



Morgridge College
of Education

CURRICULUM AND INSTRUCTION

Boettcher Teachers Program

Student Handbook

2007-2008

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WELCOME AND INTRODUCTION

Welcome to the Boettcher Teachers Program! The next few years promise to be an exciting and intense experience. At the beginning of your program, the details can sometimes be overwhelming. The Boettcher Teachers Program (BTP) Handbook will provide you, as a Boettcher Fellow, with essential information regarding program policies and practices.

Sections to Review

Important sections of the handbook to review at this point are:

- *General BTP information*, including the rationale/history/unique context, an overview of our philosophy and how it is enacted, the staff directory, and academic/course overview and schedules.
- *General DU information*, including registration, financial services, technology and health services information.
- *Program Policies*, including the Student Code of Conduct and the Roles and Responsibilities of the fellow.

Please sit down and carefully read all of these sections to become more familiar with the details of this program. You may receive additional documents throughout the year that will be considered as part of this handbook. *You are responsible for knowing and understanding the contents in this handbook, as well as any additions you may receive. You are also responsible for all University of Denver policies pertaining to Graduate Students.* Please let us know if you have any questions regarding this information.

Program Name

Please note that for purposes of brevity, the program is often referred to in this handbook with the acronym of BTP. However, in order to respect and recognize the Boettcher Foundation's generous and substantial commitment to making this program possible, we request that you generally call the program by its full name.

Best wishes for a successful year of teacher preparation!

Sincerely,

Karen Lowenstein and Andra Brill
Co-Directors, Boettcher Teachers Program

WELCOME FROM THE MORGRIDGE COLLEGE OF EDUCATION

Dear Boettcher Fellow:

Welcome to graduate studies in Curriculum and Instruction. We are educators dedicated to helping you become the best possible teacher, leader, and advocate for urban children. Many of our faculty combine the best practices of teaching with the skills of educational research. Professors who know both the ambiguities and complexities of public school classrooms and are familiar with the latest research on educational theory and effective practice will teach your courses. As a unit, we are dedicated to the mission of shaping a safe, sustainable, democratic, and just world. We are ready to help you become the kind of teacher who also values these goals and knows how to create classroom spaces for urban students where these values can flourish.

As a Boettcher fellow, you are among a select group of teacher candidates. We are excited and proud to have you as members of the University of Denver community.

Best of luck,

Virginia R. Maloney, Ph.D.

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BOETTCHER TEACHERS PROGRAM DIRECTORY INFORMATION

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UNIVERSITY OF DENVER RESOURCES

The Bursar's Office (For questions about your bill and health insurance/health fee waivers).

University Hall, Room 223
2197 S. University Blvd., Denver, CO 80208
Phone: 303-871-4944
Email: busar@du.edu
Website: <http://www.du.edu/bursar>

Office of Financial Aid (For information about your financial aid package or how to apply for aid).

University Hall, Room 210
2197 S. University Blvd., Denver, CO 80208
Phone: 303-871-4020
Email: finaid@du.edu
Website: <http://www.du.edu/finaid>

Office of Graduate Studies

University Hall, Room 216
2197 S. University Blvd., Denver, CO 80208
Phone: 303-871-2831
Email: grad-info@du.edu
Website: <http://www.du.edu/grad>

Health and Counseling Center

Ritchie Center, Suite 3N
2240 East Buchtel Blvd., Denver, CO 80208
Phone: 303-871-2205
Email: hcc@du.edu
Website: <http://www.du.edu/duhealth>

Penrose Library

2150 East Evans Avenue, Denver, CO 80208
Reference Desk: 303-871-2905
Circulation Desk: 303-871-3707
Website: <http://www.library.du.edu>

Office of the Registrar

University Hall, Room G33
2197 S. University Blvd., Denver, CO 80208
Phone: 303-871-2284
Email: registrar@du.edu
Website: <http://www.du.edu/registrar>

University Technology Services Computer HelpCenter

Penrose Library
2150 East Evans Avenue, Denver, CO 80208
Helpdesk: 303-871-4700
Website: <http://www.du.edu/uts>

BOETTCHER PROGRAM RATIONALE, HISTORY, UNIQUE CONTEXT

Building on the long and prestigious tradition of the Boettcher Scholars Program, the Boettcher Teachers Program intends to foster the talents and dedication of a new teaching workforce dedicated to serving the needs of some of Colorado's most challenged urban schools.

Research shows that one of the most important factors in the achievement of students is the preparation of the teacher. Research also shows that, in general, schools with high percentages of low-income children and English-language learners also have teachers who are less fully qualified (such as subject matter expertise and licensure in the subject they teach). Furthermore, about one-third of new teachers leave the profession after three years and about half leave within five years, citing lack of practical preparation and on-the-job mentoring. These attrition rates are higher in low-income, urban schools.

The Boettcher Teachers Program was conceived to address these problems. We believe that quality education for *all* students in *all* schools is a civil right. We take very seriously the charge of improving preparation and retention of high-quality teachers in high-priority schools so that ultimately, student achievement can be improved.

The Boettcher Foundation awarded a planning grant to the Public Education & Business Coalition in spring 2003 and kicked off a year and a half of planning and designing of the program by the partner organizations. Many of the structures and features for the Boettcher program were adapted from a similar-model program at the Rocky Mountain School of Expeditionary Learning (the Expeditionary Learning Teacher Preparation Program).

The Boettcher Teachers Program represents an innovative educational partnership. The Foundation teamed with two local Colorado school districts, Mapleton Public Schools and Adams 12 Five Star Schools, along with the Public Education & Business Coalition (PEBC), the Morgridge College of Education, and the Rocky Mountain School of Expeditionary Learning (RMSEL) to create this two-year, graduate teacher education and professional development program. The first cohort of Boettcher Teaching Fellows began their teaching residency in August 2004.

The partner organizations and roles are as follows: Mapleton and Adams12: district partners, provide host schools and mentor teachers for teaching residency; PEBC: overall program manager, fiscal agent, and physical home base for the program; Morgridge College of Education: university partner for alternative licensure and grantor of master's degree; RMSEL: former designated agency for alternative licensure through the Colorado Department of Education. As of July 2005, Mapleton replaced RMSEL in the role of designated agency.

The Boettcher Teachers Program, designed to respond to the needs of partner school districts, is a hybrid of traditional and alternative pathways to teaching and creates a learning environment that is primarily field-based and intricately connected to classroom practice. The program is grounded in a year-long classroom teaching residency in a high-need school, with daily guidance and coaching from a skilled mentor teacher who shares the classroom. Rigorous course work that integrates theory and practice supplements the residency. Boettcher fellows earn a

provisional teaching license and complete course work towards a master's degree in Curriculum and Instruction with a concentration in urban education. They also receive induction and mentoring support throughout the first few years of teaching. Competitive fellowships provide significant financial support to the fellows, who must commit to teaching in approved high-need schools in our partner districts for four years after they complete the residency year.

In a field-based program such as this, the quality of the mentoring is absolutely crucial to the success of the program. Therefore, the program focuses explicitly on the learning of the pre-service mentors as *teachers* and as *mentors*. Mentors have the opportunity to expand the traditional, professional roles available to veteran teachers by embracing their essential roles as school-based teacher educators, and they receive significant professional development support and financial recognition for their crucial role in the development and growth of new teachers.

MISSION STATEMENT

The mission of the Boettcher Teachers Program (BTP) is to prepare and support exceptional teachers for urban students and schools.

VISION STATEMENT

The Boettcher Teachers Program *creates a powerful model of professional learning that benefits students, teachers, partner schools/ districts/ communities, and the partner agencies* in the following ways:

Students

As a result of being taught by Boettcher mentors and fellows, students reach their highest possible levels of achievement and develop into powerful and productive human beings who are involved, engaged, and enthusiastic about learning.

Teachers

Boettcher mentors and fellows accept responsibility for all students' learning. They incorporate their students' diverse backgrounds into their teaching, form positive relationships with local communities, and have the skills, knowledge, and determination to ensure that all students learn. They are intellectually curious and develop to their fullest capacity as professional educators and individuals.

Classrooms/ Schools/ Districts

Schools, districts, and the extended school community are vibrant and stimulating settings for teaching and learning, enhanced by the leadership, innovation, and commitment to professional growth displayed by Boettcher mentors, fellows, program faculty, and staff.

The Program

The program serves as a national model for excellence in teacher preparation and professional development for educators working with culturally and linguistically diverse populations, resulting in demonstrated benefits to students, teachers, and their learning environments.

PROGRAM GOALS

- Recruit top-notch, highly motivated, diverse college graduates and mid-career changers, especially those with a desire to work for equity and social justice in schools, and those who qualify in district shortage subject areas (e.g., math and science, bilingual education)
- Increase teacher quality and retention of outstanding teachers in partner districts' high-needs schools
- Enhance collaborative cultures in partner districts and schools
- Develop awareness of and strategies for ensuring equitable educational experiences for ALL students
- Support the on-going learning of mentor teachers as teachers and as mentors
- Support improved student achievement in partner schools

GUIDING PRINCIPLES

These principles describe the Boettcher Teacher Program's approach to teacher learning and are intended to help the program achieve its vision and fulfill its mission. These guiding principles represent many of the program's core beliefs about structures and processes that support high quality learning experiences for teaching fellows, for mentors, and ultimately, for students. Our intention is to apply these principles when designing and facilitating learning experiences, and to use them as a benchmark to hold ourselves accountable to the program vision and mission.

