



Morgridge College
of Education

CURRICULUM AND INSTRUCTION

Teacher Education Program

Faculty Handbook

2009-2010

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Morgridge College of Education

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WELCOME & INTRODUCTION TO THE HANDBOOK

Welcome to TEP 2009-10! If you are a returning or a new faculty member, I want you to know that I am glad that you are part of this faculty. The TEP Faculty Handbook has been revised and will provide you with essential information regarding program policies and practices. We have included much of the same materials that are in the Teacher Candidate Handbook, as well as documents that are pertinent only to faculty and supervisors. Many of your program related questions will be answered in these pages.

Important sections to review at this point are:

- Mission Statement and Course Schedule
- Faculty Roles and Responsibilities
- Performance Based Standards for Colorado Teachers

This is a living document; thus, throughout the year, updated and/or additional materials will be added. Please sit down and review all the materials to become more familiar with the details of this program. Please let me know if you have any questions regarding the information presented in this handbook.

Best wishes to you all for a successful year of teacher preparation!

Sincerely,

Paul Michalec
Program Chair, Curriculum & Instruction

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 prospective teachers in developing a sophisticated understanding of their own practice and 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 experiences are purposeful and cumulative. Program features such as limited class sizes, built-in peer support, high academic standards, and closely supervised field experiences in 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, 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 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 diverse student population.

TEP Course Schedule 2009-2010

Fall Quarter – 10 weeks

	Elementary	Secondary	K-12 Art/Music/Foreign Language
Course	Student Teaching Seminar	Student Teaching Seminar	Student Teaching Seminar
Course Number	3690	3790	3690 or 3790
Day/Time	W 4:30-5:50	W 4:30-5:50	W 4:30-5:50
Classroom Hours	12.5	12.5	12.5
Credit Hours	1	1	1
Course	Literacy	Literacy	Literacy (Elem. Or Sec.)
Course Number	3590	3590	3590
Day/Time	W 6:00-8:50	W 6:00-8:50	W 6:00-8:50 (Elem. or Sec)
Classroom Hours	30	30	30 Elem. /Sec
Credit Hours	3	3	3
Course	Elem. Curr. I : Math, Science, SS	Intro to Secondary Methods	Art/Music/Foreign Language Methods
Course Number	3561	3600	3781=Art 3581=Music 3600=Foreign Language
Day/Time	S 8:00-11:50	S 8:00-11:50	S 8:00-11:50
Classroom Hours	40	40	40
Credit Hours	4	5	5
Course	Elem. M: Art, Music, PE/Health	Diversity	Diversity
Course Number	3571	3670	3670
Day/Time	S 12:30-2:50	S 12:30-2:50	S 12:30-2:50
Classroom Hours	20.25 (9 sessions)	22.5	22.5
Credit Hours	3	2	2
Course	Perspectives	Perspectives	Perspectives
Course Number	3016	3016	3016
Day/Time	R 4:30-6:50	R 4:30-6:50	R 4:30-6:50
Classroom Hours	15	15	15
Credit Hours	3	3	3

Course	Field Experience	Field Experience	Field Experience
Course Number	3690	3790	3790
Day/Time	1 day/week between 8/24/09 and 11/13/09	1 day/week between 8/24/09 and 11/13/09	1 day/week between 8/24/09 and 11/13/09
	6 @ primary level and 6 @ intermediate level	6 @ middle school level and 6 @ high school level	4 @ elementary level 4 @ middle school level 4 @ high school level
Classroom Hours	12 Days	12 Days	12 Days

Winter Quarter – 10 weeks

	Elementary	Secondary	K-12 Art/Music/Foreign Language
Course	Student Teaching Seminar	Student Teaching Seminar	Student Teaching Seminar
Course Number	3690	3790	3690 or 3790
Day/Time	W 4:30-5:50	W 4:30-5:50	W 4:30-5:50
Classroom Hours	12.5	12.5	12.5
Credit Hours	1	1	1
Course	Literacy Instruction	Literacy Instruction	Literacy Instruction (Elem. or Sec.)
Course Number	3590	3590	3590
Day/Time	W 6:00-8:50	W 6:00-8:50	W 6:00-8:50
Classroom Hours	27	27	27
Credit Hours	3	3	3
Course	Elem. Curr. II: Math, SS, Science	Subject Matter Methods	Art/Music/Foreign Language Methods
Course Number	3562	3610, 3620, 3630, 3640	3782=Art 3582=Music 3650=Foreign Language
Day/Time	S 8:00-11:50	S 8:00-11:50	S 8:00-11:50
Classroom Hours	40	40	40
Credit Hours	4	4	4
Course	Educ Psych Spec Child	Educ Psych Spec Child	Educ Psych Spec Child
Course Number	3010	3010	3010
Day/Time	S 1:00-2:50	S 1:00-2:50	S 1:00-2:50
Classroom Hours	20	20	20
Credit Hours	3	3	3
Course	Perspectives	Perspectives	Perspectives
Course Number	3016	3016	3016
Day/Time	R 4:30-6:50	R 4:30-6:50	R 4:30-6:50

Credit Hours	3	3	3
Course	Field Experience	Field Experience	Field Experience
Course Number	3690	3790	3690
Day/Time	1 day/week for 6 weeks; remaining 17 days at candidates' discretion to schedule between 1/4/10 and 2/12/10	1 day/week for 6 weeks; remaining 17 days at candidates' discretion to schedule between 1/4/10 and 2/12/10	1 day/week for 6 weeks; remaining 17 days at candidates' discretion to schedule between 1/4/10 and 2/12/10
Classroom Hours	23 Days	23 Days	23 Days

