those work activities that are required training experiences for the Teacher Education Program. Any other outside work activities performed, but not required as part of the program, are not covered. Further clarification of policies related to student liability insurance coverage may be obtained from the Office of Risk Management at the University of Denver at 303.871.2354.

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

### *District Policies*

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

### *Fingerprints*

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

teacher may “observe” in a placement while the background check is being processed. Observation hours will not count toward the required 840 hours of apprentice teaching and while observing the TEP apprentice teacher cannot have any direct teaching contact with K-12 students.

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

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

The FEET is the result of a three-year exploratory qualitative research project by University of Denver teacher education faculty. The purpose of the research was to identify effective teacher socio-cultural interactions and instructional practices. The FEET delineates research- and standards-based dimensions, competencies, and indicators of effective teaching for diverse learners. The FEET includes rubrics of performance organized around the four dimensions of effective and equitable teaching with detailed performance indicators at the competency level using a four-level rating scale. Additionally, 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.

### *Attendance*

Attendance by apprentice teachers at all field placement days is required. Apprentice Teachers must complete a field work log every quarter and submit the log to their supervisor. The field logs provide essential documentation for completion of program requirements. If a student does not submit field work logs, the program director will be unable to recommend licensure to the Colorado Department of Education. Provide a copy of the log to your mentor and your supervisor. An apprentice teacher must make up any excused days at the school site by the end of the quarter in which an absence occurs. Recurrent absences, late arrival or unexcused absences from the field placement may result in loss of a grade, academic probation, or dismissal from the program. In order to be recommended for licensure, apprentice teachers must complete 840 hours of fieldwork assignment. Apprentice teachers may be excused for up to two days to attend one of the job fairs scheduled in the region, subject to approval from TEP course faculty who are teaching classes that might conflict with these opportunities. Apprentice teachers who miss more than two days of fieldwork assignment must make up those missed days before he/she will be recommended for licensure.

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

### *Getting Ready*

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

The apprentice teacher will:

- Become familiar with information on the [Mentor Resource Site](#);
- 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:

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

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

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

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

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

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

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

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

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

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

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

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

### ***Academic Probation Protocol***

The Teacher Education Program (TEP) in the Morgridge College Education (MCE) is designed to provide on-going feedback and support to apprentice teachers. There are two categories of apprentice teacher work and progress evaluated every quarter: (1) the academic body of learning associated with course work, and (2) knowledge of the practical field experience at the school site.

It is the purpose of the TEP to foster and support the growth and the development of apprentice teachers both academically and professionally. Every attempt is made to create a safe learning context within which the apprentice teacher can identify, examine, and improve upon all aspects of professional and academic performance. Apprentice teachers are encouraged to seek out regular feedback, and university supervisors, mentor teachers, and professors are encouraged to give academic and performance feedback on a continuous basis. When this process is working effectively, quarterly evaluations of course work and field experience performance should be accurate and transparent assessments of student learning and performance.

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

Professionalism in teaching standards covers a wide range of student attributes, including, but not limited to: student/faculty interactions, student/field placement, university supervisor interactions, student dispositions toward public school students/teachers/parents, attire, language, and commitment to the tasks associated with learning the program curriculum. Issues of professionalism around dispositions, attire, or language will generally be handled through one-to-one communication with the student as outlined in this handbook. Program faculty and program directors will follow the policies and procedures outlined in this handbook and in the [Graduate 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.

#### *Indicators of Underperforming Apprentice Teachers*

Apprentice teachers may be considered under-performing when their behavior, attitude, or characteristics are disruptive of the quality of student learning, relationships with peers, mentors, or other staff; or the ability to comply with appropriate standards of professional behavior.

Examples of areas indicating the need to intervene in the professional development of an apprentice teacher in TEP include:

- Failure to demonstrate appropriate academic development consistent with a master's degree, such as poor academic performance, low GPA, or academic dishonesty.