- **Theory and practice are tightly woven together.**
Teaching fellows engage in rigorous theoretical study and simultaneously engage in experiential learning in the classroom with real students and with real dilemmas of practice. In this model, theory and practice feed off one another. Teaching fellows and mentors learn to understand the cyclical nature of applying theory to practice: How does knowing the theory deepen understanding of the practical applications, AND how does knowing the realities of classroom life and children help the theory become more relevant and meaningful?
- **Reflection, both individual and social, fosters teachers' on-going learning and growth.**
Developing the disposition and habits of a reflective practitioner allows teachers to continually add to their understanding and learning over time. Teaching is embraced as a public practice rather than an isolated activity conducted behind closed doors. Classroom artifacts representing student and teacher work and dilemmas of practice are examined and discussed collaboratively in inquiry groups. Teaching Fellows and Mentors take time to observe and learn from each other's practice and engage regularly in written and oral reflection on their own growth and learning.
- **Small, collaborative communities create a powerful and safe place for learning over time.**
 - Participants move through the 2-year program as a cohort, take most of their classes together, engage in collaborative learning experiences such as retreats and field experiences in the community, and support and challenge each other's learning and assumptions throughout the whole program. The small size of the cohort group (20 maximum per group) fosters the creation of strong relationships and of individualized, personalized attention to learning.
 - Boettcher mentors also engage in collaborative, reflective learning together while assisting the learning of teaching fellows. Fellows and mentors working on the same school-based teaching teams also have additional opportunities to work and grow in learning communities.
- **Participants' learning experiences are based on the same vision of powerful pedagogy with which they are expected to teach their own students.**
 - In order to reshape and transform traditional views of teaching and learning, teaching fellows and mentors experience learning in the same research-based, interactive ways that they are expected to teach. Fellows experience learning as part of the teaching residency/gradual-release-of-responsibility model.

- As part of every course, participants have opportunities to explicitly reflect on the question, “How can you apply what you are discovering about yourself as a learner to your own teaching?”
 - Instructors “practice what they preach” and are also publicly meta-cognitive with the participants about their own processes of planning, instruction, assessment, etc., to provide additional models of teaching.
- **Instruction, curriculum, and assessment are driven by principles of integration, responsive teaching, meaningfulness, and authenticity.**
- Course work attempts to seek a balance between going in-depth with certain topics but also taking advantage of natural opportunities for integration (for example, classroom management and theories of motivation might be explored jointly).
 - Syllabi set the objectives and structures for courses; however, when teaching fellows or mentors need additional support or time on certain topics or teachable moments arise, instructors engage in responsive teaching and address the needs of their students.
 - Assignments and assessments in all courses allow participants to engage in meaningful projects and “assessment events” and create useful products that help develop the skills and dispositions of competent, inquiring teachers.
 - Teaching fellows develop a **portfolio** throughout Year 1. The Teacher Work Sample (TWS) Portfolio is a collection of exemplars of the “real work” of a teacher, including video clips and related classroom artifacts. The TWS addresses the question, *What should a teacher know and be able to do?* and demonstrates the synthesis of a teaching fellow’s thinking, planning, instruction, assessment, and reflection on teaching and learning. It attempts to address all aspects of the life of a teacher with an emphasis on deep knowledge of students and the interconnectedness of curriculum design, instruction, and assessment in order to foster student learning.
 - At the end of Year 1, selections from the TWS Portfolios are critiqued by a panel of outside reviewers, and the panel conducts a 30-minute oral interview with each teaching fellow. Successful completion and oral defense of the TWS Portfolio is required in order to be recommended for provisional teacher licensure, and it counts towards the master’s degree as well.
 - During Year 2, as an essential part of their on-going course work towards the master’s degree, teaching fellows engage in an **inquiry project** driven by their own interests, passions, and areas of desired improvement/growth. They develop a question(s), collect evidence and reflect on it, and analyze/ synthesize what they are learning along the way. They present the final product to an external audience, such as colleagues and parents from the district in which they teach, DU faculty, outside reviewers, and other graduate students. This capstone assessment partially replaces the oral defense of a master’s thesis or oral comprehensive examinations.

- **Teachers need to make every effort to meet the individual needs of diverse students.**
To fully adapt and differentiate instruction, curriculum, and classroom management to serve the needs of all students in the classroom, teachers must have the ability to detect, analyze, and strategize ways to alter their teaching practice to better meet the needs of diverse students—e.g., those with special learning needs (including identified gifted students), those achieving below grade level, English language learners, high poverty students, struggling readers/writers. Differentiation of instruction will be an on-going topic of discussion in all courses and will be focused on explicitly in a course on meeting the special needs of students.

- **All teachers are researchers and need to know how to use data in multiple ways.**
Teachers, as professionals, must be able to use the analytical tools of educational research in order to make sense of, critique, and apply results of published research as well as to conduct inquiry into one’s own practice. Throughout the program, in virtually all courses, Teaching Fellows will develop the dispositions of researchers and explore the role that research, inquiry, and reflection play in shaping the understanding of teaching practice. Fellows will explore the many possibilities for what “counts” as data, and how data can be used effectively and richly to inform instructional decision-making.

- **Pedagogy and curriculum need to be culturally relevant and responsive¹**
The most effective teachers of diverse students engage in culturally relevant pedagogy. The program’s course of study will work to develop teachers’ awareness and skills in the following three areas of culturally relevant pedagogy:
 - 1) Academic achievement: The teacher...
 - presumes that all students can learn.
 - clearly delineates what achievement means in the context of his or her classroom.
 - knows the content, the learner, and how to teach the content to the learner.
 - supports a critical consciousness toward the curriculum.
 - encourages academic achievement as a complex conception not amenable to a single, static measurement.

 - 2) Cultural competence: The teacher...
 - understands culture and its role in education.
 - takes responsibility for learning about students’ culture and community.
 - uses student culture as a basis for learning.
 - promotes a flexible use of students’ local and global culture.

 - 3) Sociopolitical consciousness: The teacher...
 - knows the larger sociopolitical context of the school-community-nation-world.
 - has an investment in the public good.
 - plans and implements academic experiences that connect students to the larger social context.
 - believes that students’ success has consequences for his or her own quality of life.

¹ See, for example, Ladson-Billings, G. (2000). Fighting for our lives: Preparing teachers to teach African American students. *Journal of Teacher Education*, 51, 206-214; and Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass. The specific indicators for the three areas come from Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.

PROGRAM CORE BELIEFS

1) Reflective practitioner

Developing more coherent and consistent understandings of self, other, and schooling while immersed in the recursive process of learning to teach.

- a. Knowing self. Who is the self that teaches? What are the unique gifts and understanding you bring to the art of teaching? How does gender, culture, language, socio-economic status, or sexual orientation influence views on teaching and learning? What are you most passionate about and how will you convey that enthusiasm to your students?
- b. Knowing others. What stories of self (gender, culture, socio-economic, sexual orientation, language, family structure) do students bring into the classroom? In what ways, if any, do these stories impact student learning? What are the hidden gifts and understandings that each student brings to the classroom? Based on your current knowledge of a student, how should you teach that student today?
- c. Knowing schools. How do schools function as places to learn about society and the world and places to be socialized into society and the world? What roles do teachers and students play in the school? How do these roles aid or thwart learning? Is status equally distributed across various groups of students or do some groups have higher or lower status? What is the purpose of schooling? How do peer groups influence the learning trajectory of students?

2) Best practices

Knowing which research-validated teaching method, curriculum, and form of assessment is the best fit for each student throughout their intellectual journey in a classroom.

- a. Constructivism: How does a student's prior knowledge influence learning and inform instructional choices? How is a learner-centered curriculum different from a teacher-centered curriculum? How does your curriculum make it possible for students to take primary responsibility for their own learning?
- b. Assessment: How accurate is your portrait of the depth and breadth of learning for each student? How do your forms of assessment assist in the learning process and develop real world skills and understandings?
- c. Content knowledge: How are you demonstrating the virtues of being a life-long learner and furthering your knowledge base in the subjects you teach? Which content areas are you strong in and which do you struggle with? How do you address both in and out of class content and phobias such as math or science?
- d. State content standards: In what ways does your instruction and assessment demonstrate attentiveness to the state learning standards? In what ways are these standards the foundation upon which you build learning equity for all students in your class?

3) Caring relationships

Recognizing and responding to the importance that one-to-one authentic relationships with students, colleagues, parents, and administrators play in the process of creating classroom environments conducive to student learning.

a. Instructional allies: How do you “get into” a student’s head for the purpose of understanding why he/she is performing below his/her ability? What are the types of bridges you build between the home and school? How will you break out of the egg carton mentality of teaching and enlist the help, advice, and support of your colleagues? In what ways are you fully present for each student, parent, colleague, and building administrator?

b. Empowerment: What makes a school an emotionally, intellectually, and instructionally safe place for all students to learn and grow? How do you design and deliver curriculum that challenges and empowers all learners? How do you insure that you are holding every student to the highest possible standards of excellence while being attentive to individual learning trajectories? What does it mean to be an agent of change at the level of the classroom, the school, the community, and the larger society?

4) The ambiguity of teaching

Teaching is often fraught with professional uncertainty situated in the institutional structures of schools, mentor/mentee relationships, the politics of schooling, and cultural mismatches between teachers and students; knowing how to navigate within these ill defined “spaces” is an essential aspect of learning how to teach.