Spring Quarter – 9 weeks

	Elementary	Secondary	K-12 Art/Music/Foreign Language
Course	Student Teaching Seminar	Student Teaching Seminar	Student Teaching Seminar
Course Number	3690	3790	3690 or 3790
Day/Time	W 4:30-5:50	W 4:30-5:50	W 4:30-5:50
Classroom Hours	11.25	11.25	11.25
Credit Hours	12	12	12
Course	Field Experience: Student Teaching	Field Experience: Student Teaching	Field Experience: Student Teaching
Course Number	3690	3790	3690 or 3790
Day/Time	13 weeks, M-F, full time; 2/15/10 and 5/21/10, or end of host school's academic year.	13 weeks, M-F, full time; 2/15/10 and 5/21/10, or end of host school's academic year.	13 weeks, M-F, full time; 2/15/10 and 5/21/10, or end of host school's academic year.
Classroom Hours	65 Days	65 Days	65 Days
	Completion of Teacher Work Sample		

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

TEP 3010 Education and Psychology with Special Children

Introduces range of exceptionality in the classroom (e.g., gifted to handicapped). Addresses classroom-related techniques that assist the teacher in working with exceptional children in the regular classroom. Prerequisite(s): enrollment in the Teacher Education Program.

Teaching and the Teaching Profession

TEP 3016 Perspectives on American Education

Introduces student to complexity of teaching and the teaching profession. Emphasizes habits of mind that support reflective practice. Addresses moral, legal, political, and ethical influences encountered by teachers. Prerequisite(s): enrollment in the Teacher Education Program.

Classroom Management, Instruction and Assessment

TEP 3561 Elementary Curriculum I

Focuses on teaching and learning in the K-6 classroom and prepares teachers to design and implement effective classroom instruction. Frequently covered topics include: standards-based instruction, approaches to assessment, effective teaching strategies, sound lesson/unit planning, interdisciplinary instruction, individualizing instruction, technology, and multicultural curriculum. Prerequisite(s): enrollment in the Teacher Education Program.

TEP 3562 Elementary Curriculum II

Continuation of TEP 3561. Both must be completed for students planning to teach in elementary schools. Prerequisite(s): enrollment in the Teacher Education Program.

TEP 3571 Elementary Education 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.

TEP 3581 Elementary Music Methods

Prepares K-12 music teachers to design and implement effective instruction in the elementary 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 3582 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 3590 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.

TEP 3600 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 3610 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 3620 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 3630 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 3640 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 3650 Foreign Language Methods in K-12 Schools**
1. 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 3670 Diversity in Education**
Introduces historical, sociological and cultural principles that account for school experiences of diverse groups in public education. Addresses implications of multicultural education as it applies to instruction, curriculum and assessment in school setting. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3690 Elementary Student Teaching**
Involves 800 hours of supervised field experiences in elementary school classrooms and regularly scheduled seminar discussions with supervisors. Emphasis is on classroom management, professionalism, and critical reflection upon teaching practice. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3690 K-12 Art/Music/Foreign Language Student Teaching**
In combination with TEP 3790, involves 800 hours of supervised field experiences in elementary school classrooms and regularly scheduled seminar discussions with supervisors. Emphasis is on classroom management, professionalism, and critical reflection upon teaching practice. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3781 Elementary Art Methods**
Prepares K-12 art teachers to design and implement effective instruction in elementary school classrooms. Course introduces a full array of sound teaching and assessment strategies for all aspects of art. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3782 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 3790 Secondary Student Teaching
Involves 800 hours of supervised field experiences in secondary school classrooms and regularly scheduled seminar discussions with supervisors. Emphasis is on classroom management, professionalism, and critical reflection upon teaching practice.
Prerequisite(s): enrollment in the Teacher Education Program.

TEP 3790 K-12 Art/Music/Foreign Language Student Teaching
In combination with TEP 3690, involves 800 hours of supervised field experiences in elementary school classrooms and regularly scheduled seminar discussions with supervisors. Emphasis is on classroom management, professionalism, and critical reflection upon teaching practice. Prerequisite(s): enrollment in the Teacher Education Program.

GENERAL DU AND TEP INFORMATION

E-mail

The University has adopted a policy that all official University correspondence will be sent your DU email address **only**. Your DU email address is the venue with which the Teacher Education Program (TEP) and the University communicate with you. Important information on policies, emergency notices, meetings and event notifications, correspondence between faculty, staff, and students will all come to you through your DU email. Faculty members are responsible for all information sent to them via their University assigned email account. If you prefer an alternative address, please make sure that you set up your DU email to be forwarded to your preferred email account. This can be accomplished under “Options” in WebMail.

Blackboard

Blackboard® is an on-line course management system designed as a communication tool for classes and programs within DU. Blackboard® is the major information vehicle for communication from TEP. It is critical that you become comfortable navigating within Blackboard® so that you can read the TEP newsletters and other announcements. Blackboard® training workshops are available through the Center for Teaching and Learning. For more information, visit the website at <http://ctl.du.edu>.

Campus Parking

Parking on the University of Denver campus is a challenge. Adjunct faculty may choose to purchase a parking permit at their own expense. The Adjunct General permit may be used in any General Lot 24/7; Lots F, H1, O, and W after 4 p.m. on weekdays and all day on weekends. This does not guarantee a parking space, but street parking is also available in certain areas. Visit the DU Parking Services website at <https://www.parking.du.edu/fac-staff/default.aspx> to obtain an Adjunct permit.

Please regard parking limitations carefully. Both DU officers and the City of Denver issue parking tickets liberally. Parking tickets are the responsibility of the individual.

Inclement Weather/University Closure

Decisions to close the University for any reason are made by the University of Denver Provost. In the event of inclement weather, please visit the DU website for an announcement of university closure at www.du.edu, or call 303-871-2000.