- 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.
- Repeated under-performance towards meeting program expectations and standards as indicated in failure to turn in assignments in a timely manner, repeated class absences, missed workshops, low or unsatisfactory performance evaluations, and/or negative mentor feedback and evaluations.

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

- An inability and/or unwillingness to acquire and integrate professional /academic standards into one's repertoire of professional behavior.
- An inability to acquire professional/academic skills in order to reach an acceptable level of competency as defined by the program evaluation tools.
- An inability to adequately control personal stress or contain emotional feelings which are interfering with the apprentice teacher's professional or academic development toward mastery of teaching.

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

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

#### *Protocol for Probation and Dismissal of Underperforming Apprentice Teachers*

At the first sign of potential academic or professional underperformance for an apprentice teacher, the university supervisor or faculty 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 dismissal from the program, one of three actions will result in: (1) remedial plan is developed in conjunction with the apprentice teacher, which if not 100% successfully completed could be grounds for dismissal; (2) suspension of field placement activities; or (3) dismissal from the program.

#### *Probation and Remedial Plan*

When the 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 meeting will be scheduled with the apprentice teacher and the director of the Teacher Education Program. The director may 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.

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

#### *Suspension of Field Placement*

An apprentice teacher exhibiting unprofessional behavior may be temporarily suspended by the program director from participating in further field activities. A remediation plan to address professional or instructional concerns may also be specified along with formal evaluation criteria to determine if the unprofessional conduct has been remedied. Following remediation, the TEP administrative team will determine if the probation should be lifted, continued, or if the apprentice teacher should be dismissed from the program.

### *Procedures for Dismissal*

Dismissal may occur for any of the academic or professional reasons outlined earlier.

The department chair will be alerted in writing to the likelihood of an apprentice teacher being dismissed from the program. The decision to dismiss will be made by the TEP director and a letter of dismissal will be drafted. A draft of the letter will be presented to the department chair before it is sent or hand-delivered to the apprentice teacher. A meeting will be scheduled with the apprentice teacher and the TEP director for the purpose of delivering a letter of dismissal and to outline for the apprentice teacher the following considerations:

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

Following this meeting, a copy of the letter will be placed in the apprentice teacher's academic file and the apprentice teacher will be officially terminated from enrollment in the Teacher Education Program. Participation in any future classes at the University of Denver must be approved via a new application to another academic program for admission prior to enrollment.

### ***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, approved provisionals, 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 2016. I expect that my (elementary, secondary – content area) license will be conferred by the Colorado Department of Education in July of 2016.*

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

Make a habit of regularly scanning district HR for open positions. Area districts that have hired TEP apprentice teachers include the following:

- Denver Public Schools: [DPS open positions](#). Let your university supervisor know if you are interested in teaching in DPS. TEP has an ongoing relationship with HR in DPS to place TEP apprentice teachers and she/he will forward your name to DPS Candidate Cultivation.
- Jefferson County Public Schools: [JeffCo Public Schools open positions](#)

- Douglas County Schools: [Douglas County Schools open positions](#)
- Cherry Creek Schools: [Cherry Creek Schools open positions](#)
- Aurora Public Schools: [Aurora Public Schools open positions](#)