How do you reconstruct pedagogical uncertainty into a form of instructional certainty? How do you reconcile competing rationale for which curriculum, each with valid points, is the best curriculum for a school? How will you handle a professional difference of opinion with a mentor, a colleague, or the building principal?

5. Language and cultural diversity

Knowing how to value and draw strength from the range of languages spoken and cultural traditions practiced by students is an important component of structuring an effective learning environment.

What is the relationship between language/culture and learning? How will you bridge the gap between your language/cultural background and the language/cultural background of your students? In what ways will you validate the cultural norms of your students while preparing them to be successful in settings characteristic of mainstream values and norms?

PROGRAM CORE DISPOSITIONS

Dispositions are characteristic of the “spirit” of a fellow and indicate the intentions behind the actions a fellow takes in learning about teaching and the ways he/she teaches. The dispositions most highly valued by the Boettcher Teachers Program include:

1. Reflective practitioner; self-aware and self-critical of intellectual, pedagogical, cultural, and linguistic biases and their potential impact on student learning, recognizes how culture, language, race, class, and gender influence who we are and how we think about teaching and learning.
2. Proponent of “Best Practices” and their implications for teaching and learning in urban schools, curiosity about one’s practice and how to improve it.
3. Supporting a safe learning environment where other fellows in the program can challenge and be challenged by each other’s learning assumptions.
4. Community/cohort orientation; team player, an affinity for building alliances with peers, teaching colleagues, parents and community members, collaborative orientation toward the work of teaching
5. Authenticity; practicing what they preach.
6. Valuing the unique learning needs and assets of every student, believing that all students can be successful learners, willingness to detect, analyze, and strategize ways of altering teaching to accommodate the learning needs of all students, fosters the development of safe and empowering classroom spaces for all students.
7. Values culture and linguistic differences as an asset for all students, believes in the instructional virtues of diversity and equity.
8. Recognizes the importance of successful schooling to a student’s quality of life and understands the ways education, public schools, and urban schools operate within the larger socio-political context.
9. Honors authentic caring one-on-one relationships and understands the ways power/perceived power influence relationships.
10. Recognition of the inherent differences among people regarding perception and experience and acknowledging the potential for multiple perspectives in any given instructional and institutional situation.
11. Resilient.
12. Perseverant.
13. Resourceful.
14. Compassionate.

TEACHER COMPETENCIES DEVELOPED IN THE BOETTCHER TEACHERS PROGRAM

Qualities of a High Performing Teacher²

1. Engages and Supports All Students in Learning

- a. Connects students' prior knowledge, life experience, interests, cultural and linguistic backgrounds, and interests with learning goals.
- b. Understands theories of motivation and engagement and how they apply to the classroom environment.
- c. Uses a variety of instructional strategies and resources to respond to students' diverse needs.
- d. Facilitates learning experiences that promote autonomy, interaction, and choice.
- e. Engages students in problem solving, critical thinking, and other 'minds-on' activities that make subject matter meaningful and develops conceptual understanding.
- f. Promotes self-directed, reflective learning for all students.
- g. Builds strong relationships and rapport with students.

2. Creates and Maintains Effective Environments for Students

- a. Creates a physical environment that engages all students.
- b. Establishes a climate that promotes fairness and respect.
- c. Understands theories of learning and development and how they apply to the classroom environment.
- d. Promotes social development and group responsibility.
- e. Establishes and maintains standards for student behavior.
- f. Plans and implements classroom procedures and routines, systems and structures that support student learning.
- g. Uses instructional time effectively.
- h. Provides appropriate scaffolding and support so *all* students can meet high expectations.

3. Understands and Organizes Subject Matter for Student Learning

- a. Demonstrates knowledge of subject matter content (central concepts, ways of knowing, tools of inquiry, structures of the discipline) and student development.
- b. Seeks out and organizes curriculum to support student understanding of subject matter.
- c. Interrelates ideas and information within and across subject matter areas.
- d. Develops student understanding through instructional strategies that are appropriate to subject matter; understands students' potential misunderstandings in the subject matter.
- e. Knows representations for teaching certain topics within the discipline.
- f. Uses materials, resources, and technologies to make subject matter accessible to students.
- g. Examines own learning in the content areas s/he is teaching.

² This list of competencies is synthesized from the following sources: California Standards for the Teaching Profession [this source is drawn from most heavily]; California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Induction Programs; Interstate New Teacher Assessment and Support Consortium (INTASC); National Board for Professional Teaching Standards (NBPTS); Performance-Based Standards for Colorado Teachers; Dorman (2003), *Unpublished doctoral comprehensive examination, University of Colorado, Boulder*; Boettcher Teaching Fellows Performance Evaluation Rubric; Oakes, Franke, Quartz, & Rogers (2002), *Research for High-Quality Urban Teaching*; Hollie (2005), *No Culture Left Behind*.

4. Plans Instruction and Designs Powerful Learning Experiences for All Students

- a. Understands, values and draws on students' backgrounds, interests, and developmental learning needs in selecting curriculum and creating/implementing instructional plans.
- b. Establishes and articulates goals, keeping the end outcome in mind.
- c. Using the 'backwards design' model, develops and sequences instructional activities and materials for student learning.
- d. Uses multi-modal pedagogical approaches that address different learning styles and multiple intelligences.
- e. Models own thinking and problem solving processes in various subject areas.
- f. Using the 'backwards design' model, designs short-term and long-term plans to foster student learning.
- g. Modifies and differentiates instructional plans and modes of assessment to adjust for student needs, based on information from a variety of formative assessments.

5. Assesses Student Learning

- a. Establishes and communicates learning goals for all students.
- b. Understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- c. Knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- d. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.
- e. Collects and uses multiple sources of information to assess student learning.
- f. Includes opportunities for students to demonstrate knowledge and skills in 'authentic', real-world ways.
- g. Involves and guides all students in assessing their own learning.
- h. Uses the results of various formal and informal assessments to inform instruction.
- i. Communicates with students, families, and other audiences about student progress.

6. Promotes Equity, Diversity, and Access to Rigorous Curriculum

- a. Develops knowledge and understanding of the background experiences, languages, skills, and abilities of students and applies culturally responsive pedagogical practices that provide equitable access to the curriculum and enable all students to meet standards and performance levels.
- b. Learns about the history, values, political economy, and traditions of the major cultural and ethnic groups represented in the geographical region in which s/he teaches.
- c. Understands how to support the language development of English learners.
- d. Helps speakers of non-mainstream English learn the features of their home language and how and when to 'code switch.'
- e. Understands the community and social service support networks serving the school's families.
- f. Examines personal social identities and the role of privilege in one's own life and society.
- g. Systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities; knows their impact on student

learning, and uses only those instructional strategies that effectively maximize academic performance for all students.

- h. Examines personal beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.
- i. Recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.
- j. Recognizes the bureaucratic structure and institutional bias in schools and larger educational systems, and works to overcome the effects on students by focusing on each student's ability to meet the standards and performance levels.

7. Seeks Continual Development as a Professional, Reflective Educator

- a. Regularly reflects on teaching practice and classroom interactions to analyze what does and does not contribute to student learning, the alignment of one's teaching with beliefs about the purposes of education, the effects of larger social structures on student performance, etc.
- b. Establishes professional goals and pursues opportunities to grow professionally.
- c. Works with communities, families, and colleagues to improve professional practice and to work towards school-wide and systemic changes.
- d. Seeks alliances and engages in joint work with other reform-minded teachers to create change and increase access to educational equity for all students.

Structures Enacted to Meet the Competencies and Core Beliefs

Residency-based alternative licensure program, master's degree in Curriculum and Instruction with a concentration in Urban Education.



*c/o Public Education & Business Coalition
1410 Grant Street, Suite A-101, Denver, CO 80203
303-861-8661 ♦ www.boettcherteachers.org*

Boettcher Teachers Program Service Agreement Document

Welcome to the Boettcher Teachers Program. This document discusses several important matters relating to your participation in the Program. This Agreement outlines the terms and conditions for a Teaching Fellow's participation in the Boettcher Teachers Program provided by the working arrangement among the Boettcher Foundation (the "Foundation"), the Public Education & Business Coalition ("PEBC"), the University of Denver Morgridge College of Education (the "University"), Mapleton Public School District, and Adams 12 Five Star School District ("the Districts"). The Foundation, PEBC, the University, and the Districts may each be referred to as a "Party" and collectively are the "Parties." This Agreement is not an offer of or a guarantee of employment or the completion of an academic degree. The Parties reserve their usual management rights, either by statute, collective bargaining agreement, policy, practice, habit, or custom, concerning terms or conditions of employment and granting of academic degrees.

Stipend. Each Fellow will receive a \$10,000 stipend (the "stipend") for the academic year, which will be paid monthly in ten equal installments of \$1,000 each. The first payment shall be made on August 15th and the last on May 15th, to be paid in such normal and customary installments as is provided by the PEBC. Since you will not be an employee of PEBC or any of the Parties during this year, taxes will not be withheld up front. However, all earnings will be reported by PEBC to the Internal Revenue Service and to the State of Colorado. You will receive a 1099 form for each year in which you receive a stipend. You are required to report the earnings on your tax returns so you can pay the appropriate amount in taxes.

Health Insurance. The Boettcher Teachers Program does not provide its own health insurance. Since you will be enrolled at the University, you have the option of receiving health insurance through the University. If you decide to accept this option, the Districts will pay the University directly for the cost of your insurance, beginning with the first summer of your enrollment. They will cover the costs of the Student Health Insurance Plan as well as the health and counseling fee for the academic year in which you complete your teaching residency, and for the summer quarter immediately following the residency year. (Health and counseling fees will only be paid for you if you are officially registered at the University of Denver.)