Colorado Performance Standards for Teachers - Course Alignment Matrix 2009-2010

			1.1	1.2	1.3	1.4	1.5	2.1	2.2	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
Special Needs	ES 3010	Winter	*				*	*	*	*			*									D	D	D	*
Perspectives	ES 3016	Fall												D		D									
Perspectives	ES 3016	Winter												D		D									
Elem Curr I	E 3561	Fall						D	D	D	D	D	D	D	D	D	D	D	D	D	D	D			D
Elem Curr II	E 3562	Winter						P	P	P	P	P	D	P			P	P		P	P				
Art/Music/PE	E 3571	Fall			*	*				D	D							D	D		D	D	D	D	*
Literacy-Elem	E 3590	Fall	D	D	D	D	*			D	D	D	D	D	D	D	D					D	D	D	D
Literacy-Elem	E 3590	Winter	P	P	P	P	P			P	P	P	*		*	P	P					*	*	*	*
Literacy-Sec	S 3590	Fall	D	D	D	D	D	*	*	D	D	D	D	D		D		D	D	D	D	D	D	D	*
Literacy-Sec	S 3590	Winter	P	P	P	P	P	*	*	*	*	*	*	*		P		*	*	*	*	*	*	*	*
Intro to Sec Methods	S 3600	Fall						D	D	D	D	D	*	*	D	*	D	D	D	D	*	D	*	*	D
Sec Methods	S 3610 Eng	Winter						P	P	P	P	P	D	P	D	D	P	P	P	P	P	D	D	D	D
Sec Methods	S 3620-SS	Winter						P	P	P	P	P	D	P	D	D	P	P	P	P	P	D	D	D	D
Sec Methods	S 3639-Sci	Winter						P	P	P	P	P	D	P	D	D	P	P	P	P	P	D	D	D	D
Sec Methods	S 3640 M	Winter				*		P	P	P	P	P	D	P	D	D	P	P	P	P	P	D	D	D	D
K-12 For Lang Methods	K 3650-FL	Winter						P	P	P	P	P	D	P	D	D	P	P	P	P	P	D	D	D	D
K-12 Music Methods	K 3581-E K 3582-S	Fall						D		D	D	D	D	D	*			D	D	D	D	D	D	D	D
K-12 Music Methods	K 3581-E K 3582-S	Winter				*	*	P	P	P	P	P	D	P	D		P	P	D	P	P	D	D	D	D
K-12 Art Methods	K 3781-E K 3782-S	Fall			*	*		D		D	D	D	D	D	*	*	D	D	D	D	D	D	D	D	D
K-12 Art Methods	K 3781-E K 3782-S	Winter			*	*		P	P	P	P	P	D	P	D	*	P	P	D	P	P	D	D	D	D
Diversity	S 3670	Fall											D		D							D	D	D	
Student Teaching Seminar	3690-Elem	Fall																				D	D	D	
Student Teaching Seminar	3690-Elem	Winter								D					D							D	D	D	D
Student Teaching Seminar	3690-Elem (including student teaching)	Spring					P						P		P			P	P	P	P	P	P	P	P
Student Teaching Seminar	3790-Sec	Fall																				D	D	D	
Student Teaching Seminar	3790-Sec	Winter																				D	D	D	
Student Teaching Seminar	3790-Sec (including student teaching)	Spring											P		P							P	P	P	P

			5.5	5.6	5.7	5.8	5.9	6.1	6.2	6.3	6.4	6.5	6.6	6.7	7.1	7.2	7.3	7.4	7.5	8.1	8.2	8.3	8.4	8.5
Special Needs	ES 3010	Winter	*	*	*	D	D	D	P	P	D	P	D	P							*	D		
Perspectives	ES 3016	Fall					D				D									D	D	P	D	D
Perspectives	ES 3016	Winter					D				D									D	D		D	D
Elem Curr I	3561	Fall	D	D	D			D	D						D	D	D	D	D					
Elem Curr II	3562	Winter	P	P				*	*						*									
Art/Music/PE	3571	Fall	*		*		*	*	*						*		*			*	*			
Literacy-Elem	3590	Fall	D	D	D	D	D	*	*				*											
Literacy-Elem	3590	Winter	P	P	*			*	*	*			*											
Literacy-Sec	S 3590	Fall	D	D				*	D		D			D	*	*								
Literacy-Sec	S 3590	Winter	*	*				*	P		*			*										
Intro to Sec Methods	S 3600	Fall	D	D	*	*	*	D	*	D	*		*		D	D	D	D	*	*	*	*	*	*
Sec Methods	S 3610 Eng	Winter	P	P	D		D	D	D	D		D	D		D	D	D		D					
Sec Methods	S 3620-SS	Winter	P	P	D		D	D	D	D		D	D		D	D	D		D					
Sec Methods	S 3639-Sci	Winter	P	P	D		D	D	D	D		D	D		D	D	D		D					
Sec Methods	S 3640 M	Winter	P	P	D	*	D	D	D	D	*	D	D	*	D	D	D	*	D	*	*	*	*	*
K-12 For Lang Methods	K 3650-FL	Winter	P	P	D		D	D	D	D		D	D		D	D	D		D					
K-12 Music Methods	3581-E	Fall	D	D	D	D	D	D	D	*	*				D	D	*		D		*			
	3582-S																							
K-12 Music Methods	3581-E	Winter	P	P	D	D	D	D	D	*	*		D		D	D	*	*	D		*			*
	3582-S																							
K-12 Art Methods	3781-E	Fall	D	D	D	D	D	D	D		*	*			D	D	*	*	D	*	*	*	*	*
	3782-S																							
K-12 Art Methods	3781-E	Winter	P	P	D	D	D	D	D		*	*	D		D	D	*	*	D	*	*	*	*	*
	3782-S																							
Diversity	S 3670	Fall				D		D	*	*	*									D	D	D		D
Student Teaching Seminar	3690-Elem	Fall						D			D									D	D			D
Student Teaching Seminar	3690-Elem	Winter	D		D	D	D	D			D				D	D	D	D	D	D	D	D	D	D
Student Teaching Seminar	3690-Elem (including student teaching)	Spring	P		P	P	P	P	P	P	P		P		P	P	P	P	P	P	P	P		P
Student Teaching Seminar	3790-Sec	Fall			D	D	D	D			D									D	D			D
Student Teaching Seminar	3790-Sec	Winter			D	D	D	D			D									D	D			D
Student Teaching Seminar	3790-Sec (including student teaching)	Spring		*	P	P	P	P			P		P		P	P	P	P	P	P	P		P	P