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

## APPENDICES

### **APPENDIX A: TEP Coursework Schedule 2015-2016 (subject to change)**

<b>Orientation July 30 9:00-3:00</b>			
<b>Summer Quarter 2015: July 30-August 31</b>			
Course	Section	Date/Time	Credits
CUI 4031 Teaching and Learning Environments (choose one section)	1	Hybrid Online July 30-Aug 31 F2F: August 3, 5, 10, 12, 9am-11:50am	3
	2	Hybrid Online July 30-Aug 31 F2F: August 3, 5, 10, 12, 9am-11:50am	3
	3	Hybrid Online July 30-Aug 31 F2F: August 3, 5, 10, 12, 9am-11:50am	3
CUI 4529 Foundations of Education for Linguistically Diverse Learners (choose one section)	1	Hybrid Online July 30-Aug 31 F2F: August 3, 5, 10, 12, 9am-11:50am	3
	2	Hybrid Online July 30-Aug 31 F2F: August 3, 5, 10, 12, 12:30-3:20pm	3
	3	Hybrid Online July 30-Aug 31 F2F: August 3, 5, 10, 12, 12:30-3:20pm	3
CUI 4506 Mathematics for Elementary School Teachers I *Elementary/Art candidates only (choose one section)	1	Aug 14, 17, 21, 24, 28 9am-12:20pm	2
	2	Aug 14, 17, 21, 24, 28 1-4:20pm	2
CUI 4505 Mathematics for Secondary School Teachers *Secondary/Spanish candidates only (choose one section)	1	Aug 14, 17, 21, 24, 28 9am-12:20pm	2
	2	Aug 14, 17, 21, 24, 28 1-4:20pm	2
<b>Total Summer: 8 credits</b>			
<b>Fall 2015: September 14 – November 19 (*except TEP 4010, see below)</b>			
Course	Section	Date/Time	Credits
CUI 4540: Curriculum, Instruction, and Assessment I (choose one section)	1	Mondays 9-11:20am	3
	2	Mondays 9-11:20am	3
	3	Mondays 12:30-2:50pm	3
TEP 4590 Literacy *Elementary sections 1 & 2; Secondary section 3 *Art/Music section 1 or 2; Spanish section 3	1	Mondays 9-11:20am (elementary)	3
	2	Mondays 12:30-2:50pm (elementary)	3
	3	Mondays 12:30-2:50pm (secondary)	3
TEP 4600: Intro to Secondary Methods* *Secondary only	1	Mondays 4:00-6:20pm	3
	2	Mondays 4:00-6:20pm	3
TEP 4781: Elementary Art Methods* *Art students only	1	Mondays 4:00-6:20pm	3
TEP 4581: Elementary Music Methods* *Music students only	1	Mondays 4:00-6:20pm	3
CUI 4503: Elementary Math Methods* Elementary students only (choose one section)	1	Mondays 4:00-6:20pm	3
	2	Mondays 4:00-6:20pm	3

TEP 4010 Educational Psychology Special Children (choose one section)	1	Hybrid Online Nov. 5-Dec. 11 Face-to-Face Sessions: Nov 6, Nov 23, 30, Dec 4, 7: 9am -12pm	3
	2	Hybrid Online Nov. 5-Dec. 11 Face-to-Face Sessions: Nov 6, Nov 23, 30, Dec 4, 7: 9am -12pm	3
	3	Hybrid Online Nov. 5-Dec. 11 Face-to-Face Sessions: Nov 6, Nov 23, 30, Dec 4, 7: 9am -12pm	3
TEP 4690 Field Experience (select section with your assigned supervisor)	1-8	3 days in field: Tues, Wed, Thurs Small Group: weeks Mon 1,3,7,9 11:30- 12:20 Whole Group: Oct 12, 11:30-12:20	2