Tuition and Program Fees. The majority of tuition and fees towards your Colorado professional teaching license and master's degree from the Morgridge College of Education, as well as other program fees and costs, including induction, will be paid for you as a Boettcher Fellow. Other expenses such as books, academic materials, required tests, additional course work required by the Colorado Department of Education, other courses which are not required for the degree or by the Program, etc., are at your own expense.

Your out-of-pocket fee towards program tuition and fees is \$2,000. The first installment of \$500 is required upon acceptance to hold your spot in the Program. This fee is non-refundable, unless you do not

pass the required admissions tests and are not accepted. Three additional, non-refundable payments of \$500 each will be due in September, December, and March. A *few* partial need-based scholarships are available to cover *some* (but not all) of this \$1,500 cost.

Program Commitment, Service Agreement. Fellows need to be willing and able to make a 5-year commitment to teaching in approved high-priority schools (including the teaching residency year), since a major goal of the Program is to increase retention of excellent teachers of low-income children in culturally and linguistically diverse settings. Thus, you will incur only minimal out-of-pocket tuition/program fee charges for the Program *provided* that you complete this service agreement.

Upon completion of Year 1 of the Program, the Districts will make every effort to provide a full-time teaching position in an approved high-priority school for each satisfactorily performing Teaching Fellow. The Districts will provide information about open positions in both partner Districts and will interview satisfactorily performing Fellows who qualify for the open positions. Fellows are required to apply for all open positions in both Districts' approved high-priority schools for which they qualify. The hiring of any Fellow will be subject to the Districts' selection and hiring processes. The qualifying positions may not necessarily be in the same District as the teaching residency placement. For example, a Fellow may conduct his/her teaching residency in Adams 12 Five Star Schools but then be hired in Mapleton Public Schools. If no positions are available for a satisfactorily performing Fellow in an approved high-priority District school, the Districts and the other Parties will act jointly to make every effort to identify a suitable position for which the Fellow can apply in a school that serves low-income students in another local district. This means that the second choice employment option is for Fellows to be hired in a high-priority school in a non-partner district, *not* a higher performing school *within* the partner Districts.

In Year 2 of the program, once the Fellows have been hired as teachers-of-record, Teaching Fellows will receive mentoring and induction support. This support will be provided by the partner Districts' induction programs. Fellows will also receive some additional induction support and mentoring from the Districts in Year 3 of the Program. After completing Year 2 of the program, Fellows will have an additional three-year commitment to teach within the District at an approved high-priority school or at other high-priority schools in Colorado approved by the Program. This commitment does not create any property right or contract right, express or implied.

Termination of Participation in Fellowship and Payback.

During the teaching residency year (Year 1): In the event that your participation is terminated during the teaching residency year (Year 1), either voluntarily or involuntarily, at any time prior to June 15, you will receive no further stipend payments. Any out-of-pocket program/tuition fees that you have paid up to that point will be forfeited. Additionally, you will be responsible for repaying whatever stipend amounts you have received previously and whatever University tuition amounts have been paid on your account (at the University's half tuition rate) up until and including the date of your termination. As noted below, if you believe that there are extenuating circumstances relating to voluntary or involuntary termination of your participation in the Program that should relieve you from any tuition/fee reimbursements, you may petition the Boettcher Teachers Program Board of Directors for such relief.

After completing the teaching residency year: In the eventuality that you elect not to teach in a high-priority school in Colorado approved by the Program after completing the teaching residency (Year 1), you will be required to reimburse the Program in the amount of \$20,000. If you elect not to fulfill your service agreement after completing Year 2 of teaching, you would owe \$30,000. After completing Year 3 of teaching, you would owe \$20,000. After completing Year 4, you would owe \$10,000. After completing Year 5, you would owe nothing. If any sum due the Program is not paid within thirty days and legal proceedings are initiated to collect such sum, the Program will be entitled to interest on such sum at the legal rate, plus collection costs including reasonable attorney's fees.

In the event that you are hired but then are subsequently non-renewed, laid off, or terminated at a future date by the hiring District, you must speak to the Program Co-Directors and/or the Board of Directors in a timely manner regarding your plans for fulfilling your teaching obligation in another approved high-priority school in Colorado at which you would need to take the initiative to apply. Provided that you do fulfill this teaching obligation, you would not be required to reimburse the Program for tuition/program fees.

Completion of the Academic Degree.

All Fellows are required to complete the course work and graduation requirements for the master's degree at the University. If you elect not to take courses in the summer following the teaching residency year (Year 1), you are required to take these courses by no later than the following summer. It is your responsibility to make sure that the courses you need to complete the degree will be available at a later date if you choose not to take them at the originally scheduled time.

If you believe that there are circumstances relating to termination of your participation in the Program that should relieve you from any teaching obligation or tuition/fee charges, you may petition the Boettcher Teachers Program Board of Directors for such relief. The Boettcher Teachers Program Board of Directors shall have complete and sole authority to grant or deny such relief, and shall exercise this authority in good faith. If you have any questions concerning the circumstances under which tuition/fees will be charged, please speak with the Program Co-Director.

If you have read and understand all of the above, please sign one copy of this agreement in the presence of a notary, then return it to the Boettcher Teachers Program Director at the PEBC at 1410 Grant Street, Suite A-101, Denver, CO, 80203. Keep one copy for your records. By signing this agreement, you are agreeing to be bound by all of the provisions contained herein, including, but not limited to, the tuition payback requirements. If you have any questions about anything contained in this letter, please speak with the Boettcher Teachers Program Co-Directors.

I agree to the terms contained in this Service Agreement document for the Boettcher Teachers Program.

Printed Name of Boettcher Teaching Fellow

Signature of Boettcher Teaching Fellow

Date signed

NOTARIZATION:

State of _____ County of _____

Sworn to and subscribed before me on the _____ day of _____, _____

Notary Public's Signature: _____

My commission expires: _____.

Notary's stamp or seal:

OVERVIEW OF SERVICE AGREEMENT PAYBACK AND HIRING DECISIONS

NOTE: The board may be revising the payback policy for 2007-2008 and beyond.

Payback issues if Fellow leaves during teaching residency year:

- If a Fellow's participation is terminated during the teaching residency year, either voluntarily or involuntarily, at any time prior to June 15, s/he will receive no further stipend payments. Any out-of-pocket program/tuition fees that s/he has paid will be forfeited.
- If a Fellow's participation is terminated voluntarily (*i.e., s/he leaves the program because s/he decides s/he does not want to be a teacher in any school or in a high-needs school, or s/he doesn't like the program, or personal reasons prevent him/her from continuing and the Board does not accept the reasons as reasonable*), s/he will be responsible for repaying whatever stipend amounts s/he has received and whatever University tuition amounts have been paid on his/her account (at the University's half tuition rate) up until and including the date of the termination.
- If a Fellow is counseled out of the program because s/he is not an appropriate candidate for teaching in general and for high-need schools in particular, *or s/he is not meeting program standards and does not make the necessary improvements based on feedback*, s/he may not be required to repay the tuition and stipend amounts. The Board reserves the right to make the final decisions on whether payback will be required.

Payback issues if Fellow leaves after completing teaching residency:

If Fellow chooses to leave the program and not teach...

- After completing the teaching residency year: Fellow would owe tuition/program fees of \$20,000.
- After completing Year 2 of teaching: Fellow would owe \$30,000.
- After completing Year 3 of teaching: Fellow would owe \$20,000.
- After completing Year 4 of teaching: Fellow would owe \$10,000.
- After completing Year 5 of teaching: Fellow would owe nothing.

Hiring Issues, including updates from June 16, 2005 Board Meeting

- Fellows need to understand that by accepting the fellowship, they are trading some flexibility with choices about where they will end up teaching for their 4 years of required service. Where they end up teaching needs to be driven more by district needs than by fellows' choice.
- The first priority and choice is for the fellows to be hired in the schools where they conducted their teaching residency. If everything goes fine from the perspective of the fellow and the principal in this arrangement and there are openings at that school, the expectation is that the fellow will get hired there.
- However, if either party (either the fellow or the principal) feels that the match is not right, the districts reserve the right to have the fellow be considered for positions in a different school, and the fellows will be expected to apply for alternative positions.
- If fellows feel the match is not right, they should raise their concerns with program clinical faculty/ directors first.