D or P = Standard level assigned to course

* = Standard noted in syllabus as addressed

Performance Standards: Course Grade Report Sheet

All Teacher Education Program faculty are required to submit the Performance Standard grade report sheet in addition to submitting all grades to the University via myweb@du.edu. Please refer to the DU Registrar’s website for directions and due dates.

As you can see from the performance standard matrix, your course will be covering its own set of standards.

Instructor: *TEP Instructor*
 Course: TEP 3590 Elementary Literacy
 Quarter: Winter
 Year: 2009

Directions: Please write in final grades for each student. Then, place a check mark in the appropriate box for all performances the teacher candidate DID NOT master when you computed final grades. Please submit a summary explanation of any standard(s) that have not been met with detailed guidelines for the assignment or assessment the student must complete to meet those standard(s).

Performance Standard	1.1	1.2	1.3	1.4	1.5	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4
Basic or Developing Level	P	P	P	P	P	D	D	P	D	P	D	P	P	P	D	P	P
Doe, Jane																	
Jones, Sally																	
Kent, Clark	X							X									
Smith, Bill																	

Clark Kent must revise and resubmit the struggling reader/writer profile assignment. Student data must be gathered and analyzed according to specified guidelines in order to attain proficiency on 1.1 and 3.3.

INSTRUCTOR ROLES AND RESPONSIBILITIES

Course Planning and Implementation

- Create a course syllabus and performance assessments that are built around the teacher education standards assigned for your course. All of the course syllabi from the 09-10 academic year will be posted by quarter on the Teacher Education Program site on Blackboard® under the “Syllabus” button. You may download the most recent syllabus for your course from this location and make the necessary changes within the existing syllabus.
- After saving this syllabus to your computer, send an electronic copy of the edited version to the assistant director by the deadline given in the TEP Faculty Calendar.
- Submit textbook and course packet orders through the DU Bookstore (<http://www.dubookstore.com/denver>) by the deadline given in the TEP Faculty Calendar.
- Attend University/TEP technology trainings as needed. All TEP courses are set up in the Blackboard® course management system. You are required to participate in Blackboard® training if you are unfamiliar with this web-based communication platform. The Center for Teaching and Learning at DU (<http://ctl.du.edu>) offers workshops and provides support during the school year.
- Work with other instructors and supervisors to understand how the course content and assessments in your course(s) relate to those in other TEP courses.
- Update the “Course Binder” that documents your lesson plans, handouts, and/or overheads for the course you are teaching. The purpose of this binder is to help TEP maintain an institutional record for each course. These binders will be a resource for current and future adjunct faculty members who may teach your course in subsequent years. Changes and updates should be made at the end of each quarter that you teach. Binders are located in the program office.

Monitoring Student Progress

- Communicate with other TEP faculty regarding concerns you might have about teacher candidates. Together, TEP faculty members form the support team necessary for candidates’ success in TEP.
- Communicate with the teacher candidates in your classes. Return phone calls and emails within 24 hours. Return all graded assignments in a timely manner, either in person or via the teacher candidate mailboxes (file cabinet) residing on the 2nd floor of Wesley Hall.
- Communicate with the director regarding concerns about teacher candidates who are performing below acceptable standards. TEP will not recommend anyone for licensure who does not meet the “proficient level” on assessments required for licensure by his or her completion of TEP. Please review the Grading Policy in the TEP Faculty/Supervisor Handbook.
- Submit a completed Performance Standard Grade Sheet at the end of each quarter to the TEP director (see Faculty Calendar for due dates). Completion involves the

determination of a letter grade for each student and the evaluation of each candidate's progress in meeting the performance standards assigned to your course.

- Enter grades for candidates in your course on-line by the published deadline.

Understand the Teacher Education Program

- Communicate with other TEP faculty and the director. This program is intense, fast-paced and highly integrated. It falls to each faculty member to gain an understanding of the ways the courses interface with each other in the program. The program will host regular faculty meetings throughout the year, designed to facilitate this communication and understanding.
- Learn about the complete program by becoming familiar with all course syllabi, the job descriptions of faculty and supervisors, and the Student & Faculty Handbooks.

Meetings

- Attend the faculty retreats held in August, December, and May; as well as the monthly faculty meetings that pertain to your course. (Please refer to the TEP Faculty Calendar for specific dates).
- Attend the Morgridge College of Education adjunct faculty workshop orientation in the fall and encouraged to attend additional professional development sessions in the winter and spring quarters.

Evaluation

All MCE faculty are evaluated on an annual basis. Your final evaluation will be influenced by:

- Student evaluations
- Observations by the director
- Your self-evaluation

Compensation

The Morgridge College of Education requires that all payroll documentation, including an annually updated resume/CV, be complete before paychecks are released. Please contact the TEP director if you have any questions or concerns regarding compensation.