Total Fall: 14 credits

**Winter 2016: January 4- March 10**

Course	Section	Date/Time	Credits
CUI 4541: Curriculum, Instruction, and Assessment II (choose one section)	1	Mondays 9-11:20am	3
	2	Mondays 9-11:20am	3
	3	Mondays 12:30-2:50pm	3
TEP 4590 Literacy *Elementary sections 1 & 2 Secondary section 3 *Art/Music sections 1 or 2; Spanish section 3	1	Mondays 9-11:20am	3
	2	Mondays 12:30-2:50pm	3
	3	Mondays 12:30-2:50pm	3
CUI 4502: Elementary Science and Social Studies Methods* *Elementary only (choose one section)	1	Mondays 4:00-6:50pm	4
	2	Mondays 4:00-6:50pm	4
TEP 4610: Secondary English Methods *English students only	1	Mondays 4:00-6:50pm	4
TEP 4620 Secondary Social Studies Methods* *Social Studies students only	1	Mondays 4:00-6:50pm	4
TEP 4630 Secondary Science Methods* *Science students only	1	Mondays 4:00-6:50pm	4
TEP 4640 Secondary Math Methods* *Math students only	1	Mondays 4:00-6:50pm	4
TEP 4650 Secondary Foreign Language: Spanish* *Spanish students only	1	Mondays 4:00-6:50pm	4
TEP 4782 Secondary Art Methods* *Art students only	1	Mondays 4:00-6:50pm	4
TEP 4582 Secondary Music Methods* *Music students only	1	Mondays 4:00-6:50pm	4
TEP 4690 Field Experience (select section with your assigned supervisor)	1-8	3 days in field: Tues, Wed, Thurs Small Group: Week 1,7,9 M 11:30-12:20 Whole Group: Feb 1, Feb 8, 11:30-12:20	3

Total Winter: 13 credits

<b>Spring 2016: March 21-May 27</b>			
Course	Section	Date/Time	Credits
CUI 4542: Curriculum, Instruction, and Assessment III (choose one section)	1	Hybrid Online March 21-April 15 Face-to-Face Meetings: March 21, March 28, April 4, April 11 9:00- 11:20pm	2
	2	Hybrid Online March 21-April 15 Face-to-Face Meetings: March 21, March 28, April 4, April 11 9:00- 11:20pm	2
	3	Hybrid Online March 21-April 15 Face-to-Face Meetings: March 21, March 28, April 4, April 11 12:00- 2:30pm	2
CUI 4411: Workshop in Gifted/Talented (choose one section)	1	March 21, March 28, April 4, April 11 11:30am-3:30pm	2
	2	March 21, March 28, April 4, April 11 11:30am-3:30pm	2
	3	March 21, March 28, April 4, April 11 11:30am-3:30pm	2
TEP 4690 Field Experience (select section with your assigned supervisor)	1-8	4-5 days in field: March 21- April 15: Tuesday-Friday April 18-May 27: Monday-Friday Whole Group Seminar: May 26 5:00- 7:00pm	4
<b>Total Spring: 8 credits</b>			

**APPENDIX B: Teacher Education Quarterly Advising Checklists**

Summer 2015		
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 to University of Denver
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 ASA
Liability Insurance	Liability insurance is required of all TEP students. Liability insurance protects a student during the field experience. See the TEP handbook for additional information	<input type="checkbox"/> Apply for liability insurance and submit proof to advisor
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of your field work log to mentor and supervisor
CERT-only verification	Verify your MA vs. CERT-only status through the Student tab in 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

Submit Summer checklist to advisor

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

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

Date



Fall 2015		
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 supervisor.
Apply for Certificate	Students should <a href="#">apply for graduation</a> for the certificate and master's degree. The deadline to apply is January 4, 2016.	<input type="checkbox"/> Apply for graduation for certificate
Grades	Check your transcripts to verify passing grades (C- or better) on all required courses	<input type="checkbox"/> Check grades

Submit Fall checklist to advisor

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

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

Date

Winter 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"/> Applying for Jobs
Coursework Plan	Coursework plan must be accurate for graduation approval. Licensure component of program is pre-determined. Students should declare MA cognate and submit coursework plan by end of Winter Quarter.	<input type="checkbox"/> Advisor/Student signatures <input type="checkbox"/> Submit coursework plan to ASA by end of Winter Quarter
Fieldwork Log	Fieldwork logs are essential in order to verify your field work hours for licensure. Mentors use the logs for their own teacher recertification.	<input type="checkbox"/> Submit signed copy of field work log to mentor and supervisor
Graduation: MA candidates completing in Summer 2016	The deadline for MA candidates to <a href="#">apply for Summer Graduation</a> is March 21, 2016.	<input type="checkbox"/> Apply for MA graduation
Grades	Check your transcripts to verify passing grades (C- or better) on all required courses	<input type="checkbox"/> Check grades