- Program faculty/directors will then communicate the concerns directly to Human Resources personnel (currently Mark Hinson in District 12 or Sam Molinaro in Mapleton) and engage in dialogue with them. Districts will consider the fellows’ input; however, there is no guarantee that the fellow will still not be placed/hired in the teaching residency school. The districts reserve the right to make hiring decisions that they feel best serve their districts.
- Fellows will receive a list of eligible district schools (based on free and reduced lunch numbers) into which they may be placed after the teaching residency year. However, fellows MUST understand that the first preference is to be hired in the teaching residency school.
- HR personnel in the two districts will do their best to increase communication between their two departments and also with principals of the qualifying schools. The goal is still to have relatively equal numbers of fellows hired in each district. However, an imbalance is not a huge concern at this time.
- Timeline: Districts will try to coordinate their hiring timelines as much as possible. However, fellows need to understand that some fellows may have a job more ‘sewn up’ than others because of various situations in buildings, etc. Fellows need to know that some of them may not receive contracts until August. This is a reality in many schools and needs to be expected and planned for.
- Both districts may continue to give district contracts before knowing exactly which school a fellow may be placed in. Fellows need to be prepared to sign district contracts without knowing these details. (Signing a district contract means that the fellow is committing to teach in the district, without knowing yet exactly what school or position they will end up in.)
- Since a major goal of the Boettcher Teachers Program is to reduce attrition of teachers, the expectation is that fellows will stay in the district in which they are originally hired. If there are extenuating circumstances, fellows need to take the initiative to speak to program faculty/directors and district HR personnel to explore potential options.
- The Districts will guarantee interviews to all satisfactorily performing Fellows who qualify for the open positions.
- The qualifying positions may not necessarily be in the same District as the teaching residency placement (e.g., a Fellow may conduct her teaching residency in District 12 but then be hired in Mapleton).
NOTE: Fellows need to agree to apply for ALL open, qualifying positions in the Districts.
- If no positions are available for a satisfactorily performing Fellow in an approved high-priority District school, the Districts and the other Parties will act jointly to make every effort to identify a suitable position for which the Fellow can apply in a school that serves low-income students in another local district. *NOTE: This means that the second choice is for Fellows to be hired in a high-priority school in a non-partner District, NOT at a higher performing school WITHIN the partner Districts.*
- The hiring of any Fellow will be subject to Districts’ selection and hiring process.

Master's Degree Concerns

- If a Fellow elects not to take courses in the summer following the teaching residency year, s/he would need to take the slated courses in the subsequent summer. The main result of this is that the completion and awarding of the master's degree would be delayed, and therefore the salary increase that accompanies completion of the master's degree would also be delayed. This decision would not affect payback of the Fellowship.
- If a Fellow elects, for personal or other reasons, not to take any of the master's degree courses slated for Year 2 of the program (i.e., the Fellow's first year as the teacher of record in the District), s/he would be expected to take the classes the subsequent year. The result of this is that the tuition rate for this Fellow's classes would be higher, since the rates increase by about 7% per year. Fellows would be personally responsible for paying the difference in tuition if they decide to postpone taking any of the courses until a later date. Students must complete their degree within the maximum time allowed by the University of Denver.

COURSE REQUIREMENTS FOR THE BOETTCHER TEACHERS PROGRAM

YEAR ONE

A. All Fellows

CUI 4529: Foundations of Education for LDLs.....	3 qtr/hrs.
CUI 4530: Second Language Acquisition.....	3 qtr/hrs.
CUI 4540: Curriculum, Instruction, and Assessment I.....	3 qtr/hrs.
CUI 4541: Curriculum, Instruction, and Assessment II.....	3 qtr/hrs.
CUI 4542: Curriculum, Instruction, and Assessment III.....	3 qtr/hrs.
CUI 4543: Ed. Psych: Theories of Learning and Development.....	2 qtr/hrs.
CUI 4544: Ed. Psych: Educating Exceptional Individuals.....	3 qtr/hrs.
CUI 4545: Perspectives on American Education.....	2 qtr/hrs.

B. Elementary Education Fellows

CUI 4500: Elementary Literacy: Theory and Practice I.....	3 qtr/hrs.
CUI 4501: Elementary Literacy: Theory and Practice II.....	3 qtr/hrs.
CUI 4502: Elementary Science/Social Studies Methods.....	3 qtr/hrs.
CUI 4503: Elementary Math Methods for CLD.....	3 qtr/hrs.
TEP 3690: Elementary Student Teaching Practicum.....	3 qtr/hrs.

C. Secondary Fellows

CUI 4511: Secondary Literacy: Reading/Writing in the Content Areas.....	6 qtr/hrs.
CUI 4531: Supporting English Learners Across the Content Areas.....	3 qtr/hrs.
TEP xxxx: Secondary Methods (TEP course #s differ depending on content areas).....	3 qtr/hrs.
TEP 3790: Secondary Student Teaching Practicum.....	3 qtr/hrs.

Total Credits for Year 1.....37 qtr/hrs.

D. Teacher Work Sample [TWS] Portfolio Presentation (all fellows)

YEAR TWO

A. All Fellows

CUI 4521: Urban Education II: School, Student, Family, Community.....	3 qtr/hrs.
CUI 4532: Culturally Responsive Pedagogy.....	3 qtr/hrs.
CUI 4533: Research Issues: Linguistically Diverse Learners.....	3 qtr/hrs.
CUI 4535: Language in Society and Schools.....	3 qtr/hrs.
CUI 4538: Language, Literacy, and Culture.....	3 qtr/hrs.

Total Credits for Year 2.....15 qtr/hrs.

B. Capstone Research Presentation (all fellows)

SUMMARY OF CREDITS

Year 1.....	37 quarter hours
Year 2.....	15 quarter hours
Total.....	52 quarter hours

**calculations include one class taken Summer 2008 and one class taken Summer 2009*

BOETTCHER TEACHERS PROGRAM
ACADEMIC PROGRAM OVERVIEW AND SCHEDULE - COHORT 4

Year 1: Initial Lic + M.A.	Summer 2007	Fall 2007	Winter 2008	Spring 2008
All Teacher Fellows (TFs)	<i>Perspectives on American Education</i> CUI 4545 (2) <i>Foundations of Education for Linguistically Diverse Learners</i> CUI 4529 (3)	<i>Curriculum, Instruction & Assessment: Theory & Practice I</i> CUI 4540 (3) <i>Ed Psych: Theories of Learning & Development</i> CUI 4543 (2) <i>Second Language Acquisition</i> CUI 4530 (3)	<i>Curriculum, Instruction & Assessment: Theory & Practice II</i> CUI 4541 (3)	<i>Curriculum, Instruction & Assessment: Theory & Practice III</i> CUI 4542 (3) <i>Ed Psych: Educating Exceptional Individuals</i> CUI 4544 (3)
Elementary Education		<i>Elementary Literacy: Theory and Practice I</i> CUI 4500 (3) <i>Elementary Math Methods for Culturally and Linguistically Diverse Learners</i> CUI 4503 (3)	<i>Elementary Literacy: Theory and Practice II</i> CUI 4501 (3) <i>Elementary Science/Social Studies Methods for Culturally and Linguistically Diverse Learners</i> CUI 4502 (3)	<i>Student Teaching Practicum</i> TEP3690 (3)
Secondary Education		<i>Secondary Literacy: Reading and Writing in the Content Areas</i> CUI 4511 (6)	<i>Secondary Methods</i> TEP xxxx (3) <i>Supporting English Learners Across the Content Areas</i> CUI 4531 (3)	<i>Student Teaching Practicum</i> TEP 3790 (3)
Year 2: M.A.	Summer 2008	Fall 2008	Winter 2009	Spring 2009
All TFs	<i>Language, Literacy, and Culture</i> CUI 4538 (3)	<i>Culturally Responsive Pedagogy</i> CUI 4532 (3)	<i>Urban Education II: School, Student, Family and Community Influences on Student Learning</i> CUI 4521 (3)	<i>Research Issues in the Education of Culturally and Linguistically Diverse Learners</i> CUI 4533 (3) <i>Complete Capstone Research Presentation</i>
	Summer 2009			
	<i>Language in Society & Schools</i> CUI 4535 (3)			

COURSE DESCRIPTIONS

CUI 4500 Elementary Literacy: Theory & Practice I (3)

This course provides an introduction and overview to the many components that make up a quality balanced literacy program. During the course students will analyze current research and theory in reading and writing instruction. This course will use students' classroom placements to create a foundational understanding on which to build solid literacy philosophy as well as instructional ideas and strategies.

CUI 4501 Elementary Literacy: Theory & Practice II (3)

This course is an extension of Elementary Literacy I and concentrates on the continued development of theories and practical strategies for teaching literacy in diverse classrooms. This course will supply K-6 teachers with the skills to assess student abilities, select appropriate instructional strategies, and design effective instructional programs that lead to increased listening, speaking, reading and writing achievement of all children.

CUI 4502 Elementary Science/Social Studies Methods for Culturally and Linguistically Diverse Learners (3)

This course will enable students to develop a deeper understanding of science and social studies content and curriculum in the elementary classroom. Students will explore a range of instructional materials and develop teaching strategies with the guidance of state content standards and research on effective classroom instruction for culturally and linguistically diverse students. This course will revolve around discussion of key questions in the following eight areas: The Role of Social Studies and Science; Instruction; Standards; Content Knowledge; Curriculum Integration; Technology; Culturally Responsive Pedagogy; Sheltered Instruction.

CUI 4503 Elementary Math Methods for Culturally and Linguistically Diverse Learners (3)

This course will prepare pre-service elementary teachers to engage students in mathematical learning activities guided by Colorado State Mathematics Content Standards and research. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful activities. In addition, students will develop an understanding of infusing best practice for culturally and linguistically diverse students into the math curriculum in terms of culturally relevant pedagogy and sheltered instruction. This course will revolve around the discussion of key questions in the following seven areas: Content Standards; Instruction; Assessment; Differentiated Instruction; Technology; Culturally Responsive Pedagogy; and Sheltered Instruction.

CUI 4511 Secondary Literacy: Reading and Writing in Content Areas (6)

Students will learn how literacy develops in reading, writing, and oral language and will be able to relate this information to teaching reading and writing in all content areas for both middle school and high school students. This course will address specific strategies for assessing adolescents' literacy skills/abilities and design appropriate literacy instruction in all content areas.