Your signature on the attached agreement signifies that you are fully aware of, and agree to comply with, the aforementioned expectations of TEP. Failure to comply with the commitments specified in this document may result in termination as a DU Teacher Education Program instructor.

SUPERVISOR ROLES AND RESPONSIBILITIES

In addition to the roles and responsibilities of a TEP instructor, the TEP supervisors are also responsible for the following:

Establish Rapport

Establish rapport with each of your teacher candidates by maintaining positive, open, and interactive communication with the teacher candidate, cooperating teacher, principal, and others as necessary.

Assess Application of Classroom Material

Become familiar with the Wednesday and Saturday course syllabi and performance assessments. During your observations of teacher candidates, note when standard elements taught in classes are reflected in student teaching and assignments.

Supervise Teacher Candidates

Supervise teacher candidates at school sites during their field placement and student teaching assignments. Each visit should be within a classroom setting and include a follow-up in which you offer specific and constructive feedback. You are to be a resource, a support, and a facilitator for the program and the teacher candidate. You also play a critical role in the licensure decision. Your primary interest is in actual, hands-on time with the teacher candidate in his/her placement. Use the observation protocols developed by TEP to document each visit. When observation is an appropriate role for the teacher candidate, you must be able to document that you spent your time facilitating or assisting the candidate to reflect on his/her observations. The minimum visitation schedule involves three visits in the fall; three in the winter; and five during student teaching. Teacher candidates who are experiencing difficulties may require additional visits.

Wednesday Night Seminar

Conduct the Wednesday night seminar (TEP 3690/3790) with your teacher candidates. This involves developing syllabi and relevant assessments that meet the teacher education standards. Please see the Instructor Roles and Responsibilities regarding expectations for teaching this class.

Submit Evaluations

Submit all scheduled evaluations of teacher candidates to the program office—this includes documentation of site visits, mid-term and final conference forms, and assigning a letter grade for each teacher candidate. Complete and submit to the TEP director the Performance Standard Grade sheet for your course and enter your candidates' grades on-line.

Attend Orientation and Graduation Ceremonies

Attend orientation and graduation ceremonies and TEP faculty meetings. During fall and winter quarter, supervisors will have an additional meeting to ensure a thorough understanding of the placement process.

Letter of Reference

Write letters of reference/recommendation for those of your teacher candidates who request them. If you cannot write a positive letter, contact the TEP director. University stationary is available for your use. Contact the program office at 303-871-7013 to place your request.

Communication

Disseminate program information to teacher candidates in you supervisory group as needed. Maintain open, consistent communication with the director, assistant director and placement coordinators throughout the academic year.

Your signature on your letter of agreement signifies that you are fully aware of, and agree to comply with, the aforementioned expectations of TEP. Failure to comply with the commitments as specified in this document may result in termination as a DU Teacher Education Program supervisor.

GENERAL SUPERVISOR INFORMATION

Please refer to the Placement Process and Policies section of the TEP Field Placement Handbook for more information.

Fall Introductory Meeting Agenda

Introductions

Describe the general structure of TEP:

- 9 month program designed for individuals with Bachelor's Degree who want to make a career change (explain the Undergraduate exception if appropriate).
- Classes are held on Wednesday evenings and all day Saturday across three quarters.
- Teacher candidates have completed 100 hours working in a school setting prior to applying to our program.
- During the fall quarter, teacher candidates spend one day a week for ten weeks observing and assisting teachers in regular classrooms.
- Winter and spring quarters, teacher candidates work in the classroom where they will be student teaching.

Describe the structure of the Fall Field Placements:

- **Schedule:** Teacher candidates spend one day a week for six weeks in two different classrooms: a primary (K-2) and an intermediate (3-5) (Note: our goal is to have at least two grade level difference between primary and intermediate). The teacher candidate is required to honor the school's report and dismissal times for classroom teachers. Typically, each classroom teacher gets two teacher candidates during the twelve-week observation schedule (one teacher candidate for the first six weeks, then another one for the second six weeks). There are occasions where a teacher candidate requests a special type of placement (i.e., bilingual classroom) that might cause for a change in placements.
- **Involvement in the classroom:** We encourage our students to be as involved in the classroom as the classroom teacher is comfortable with. They can work with individual students, small groups, read to the class, and teach lessons with the classroom teacher's guidance. The more involved the teacher candidate is in the classroom the better prepared he/she will be for student teaching.
- **University assignments:** There are some assignments that the teacher candidate will need to fulfill during their field work, including: keeping a journal of observations, teaching one math lesson, and following a particular student for their special needs class. If the classroom teacher has a problem with any of the assignments (which will be explained in detail by the teacher candidate) then the teacher candidate should contact the University Instructor assigning the work to address the problems. The classroom teacher may also discuss concerns with the University Supervisor. The teacher candidate is responsible for trying to make the assignment work in the setting if possible.

Review Roles and Responsibility sheet:

- **Briefly discuss the attendance sheet**
- **Additional items to stress:** Teacher candidates are required to follow the same professional schedule as the classroom teacher (report and dismiss times). The only exception is when the teacher candidate has received permission from the University Supervisor.
- Review the procedure a teacher candidate must follow if he/she misses an observation day:
 1. Call the school to inform the classroom teacher.
 2. Call the University Supervisor.
 3. Call TEP.
 4. Make arrangements with the classroom teacher to make up the day. The make up day is at the discretion of the classroom teacher. The teacher candidate is to inform the University Supervisor of the arrangements.
- **Supervisor's Visits:** Each teacher candidate will be observed working with students three times.
- The teacher candidate will ask the classroom teacher for some suggested times and days for the observations to take place.
- During an observation visit it is best if the teacher candidate is teaching a regular lesson that would occur in the class (reading group, whole class lesson, etc.).
- The classroom teacher may design the lesson/activity presented during an observation visit. However, the teacher candidate must have a written lesson plan for the University Supervisor. In most cases, the teacher candidate will need to talk with the classroom teacher outside of the observation time to finalize the details of the lesson.