- Submit Winter checklist to advisor

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

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

Date

<b>Spring 2016</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

Submit Spring checklist to advisor

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

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

<b>Summer 2016</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 to ASA.	<input type="checkbox"/> Submit comprehensive paper to ASA by date indicated in handbook
Grades	Check your transcripts to verify passing grades (C- or better) on all required courses.	<input type="checkbox"/> Check grades

Submit Summer checklist to advisor

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

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

Date

**APPENDIX C: 2015-2016 Fieldwork Calendar**

Week	Apprentice Responsibility	Notes
August 10-21		
(and earlier if applicable)	Observation and Planning	Apprentice Teachers (ATs) may attend school-based professional development and/or planning sessions when possible
<b>FALL QUARTER</b>		
Sep 14-18	One lesson/week	Triad Meetings in early September: University Supervisor, Mentor Teacher, and AT
Sep 21-25	One lesson/week	ATs should use Mentor or District-provided lesson plans Lesson may include whole group, small group, or individualized instruction
Sep 28- Oct 2	One lesson/week	
Oct 5-9	One-two lessons/week	
Oct 12-16	One-two lessons/week	Apprentice Teachers are encouraged to observe in other classrooms and grade levels as time permits
Oct 19-23	One-two lessons/week	
Oct 26-30	Two-three lessons/week	ATs may begin to plan their own lessons with assistance from Mentor and University Supervisor
Nov 2-6	Two-three lessons/week	
Nov 9-13	Two-three lessons/week	
Nov 16-20	Two-three lessons/week	Mentors submit feedback on AT performance
Nov 23-25	Two-three lessons/week	
Nov 30- Dec 18	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 4-8	Two-three lessons/week	* Note: Art and music candidates transitioning to second placements may observe for 1-2 weeks
Jan 11-15	Three-four lessons/week	
Jan 18-22	Three-four lessons/week	

Jan 25-29	Three-four lessons/week	
Feb 1-5	Three-four lessons/week	
Feb 8-12	Three-four lessons/week	
Feb 15-19	Three-four lessons/week	
Feb 22-26	One-two lessons/week	Apprentice Teachers should arrange observations for 1-2 days in other grade levels and/or schools
Feb 29- Mar 4	Three-four lessons/week	ATs may assist with testing as needed
Mar 7-11	Three-four lessons/week	Mentors submit feedback on AT performance
Mar 14-18	Three-four lessons/week	DU Spring Break (no classes on campus)
<b>SPRING QUARTER</b>		
Mar 21-25	One half-day Solo Teaching	ATs in schools 3-4 days per week: Tuesday-Friday
Mar 28- April 1	One half-day Solo Teaching	
April 4-8	One full-day Solo Teaching	
April 11-15	Two-Three full days Solo Teaching	
April 18-22	Three-Four full days Solo Teaching	ATs in schools 5 days per week (no DU courses)
April 25-29	Four-Five full days Solo Teaching	
May 2-6	Four-Five full days Solo Teaching	
May 9-13	Four-Five full days Solo Teaching	
May 16-20	Four-Five full days Solo Teaching	Mentors submit feedback on AT performance
May 23-27	Four-Five full days Solo Teaching	
May 30- June 3	Four-Five full days Solo Teaching	

\*Please note that the DU academic calendar does not align with the fieldwork and/or school district calendar. For example, you may have fieldwork during the DU spring break and DU classes during your school's spring break. Additionally, you will be taking a course from late November into December. Because we work in multiple districts, we cannot prescribe one

particular schedule. Instead, you should attend to these two factors when scheduling time away from the Teacher Education Program:

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

Complete a fieldwork log each quarter and submit one copy to your university supervisor, 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.