CUI 4521 Urban Education II: School, Student, Family, Community Influences on Student Learning (3)

This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that curriculum, language, and literacy affect school success. Students will understand key facets of urban life in the US and the influences on children, youth, and families; understand the influence of teacher expectations on the educational achievement of students from different class, gender, and ethnic backgrounds; understand the affects of interactions between family, peer, and school cultures; appreciate the importance of parent engagement in student achievement.

CUI 4529 Foundations of Education for Linguistically Diverse Learners (3)

This course will examine the essential knowledge and orientations educators must possess to effectively meet the needs of culturally and linguistically diverse (CLD) learners through the analysis of historical, political, ethical, and legal foundations of language education in the United States. This course will explore the immigrant experience and the experience of CLD learners in schools in order to understand how the psychosocial aspects of the immigrant experience can impact second language learning.

CUI 4530 Second Language Acquisition (3)

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

CUI 4531 Supporting English Learners Across the Content Areas (3)

This course will evaluate methods, approaches, and techniques in language teaching. This course will also explore classroom strategies and practices for content-area instruction through sheltered instruction, and socio-cultural context of second language acquisition in U.S. public schools including how teachers can support bilingualism, multilingualism, biculturalism, and multiculturalism in the mainstream classroom. Furthermore, this course will explore the needs of special education and gifted culturally and linguistically diverse learners.

CUI 4532 Culturally Responsive Pedagogy (3)

The changing demographics in U.S. public schools are impacting the traditional canon of teaching and learning in schools. As cultural and linguistic diversity increases in our schools, so does the need for culturally relevant instruction. This course will examine the intricate web of variables that interact in the effort to create culturally responsive pedagogy. This course will examine the need for culturally responsive pedagogy and establish a definition of culturally responsive pedagogy. In addition, this course will include an examination of one's conception of the self and "others," conception of knowledge teaching and learning in a culturally diverse

context. Furthermore, this course will cultivate the practice of culturally responsive teaching as well as explore the reality of implementing culturally responsive pedagogy in an era of standardization. In sum, this course will help practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.

CUI 4533 Research Issues in the Education of Culturally and Linguistically Diverse Learners (3)

In this course, students will act as teacher-researchers in order to explore issues that impact the achievement of culturally and linguistically diverse learners. This course will allow students to use functional research tools that can inform practice and lead to better teaching and learning in urban schools, and access resources to enable educators to define and address challenges in their teaching. More importantly, classrooms will become sites for educational reform in that, essentially, educators will act as advocates for change.

CUI 4535 Language in Society and Schools (3)

This course will introduce students to the discipline of sociolinguistics, including ways language and society impact one another, and how this interaction is reflected in schools. The focus of this course will be on current sociolinguistic theory and research on language variation and its social, political, and cultural significance. Topics include bilingualism and multilingualism in society; formal and informal types of language discourse; language and dialect; cross-cultural communication; and ways language both reflects and creates such constructs as power, culture, gender, ethnicity, and social class. In addition, this course will explore language ideology and language policy and planning.

CUI 4538 Language, Literacy, and Culture (3)

Attaining age-appropriate English literacy skills poses many challenges to culturally and linguistically diverse (CLD) learners. Educators must therefore develop proficiency in effective literacy instruction for CLD learners. Effective literacy instruction includes a repertoire of teaching practices designed to scaffold literacy and language across the content areas, and culturally relevant curriculum as an essential component to support the achievement of CLD learners. This course will focus on helping educators gain the necessary skills, orientations, and competencies to advance the literacy of CLD learners through linguistic and cultural knowledge.

CUI 4540 Curriculum, Instruction, and Assessment: Theory and Practice I (3)

This is the first quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching residency with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4541 Curriculum, Instruction, and Assessment: Theory and Practice II (3)

This is the second quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching residency with a trained mentor

teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4542 Curriculum, Instruction, and Assessment: Theory and Practice III (3)

This is the third and final quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching residency with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4543 Educational Psychology: Learning & Development (2)

This course focuses on theories of learning and development, including behaviorism, cognition in context, and sociocultural perspectives, among others, as well as practical application of those theories. Issues of classroom management and student motivation are explored within the context of these theories.

CUI 4544 Educational Psychology: Educating Exceptional Individuals (3)

The focus of this course is on educating children and adolescents with special needs in the general education classroom. The intent is to enable future educators to better serve the needs of these children in their classrooms. Topics such as the special education process, information on specific disabilities, accommodations and modifications, behavior issues, mental health, and communicating with parents will be addressed.

CUI 4545 Perspectives on American Education (2)

Students will complete this class with an appreciation for and commitment to critical reflection, collegiality, on-going professional growth, and educational reform. Through readings, reflective writing and activities, role-plays, case discussions, community-based field work, visits to a myriad of schools and classrooms, and guest presentations, we expect students to recognize and wrestle with the complexity that characterizes teaching in American society. Four central and recurring themes for this course include: democratic foundations of public schools, teaching residency of observation, teaching as vocation, and the moral dimensions of teaching.

TEP 3690 Elementary Student Teaching (3)

Involves field experiences, including full-day teaching in elementary school classroom and regularly scheduled seminar discussions with Clinical Faculty.

TEP 3790 Secondary Student Teaching (3)

Involves field experiences, including full-day teaching in secondary school classroom and regularly scheduled seminar discussions with Clinical Faculty.

PHASE I: LEARNING TO TEACH FIELD EXPERIENCE AND SOLO TEACHING

Welcome to Learning to Teach

Becoming a teacher is an exciting and challenging experience. Teaching is demanding, exacting and sometimes exasperating, and yet it can be a highly fulfilling vocation. It necessitates a commitment to quality instruction in order to educate all children.

Becoming a successful teacher requires teamwork among several key educational professionals: the fellow, mentor, clinical faculty, program directors, and site school administrators.

The site-based process of becoming a successful teacher from the Boettcher Teachers Program involves critical career development experiences in high-priority schools in the Denver metro area.

This handbook is meant to be a resource guide regarding these experiences for all members of this team.

EXPECTATIONS & COMMUNICATION GUIDELINES

These are guidelines rather than policy.

Attendance

Regular attendance in the classroom and in the reflective seminars is key to alternative licensure and to the success of the professional relationships fellows are building in the school, with students, colleagues, parents, and peers. **Fellows may not miss any field placement days.**

Excessive absences may disqualify a fellow from licensure. In all cases, it is the fellow's responsibility to communicate proactively **IN ADVANCE** with the mentor, faculty, and any other affected parties when s/he will be absent, and to submit a Request for Leave form to a director. It is also the fellow's responsibility to ensure that any responsibilities s/he has (such as lesson planning, class coverage, lunch or bus duty, supervision on a fieldwork day, meeting attendance, etc.) is covered by someone else. Responsibilities such as these should be considered when planning to be out of the building. Fellows may request, via the clinical faculty, a modification of the guidelines for extenuating circumstances or emergencies.

Attendance at Faculty and Team Meetings

Different faculty gatherings in schools have different purposes: discussion of business items, community building, professional learning for staff, planning, programmatic issues, etc. Hopefully, fellows will find that faculty gatherings contribute to their learning and their understanding of school culture. They should try to attend as regularly as possible, as members of the faculty. Mentors will use professional judgment to help fellows determine which gatherings fellows should attend. Fellows should plan on attending all scheduled meetings and events at the beginning of the school year to become part of the school community.

In the case of an emergency in which prior notification is impossible, fellows should contact the mentor and a director before the school day begins. Fellows may also need to contact the school office personnel. This practice will vary by school site. Fellows are responsible for following the school site's policies regarding teacher absence.

Communication

BTP fellows should understand that the program is an intensive, fast-paced experience. Therefore, clear and timely communication is critical to the success of everyone in the program. Faculty, directors, and staff members are available by telephone and email during standard business hours. Please contact them with any concerns you may have.

Clear communication between fellows and faculty/directors and staff is highly valued and necessary. Fellows hold the following responsibilities with regard to communication while in BTP:

- Check DU email account regularly. **This is required by DU policy.** You may choose to forward DU email to your personal email account. Not checking your DU email account may result in problems such as missing registration deadlines and being charged late fees.
- Express complaints and concerns in an appropriate manner, by approaching those involved with respect and in a timely manner.

- Be proactive in seeking clarification about assignment requirements and due dates.
- Contact faculty members and/or peers to discuss late assignments or information missed due to absence.
- Respect and follow BTP policies and procedures.
- Read written information in the student handbook and course syllabi.
- Be familiar with all Morgridge College of Education procedures as well as DU's Graduate Studies policies and procedures.
- Consult the Morgridge College of Education website regularly for updates, program changes, and other important MCE deadlines and information.
- Consult this student handbook and the BTP calendar for important dates and occasions.

Likewise, BTP faculty and staff hold these responsibilities to all fellows with regard to communication:

- Respond to all communication with the same respect and timeliness expected of the fellow. To the best of our ability, responses will occur within 48 hours.
- As directed, provide current written communication concerning upcoming events and important information via BTP calendar, email, or through classroom announcements.
- Read any documentation, concerns, or information provided to BTP by fellows. Ask questions if something is not clear.
- Maintain files and records for the period of time that the fellow takes part in BTP. This would include all documents and information required of the fellow in the application process, assignments, and papers you complete for courses and feedback from instructors (much of this will be used in your portfolio), as well as evaluations/reviews conducted during BTP. Files will be destroyed according to the Morgridge College of Education and DU's policy on maintaining student records.