Meeting Closure:

- Ask if there are any remaining questions and/or concerns.
- Thank the classroom teacher for sharing his/her classroom with our teacher candidate.
- Provide the classroom teacher with your telephone number and email address so he/she can contact you with questions and/or concerns.

STUDENT CODE OF CONDUCT

All teacher candidates 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 teacher candidate'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. Teacher candidates succeed in the program by organizing their lives so that the program is a primary commitment and focus. Strict policies ensure that teacher candidates' 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, a teacher candidate 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, teacher candidates 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, teacher candidates 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

Teacher candidates may not miss any field placement days. Twelve days are scheduled in the fall quarter, 23 days are scheduled in the winter quarter, and 65 days are scheduled in the spring quarter for full-time student teaching. A teacher candidate must make up a missed day at the school site by the end of the quarter in which an absence occurs.

During student teaching, in order to be recommended for licensure, teacher candidates must complete 13 full weeks (65 days) of student teaching. Teacher candidates may be excused for up to two days to attend one of the job fairs scheduled in the region. Teacher candidates who miss more than two days of student teaching 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 teacher candidate must contact the cooperating 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, teacher candidates should contact the cooperating teacher and the university supervisor before the school day begins. Teacher candidates may also need to contact the school office personnel. This practice will vary by school site and teacher candidates 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. The TEP office maintains regular office hours, and calls are typically returned in a timely manner.

Clear communication between teacher candidates and faculty/staff is highly valued and necessary. Teacher candidates 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/field 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 DU 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 teacher candidates with regard to communication:

- Respond to all communication with the same respect and timeliness expected of the teacher candidate.
- 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 teacher candidates.
- Maintain teacher candidate files and records for the period of time that the teacher candidate takes part in TEP. This would include all documents and information required of the teacher candidate in the application process, as well as evaluations/reviews conducted during TEP.
- Adhere to the established channels for communication described below in the Expectations section.

Expectations

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

- If the teacher candidate has a concern about coursework, grading in a course, or the course instructor, the teacher candidate 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 at 303.871.2519.
- If the teacher candidate has a concern about a field supervisor or observation and/or student teaching experience, the teacher candidate will communicate first with the field supervisor regarding these concerns. If, after conferring with the field supervisor no acceptable resolution to the concern is reached, then the student may contact the TEP Placement Coordinators at 303.871.3365 (elementary candidates) or 303.871.6163 (secondary candidates).

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.

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 teacher candidate to re-take courses or to withdraw from the program.

Because grades of "incomplete" in a TEP course signal that the teacher candidate has not yet mastered the knowledge introduced in that course and because courses are cumulative, teacher candidates may not be allowed to begin/continue student teaching 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 student teaching.

It is the responsibility of the teacher candidate to initiate this process by immediately communicating with the instructors prior to the end of the quarter. The incomplete grade application 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/student teaching placement at the discretion of the director.

Plagiarism Policy

Plagiarism in any form is considered a serious offense by the University of Denver and by the Teacher Education Program. If it comes to the attention of the instructor that work submitted is not the teacher candidate'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

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

Teacher candidates 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, teacher candidates are expected to conduct themselves in a professional and courteous manner.

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

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).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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.

Directory Information

The law provides that “Directory Information” may be released without the consent of the student unless (s)he has specifically asked that prior consent be obtained. The University of Denver designates the following student information as “Directory Information”: The student’s full name, address (local and home/permanent), telephone number, campus electronic mail address, date and place of birth, major field of study, full time or part time status, class (i.e. sophomore, junior, etc.), participation in officially recognized activities and sports, weight and height numbers of athletic teams, dates of attendance, anticipated date of graduation, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Disclosure Policies

The University of Denver assumes that failure on the part of any student to specifically request the withholding of categories of information indicates individual approval for disclosure.

Any student wishing the directory information not be released must submit a “Request to Withhold Information” form at the Office of the Registrar, University Hall B133. This form needs to be completed by October 1 during the autumn quarter, each year of attendance. Requests to withhold information are effective for the academic year and must be renewed each autumn quarter.

Parents who claim students as dependents on their Federal Income Tax form are entitled to receive grades and other information as provided by FERPA (Buckley Amendment). Parents need to complete a “Parental Statement” form during the autumn quarter in each year of the student’s attendance at the Office of the Registrar, University Hall B133.

University officials with a “legitimate education interest” may receive all student data, including mailing labels, regardless of any restrictions, as provided by FERPA (Buckley Amendment). “A legitimate educational interest” is an interest directly related to fulfilling official University responsibilities or assignments of the person obtaining the information. University officials with legitimate educational interests include the following: faculty, staff persons in academic departments, academic services for advising, Office of the Registrar, Campus Safety, Student Health Services, Institutional Research, accounting and admission offices, the Division on Athletics, Recreation and Wellness, the Chancellor, Vice-chancellors, the Provost, Vice Provosts and their staffs. It may also include those University students who are selected to serve as members of University committees that select students for membership in honor societies or University awards. However, access to education records by such students is limited to access to

information directly bearing on the membership matter or award being considered by the committee on which the student serves. Any student may request that his or her education records not be reviewed by students serving on such committees by notifying the Office of the Registrar or the request in writing by October 1 each year, February 1 if the student entered the University winter quarter, or April 1 if the student entered the University spring quarter.