Expectations

The BTP faculty provides clear expectations and support fellows in meeting them. To ensure that this takes place, the following channels for communication between faculty, directors, staff, and fellows have been established.

- If the fellow has a concern about coursework or grading in a course, the fellow 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 lead faculty member for the Boettcher Teacher Program.
- If the fellow has a concern about an instructor, the fellow 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 lead faculty member for the Boettcher Teacher Program.
- If the fellow has a concern about the lead faculty member or a clinical faculty member, the fellow will communicate first with the lead faculty member or the clinical faculty member regarding these concerns. If, after conferring with the lead faculty member or the clinical faculty member no acceptable resolution to the concern is reached, then the student may contact the Program Chair for Curriculum and Instruction in the Morgridge College of Education.
- If the fellow has a concern about the field experience, the fellow will communicate first with the clinical faculty member regarding these concerns. If, after conferring with the clinical

faculty member no acceptable resolution to the concern is reached, then the student may contact the Program Chair for Curriculum and Instruction in the Morgridge College of Education.

Grading Policy

BTP is a performance-based program; therefore, BTP 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.

In a performance-based program, grades serve a different purpose than they do in a traditional academic program. In a performance-based program your grades do not affect directly our decision to recommend you for licensure; indeed, it is possible to earn “B’s” in all BTP courses and still be proficient on all standards. Remember, you must earn a grade of B or better in each class; a lower grade may disqualify you from the program. Also, it is possible to be proficient in your field experience and still not be recommended for licensure. In a performance-based program, grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming a teacher, (3) your ability to think, speak, and write at a graduate level, (4) your ability to reflect on and incorporate insights gained from professional practice and personal experience. If a pattern of low performance or low engagement emerges in coursework or the field experience, the directors may advise the fellow to re-take courses or to withdraw from the program.

Because grades of “incomplete” in a BTP course signal that the fellow has not yet mastered the knowledge introduced in that course and because courses are cumulative, no BTP fellow may begin solo teaching until all grades of “incomplete” have been resolved or other arrangements have been made with the directors.

Plagiarism Policy

Plagiarism in any form is considered a serious offence by the University of Denver and by the Boettcher Teachers Program. Please refer to the Plagiarism Policy as stated in the Morgridge College of Education Bulletin.

Guest Status Policy

Fellows are expected to demonstrate professional behavior both in BTP classrooms and field placements. Fellows recognize their “guest status” in field placements and student teaching and act accordingly.

Fellows in field placements must respect the confidentiality of student records and exercise discretion in their discussions/observations with students and faculty.

PLACEMENT PROCESS AND POLICIES

Placement Process Criteria for Mentors

A mentor must receive the unqualified endorsement by his/her principal on these criteria:

- Interest and willingness to serve as a Boettcher mentor in classrooms that serve children from diverse economic, racial, linguistic, and cultural backgrounds;
- Two or more years' successful classroom teaching experience;
- Teaching assignment in at least one of these areas: (elementary, especially bilingual; math; science; Spanish; English; social studies; English Language Acquisition content classes);
- If school organizes students into ability groups: at least two of your class periods need to involve working with traditionally lower performing students (i.e. not just I.B., Pre-I.B., AP, or honors level);
- Current Colorado teaching license;
- Master's degree preferred (but not required);
- Demonstrated history of exemplary teaching skills using research-based best practices that engage children in thinking and development of conceptual understanding in the various content areas;
- Demonstrated belief that all children—regardless of economic class, race, culture, linguistic background, gender, physical ability, etc.—can learn;
- Demonstrated commitment to one's on-going professional learning and development as a teacher, and openness to feedback and constructive criticism;
- Strong skills in collaboration, communication, coaching, and problem solving;
- Demonstrated success working with low-income or traditionally underperforming children, and those from diverse racial, cultural, and linguistic backgrounds;
- Willingness to play multiple roles as mentor: teacher, assessor, coach, listener, collaborator, advocate, learner, listener, facilitator, problem-solver.

Matching a Fellow with a Mentor

The process for finding a good fit between the mentor and the fellow is as follows:

- During the selection process, the fellow candidate participates in classroom visits and co-interviews with potential mentors.
- Potential mentors and fellow candidates provide feedback to program staff/faculty/directors regarding potential mentor-fellow matches.
- Program staff/faculty/directors analyze the feedback and make matches by considering several factors: overall program needs, including a balance of fellows among partner schools; logistical and scheduling issues; and fellow and mentor preferences. The program cannot guarantee that fellows or mentors will be matched with their first choice partner.
- The program reserves the right to change mentor-fellow assignments as needed.

Teaching Residency and Placement Change

Occasionally, in spite of the efforts to make a good match between the BTP fellow and the mentor, one or both parties may feel uncomfortable with the placement. If the fellow or mentor believes he/she is in an unacceptable placement, it is the responsibility of either the fellow or mentor to contact the clinical faculty member, who in turn will contact the executive director. This should be done as soon as possible to discuss the matter. The clinical faculty member

works to facilitate communication among all parties to enhance the possibility for success. In rare situations the BTP office will agree to make a change in a placement.

The clinical faculty member will consult with the fellow to make every effort to locate a second placement as soon as possible. If this second teaching residency assignment is not successful, the fellow, the principal, and the clinical faculty member will meet to consider the fellow's future in the program.

Field Experience Placement Exception Policies

Fellows will not be placed at a school where a relative works or where his/her children and/or relatives attend school; in exceptional circumstances, the director may grant a waiver.

Professional Attire

Fellows are expected to dress professionally at all times during the year-long teaching residency placement.

Attendance Guidelines

Fellows who must be absent must notify (1) the mentor, (2) the clinical faculty, and (3) the appropriate person in the school building. See the Guidelines for Leave for more information on attendance. A Request for Leave form must be submitted to the program directors for all absences. Fellows are expected to be at the school site one-half hour before school begins and to remain for one-half hour after school ends.

SOLO TEACHING EXPERIENCE

SOLO TEACHING – General Guidelines

All Boettcher fellows will engage in a period of solo teaching during a specific block of time in the winter and spring quarters. This block of time is marked on the year-long program calendar. This solo involves a gradual increase in fellows' teaching responsibilities over a designated period of about 8 weeks. For approximately 4 weeks, fellows carry a full teacher's load.

For elementary fellows:

- During weeks 1 and 2 of solo, fellows plan and teach reading OR writing.
- In weeks 3 and 4, fellows add reading OR writing
- For weeks 5-8, fellows add math, science and social studies.

For secondary fellows:

- During weeks 1 and 2 of solo, fellows plan and teach one prep that meets two times each day.
- In weeks 3 and 4, fellows add another prep.
- For weeks 5-8, fellows add a final prep.

These are general guidelines that may require modifications specific to a mentor's/fellow's schedule. For example, mentors who have particular kinds of classes (e.g. block classes such as IAS), will modify the above guidelines to parallel the time commitment expected of a fellow.

SOLO TEACHING DEFERRAL POLICIES

BTP strongly advises against deferring solo teaching; however, in exceptional cases (e.g. illness, pregnancy, family concerns) a fellow may need to defer his/her solo experience. By deferring solo teaching, the fellow assumes a heightened level of responsibility in completing performance-based assessments, particularly the BTP portfolio. Deferrals are granted in conjunction with and approval from the Colorado Department of Education and the partner districts. Please note that CDE does not automatically grant deferrals.

Field Experience Deferral

A fellow who has already registered for spring student teaching credits and who wishes to defer solo teaching will initiate the paperwork process for a grade of incomplete and must complete all field assignments tied to performance-based standards before receiving a final grade. When the solo teaching and the performance-based assessments are complete, the instructor will sign off on the paperwork needed to submit a final grade for the course.

The procedure for deferring solo teaching is as follows:

- The fellow submits a written request explaining the need to defer to the directors as soon as possible.
- The fellow works with the BTP directors and district personnel to arrange a solo teaching experience for the following fall quarter.
- The fellow submits an Application for Incomplete Grade form (available at www.du.edu/registrar) to the instructor prior to the end of the quarter. The instructor completes and submits the form to the Registrar's Office when solo teaching has been completed successfully. The paperwork must be received by DU within one year of the date the grade of incomplete was assigned or a grade of "F" will be recorded on the student's transcript.
- The fellow is expected to participate in district induction programs.

Substitute Teaching During Solo

Under specified conditions, fellows are permitted to substitute teach for their mentor during the solo teaching experience. Please refer to the Substitute Teaching Policies information.

GUIDELINES FOR LEAVE

Regular attendance in the classroom and in the reflective seminars is key to the success of the professional relationships fellows are building in the school with students, colleagues, parents, and peers. Excessive absences may disqualify a fellow from licensure. In all cases, it is the fellow's responsibility to communicate proactively **IN ADVANCE** with the mentor, faculty, and any other affected parties when s/he will be absent. It is also the fellow's responsibility to ensure that any responsibilities s/he has (such as lesson planning, class coverage, lunch or bus duty, supervision on a fieldwork day, meeting attendance, etc.) is covered by someone else. Responsibilities such as these should be considered when planning to be out of the building. Fellows may request a modification of the guidelines for extenuating circumstances or emergencies.

Fieldwork Days: 5 days total, August-June

- **Coursework Days**
Can be taken as half days as well if needed. These days are in addition to formal processing days built into the calendar and are to be used for reading, writing, reflecting, studying, portfolio and project work, job interviews, independent research, etc. Coursework days should not be seen as additional personal days. Must be approved in advance.
- **Site Visits/Observation Days at other schools or in other Mapleton/District 12 classrooms**
These are *in addition to* site visits that happen on seminar days or other fixed days. Observation days should not be seen as additional personal days. Must be approved in advance.