A student's record may be released in compliance with a court order or subpoena. The Office of the Registrar or other official will make a reasonable effort to notify the student in advance of compliance.

Student information may be released for health and emergency reasons.

Students wishing to inspect their education records must complete a request form that can be obtained from the Office of the Registrar. Upon receipt of the completed form, the Registrar will verify that the requesting party is a student or former student. The student will then be given the form to present to the office or offices maintaining the record(s). Access will be granted within 45 days of the date the University's Registrar receives the request.

If a student believes information contained in his or her education record is inaccurate, misleading, or otherwise inappropriate, (s)he may request that the record be amended. The student may place a statement in the record commenting on the contested information or stating why (s)he disagrees with the information. Whenever the University subsequently discloses the record to which the statement relates, the statement will be included with the record. The student may ask for a hearing on the University's denial of any request to amend an education record.

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. More information is available on the Registrar’s website at www.du.edu/registrar.

Teacher Candidate Responsibility

If a grade of incomplete is requested, it is the teacher candidate’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 “Application for Incomplete Grade” 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 student teaching. If the student’s incomplete(s) are not resolved in a timely manner, he/she may be removed from his/her field experience/student teaching placement at the discretion of the director.

Faculty Responsibility

It is the instructor’s responsibility to carry out the following procedure when a teacher candidate 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 student teaching 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 student teaching.
- Place an “I” in the “Final Grade” column of the Course Grade Report Sheet, and on the on-line grade entry system, for that teacher candidate.
- When the teacher candidate 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 teacher candidate's file.

Licensure

Any grade of incomplete will inhibit the teacher candidate's ability to apply to CDE for licensure. Therefore, it is in the teacher candidate'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, teacher candidates opt to withdraw from the Teacher Education Program due to personal, health, financial, or career reasons.

Withdrawing in Good Standing

Teacher candidates 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.

Teacher candidates 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 teacher candidate's file.

Reapplying to the Teacher Education Program

Some teacher candidates 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, teacher candidates must be in good academic standing in all their past and current TEP coursework and field experiences. Those teacher candidates 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 teacher candidate'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 coursework in TEP and meet all of the Performance-Based Standards for Colorado Teachers at the required level of proficiency (documented through your TWS).
- Maintain at least a minimum GPA of 3.0 during coursework.
- Complete all provisional requirements.
- Successfully complete a total of 800 hours in the field, including student teaching.
- Pass the Program for Licensing Assessments for Colorado Educators (PLACE) exam or the Praxis II in his/her content area.

License Application

All teacher candidates will print the application for provisional licensure from the CDE website and submit the appropriate page to the TEP director at the completion of the program for his/her signature.

Fingerprint Cards

First-time applicants for Colorado teaching licenses are required to furnish a properly completed and readable set of fingerprints to CDE. All completed fingerprint cards that are returned to TEP with teacher candidate acceptance documents are sent to CDE in September and remain in their files.

Background Check

In rare instances, the fingerprint-based background check of a teacher candidate results in the need for the teacher candidate to provide further documentation (i.e. when a misdemeanor or felony arrest record appears). At this time, the teacher candidate must provide the Teacher Education Program with a written statement explaining the background check's findings. The teacher candidate will be required to submit this same statement, as well as all records documenting the resolution of the misdemeanor or felony, when applying to the state for a provisional license.

Institutional Recommendation

The Colorado Department of Education also requires all provisional license applicants to submit the institutional recommendation form that has been completed and signed by an accredited Teacher Education Program. In order for a teacher candidate to receive this recommendation, he/she must complete all the requirements listed above (see TEP Criteria).

CHANGE OF STUDENT TEACHING PLACEMENT

Teacher candidates should be strongly encouraged to share any concerns they have with their student teaching placement as soon as they arise. When such concerns are presented to the supervisor, the supervisor should follow the following steps:

- Ask the teacher candidate if he/she has approached the cooperating teacher with the problem/concern. If not, help the teacher candidate devise a plan for discussing the problem/concern with the cooperating teacher. Ask the teacher candidate to report back to you following the discussion.
- If after the teacher candidate has talked with the cooperating teacher the problem has not gotten better, schedule a visit to the classroom and try to assess the situation. Remember, you are only hearing one side of the story. In many cases it is necessary to talk directly with the cooperating teacher and schedule a three way meeting (supervisor, cooperating teacher, teacher candidate). Feel free to invite the placement coordinator if you feel you need the assistance.
- When having a three way meeting, begin by asking each person to share his/her views on the situation. Take notes on what each is reporting. Following this, engage in a brainstorming discussion where all three of you share ideas for how the problem can be resolved. Decide on a plan of action that everyone is comfortable with. Finally, set a date when you will call/meet with the cooperating teacher and teacher candidate to check on progress.
- If following a three way meeting the problem has not gotten better, it may be time to begin discussing options for terminating the placement. This is rare, but does happen occasionally. At this point the placement coordinator will begin making arrangements for a new placement and will generally handle the situation.
- Note: Keep the placement coordinator apprised of all problems that have the potential of keeping a teacher candidate from fulfilling his/her responsibilities related to licensure. In general, a teacher candidate can be moved one time due to problems. If the second placement does not work, the teacher candidate will engage in discussions with the supervisor, placement coordinator, and TEP director to determine if a third placement will be arranged.

COPY POLICY AND PROCEDURES

Faculty members are required to order course packs made up of additional course materials (see Instructor Roles and Responsibilities). If you need additional copies for your class, you may choose one of three options:

- Come to Wesley Hall and use the copy machine on the first floor. See program staff in the office (Wesley 205) during regular office hours if you need the copier code.

OR

- Submit your request electronically to the Program Assistant at kpaulmas@du.edu. Requests must be at least 24 hours in advance. Finished copies can be picked up in Sturm Hall (2nd floor) prior to class.

OR

- Have your documents copied at an outside copying service and submit a receipt to the office. (Please use this option only as a last resort). Any copy jobs more than \$15 must have prior approval. The University of Denver is a tax-exempt institution. TEP can not reimburse sales tax on copy projects. Reimbursements are processed within a week and a check is mailed to your home address.



**TEACHER EDUCATION PROGRAM
GUEST SPEAKER HONORARIUM
REQUEST FORM**

At the University of Denver (DU), an honorarium is a payment to a speaker or guest lecturer for which we set the amount. Honoraria are not used to pay for performances or services provided by outside consultants or employees of DU.

To request an honorarium, complete all course information below, signing where indicated, and submit this form along with a completed IRS W-9 to the TEP office. All paperwork should be submitted and approved prior to your guest attending class.

Speaker's Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (h) _____ (w) _____ (email) _____

Course Name and #: _____

Date(s) Taught: _____ Number of Hours: _____

Description of services rendered: _____

TEP Faculty Name: _____

TEP Faculty Signature: _____ Date: _____

For TEP Use Only:

Approved by: _____

Date: _____

Amount Approved: _____

Processed on: _____



UNIVERSITY OF
DENVER

Morgridge College
of Education

**TEACHER EDUCATION PROGRAM
MILEAGE REIMBURSEMENT FORM
FOR SUPERVISORS**

Name: _____ Month/Yr: _____

Week of	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
DAILY TOTAL						

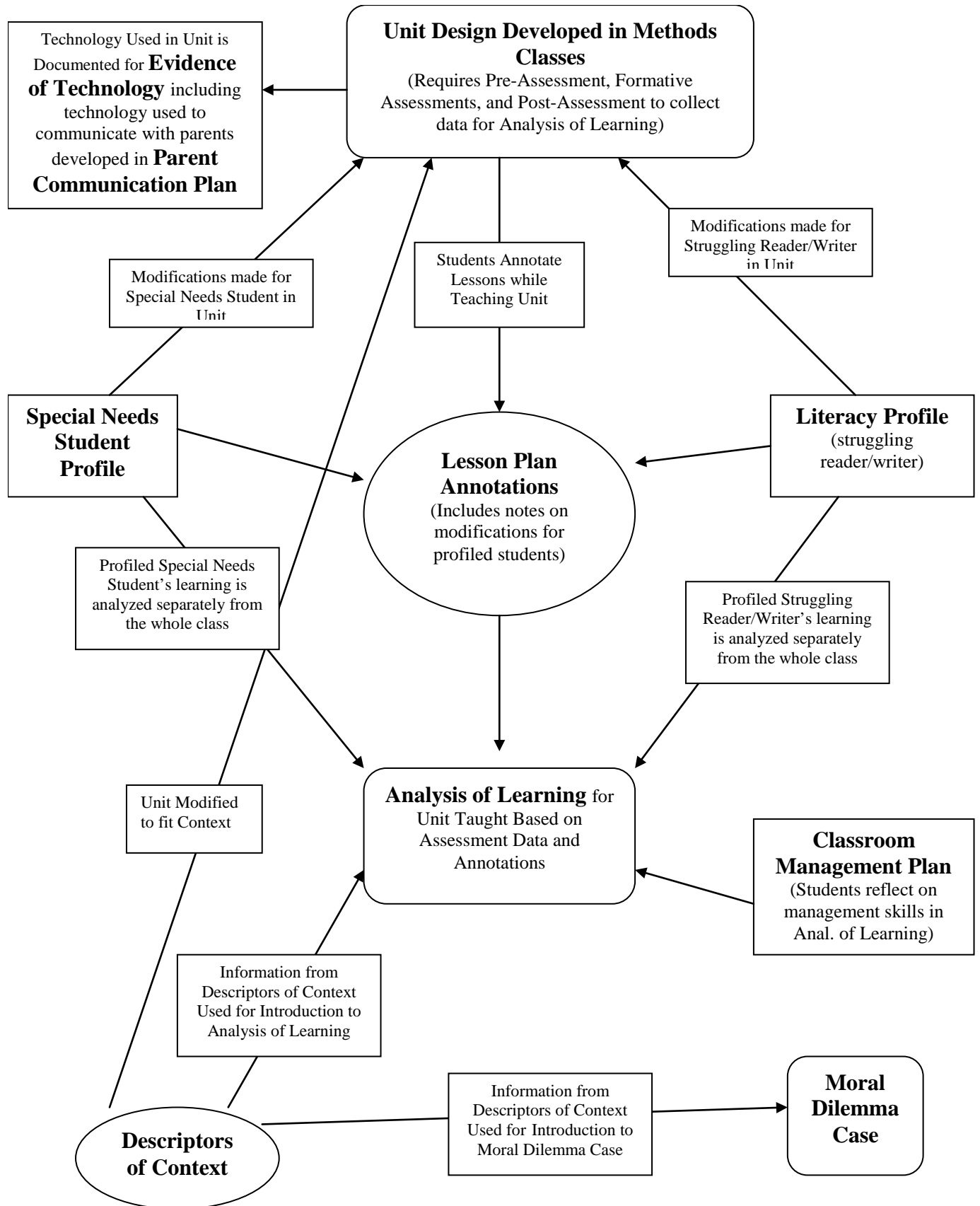
Total # of miles _____ x .55 per mile = \$ _____

Signature

Date

**Travel forms must be submitted at the end of each month. Reimbursements are processed within the week.*

TWS FLOWCHART



**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.