Other Classifications of Leave:

- **Professional Development Days** (up to 3)
Conferences, trainings, or other workshops outside of district or site based professional development days or in-services. Must be approved in advance.
- **Sick Days** (up to 8)
Sick days should only be used for illness or for occasional medical appointments that are difficult to schedule outside of regular school hours. For an absence of more than three consecutive days, a doctor's note is required. Fellows must contact mentor teacher and clinical faculty promptly if s/he will not be able to attend school or seminar because of illness. Unless fellow or fellow's child becomes extremely ill or develops a health problem, it is expected that most of these days will remain unused at the end of the year. Fellows should not come to school when they are sick. On the other hand, sick days should not be seen as additional personal or professional days. *NOTE: Once you have returned to school after missing time for being sick, please complete the leave form (electronically or in hard copy) and submit the directors for record keeping purposes.*
- **Personal Days** (up to 2)
Personal days are to be used for pressing personal business. Must be approved in advance.
- **Observance of Religious Holiday** (up to 2 days)



FELLOWS' REQUEST FOR LEAVE FORM

Please turn this form to the directors when requesting leave or documenting sick days used. Electronic submission is encouraged. Make additional copies of this form as needed.

NOTE: It is the fellow's responsibility to let mentors/faculty/directors know when the fellow will be absent, especially if and when classroom observations of the fellow are scheduled. Please be considerate! Plan and communicate your absences ahead of time, as your being gone affects the children, how the classroom operates, and our classroom observations of you.

Fellow's Name: _____

Date(s), day(s), and times for which leave is requested: _____

Reason for Absence (*check one*):

Fieldwork Days: (5 total)

_____ a) **Coursework Days**

Can be taken as half days as well if needed. These days are in addition to formal processing days built into the calendar and are to be used for reading, writing, reflecting, studying, portfolio and project work, job interviews, independent research, etc. Coursework days should not be seen as additional personal days. Must be approved in advance.

Explanation:

_____ b) **Site Visits / Observation days at other schools or in other Mapleton/District 12 classrooms**

These are *in addition to* site visits that happen on seminar days or other fixed days. Observation days should not be seen as additional personal days. Must be approved in advance.

Explanation:

Other Classifications of Leave:

_____ Professional Development Days (up to 3)

Conferences, trainings, or other workshops outside of district or site based professional development days or in-services. Must be approved in advance.

Explanation:

_____ Sick Days (up to 8)

Sick days should only be used for illness or for occasional medical appointments that are difficult to schedule outside of regular school hours. For an absence of more than three consecutive days, a doctor's note is required. Fellows must contact mentor teacher and clinical faculty promptly if s/he will not be able to attend school or seminar because of illness. Unless fellow or fellow's child becomes extremely ill or develops a health problem, it is expected that most of these days will remain unused at the end of the year. Fellows should not come to school when they are sick. On the other hand, sick days should not be seen as additional personal or professional days. *NOTE: Once you have returned to school after missing time for being sick, please complete the leave form (electronically or in hard copy) and submit the directors for record keeping purposes.*

_____ Personal Days (up to 2)

Personal days are to be used for personal hardship or pressing personal business. Must be approved in advance. Explanation:

_____ Observance of Religious Holiday (up to 2 days) Must be approved in advance.

Explanation:

POLICIES ON SUBSTITUTE TEACHING

- Fellows need to complete the district paperwork and processes to be eligible to be paid as substitute teachers. Since fellows will be issued an alternative license from the Colorado Department of Education (CDE), they do not need to apply for a substitute teaching license from CDE.
- Throughout the whole school year, if a fellow is asked to substitute for the mentor teacher because of illness, personal days, or when a mentor is conducting school business (e.g. coordinating testing), the fellow should be paid the regular substitute rate.
- If a fellow is asked to substitute for the mentor so that the mentor can participate in approved professional development activities (including all program-sponsored mentor seminars/institutes/workshops/activities, as well as other approved conferences, visits to other teachers' classrooms, participation in PEBC lab classroom visits, study group meetings, etc.), the fellow will not be compensated as a substitute.
 - Mentors' absences for professional development purposes should not exceed an average of several days per month.
 - When a mentor plans to be absent for a professional development activity and the fellow will be taking responsibility for the class, mentor teachers need to notify clinical faculty in advance.
- Mentor teachers must leave adequate lesson plans and instructions and should talk honestly with fellow to make sure that s/he feels comfortable taking over the class for the day. If not, an outside substitute should be hired, and the fellow will remain in the class conducting normal responsibilities, without being paid.
 - NOTE: The clinical faculty, the mentor, and the fellow will make a joint decision as to when the fellow is ready to substitute teach on his/her own.
- During the fellow's main "solo teaching" time (late February to early May), fellows must leave lesson plans and instructions for mentors for Friday seminars or other days that they will be absent.
- Faculty members and school leaders should avoid seeing fellows as extra substitute teachers who can cover classes or be hired whenever a replacement is needed. Fellows' main priority is with their assigned class and mentor teacher.
 - If dire circumstances arise and the fellow is asked to substitute teach for any other teacher besides the mentor teacher at any point during the year, s/he should be paid the normal rate. However, the practice of substituting for teachers other than the assigned mentor should be EXTREMELY rare.
 - Similarly, the practice of pulling mentor teachers out to cover for other teachers, leaving the fellow alone in the room, should also be EXTREMELY rare at all times during the school year. If this occurs at any time, the fellow should be paid the normal substitute rate (because the mentor teacher would be considered to be conducting school business).
- Any time a fellow is asked to substitute teach, whether for the mentor teacher or another faculty member, the mentor needs to communicate with the clinical faculty to ensure that the above guidelines are being respected.

CRITERIA FOR BOETTCHER MENTORS

- Interest and willingness to serve as a Boettcher Mentor in classrooms that serve children from diverse economic, racial, linguistic, and cultural backgrounds;
- Minimum of two years' successful classroom teaching experience;
- Teaching assignment in at least one of these areas: (elementary, especially bilingual; math; science; Spanish; English; social studies; English Language Acquisition content classes);
- If school organizes students into ability groups: at least two of your class periods need to involve working with traditionally lower performing students (i.e., not just I.B., Pre-I.B., AP, or honors level);
- Current Colorado teaching license;
- Master's degree preferred (but not required);
- Demonstrated history of exemplary teaching skills using research-based best practices that engage children in thinking and development of conceptual understanding in the various content areas;
- Demonstrated belief that all children—regardless of economic class, race, culture, linguistic background, gender, physical ability, etc.—can learn;
- Demonstrated commitment to one's on-going professional learning and development as a teacher, and openness to feedback and constructive criticism;
- Strong skills in collaboration, communication, coaching, and problem solving;
- Demonstrated success working with low-income or traditionally underperforming children, and those from diverse racial, cultural, and linguistic backgrounds;
- Willingness to play multiple roles as mentor: teacher educator, teacher, assessor, coach, listener, collaborator, advocate, learner, listener, facilitator, problem-solver.

BENEFITS FOR BOETTCHER MENTORS

- Cohort-based learning experiences with the other Boettcher Mentors.
- Conferral of the title of “Boettcher Mentor” for life.
- Mentoring institute/ trainings.
- Monthly, half-day reflective seminars with other Boettcher Mentors to provide opportunities to engage in discussion about teaching, learning, and mentoring in a supportive forum and to enhance one's skills. The seminars, facilitated by program staff, take place during the school day while the fellows are teaching the class.
- May receive college credit for mentoring through University of Colorado at Denver School of Education: ~\$50/ credit, up to 3-4 credits available, dependent on course availability, application toward degree, and other variables.
- A mentoring stipend of \$5,000 (\$2,500 per semester), upon completion of required responsibilities. (Mentors with less than a full-time schedule will receive a prorated stipend amount).
- A professional learning scholarship of \$2,000 to support on-going professional development.
 - NOTE: Mentors will be provided with various options for professional development activities (such as PEBC labs), in alignment with articulated professional development goals.

- An opportunity to expand and extend the traditional role of the classroom teacher, to include coaching, mentoring, and teaching of other teachers. Boettcher Mentors truly are considered teacher educators.
- During spring solo (while fellows take the lead in classroom teaching), additional release time for professional development such as: observing other teachers or visiting other schools, curriculum development and other teacher leadership activities, book club or study group discussions, professional writing.
- The presence of an extra adult in the classroom to help out with on-going needs such as individual assessments, additional support for kids who need individualized attention, planning and implementation of fieldwork.



ROLES AND RESPONSIBILITIES OF BOETTCHER MENTORS

The responsibilities of Boettcher Mentors include but are not limited to the following tasks:

- actively model good teaching practice that develops students' conceptual understanding as well as the requisite skills for success;
- maintain open, regular dialogue with fellow and clinical faculty about philosophical and practical aspects of the teaching/learning process;
- **establish two formal, consistent meeting times with fellow for each week.** One meeting is dedicated to structured reflection; one meeting is dedicated to co-planning. Mentors should plan on a minimum of 45 minutes for EACH of these formal meetings. Mentors need to let clinical faculty know the schedule for these regular meetings and whether there are changes to the regularly scheduled time. Program faculty/directors may sit in on these meetings periodically.
 - *NOTE: Mentors should plan on some on-going, daily communication with fellows. Within reason, on-going communication may be necessary outside of normal school hours, depending on the needs of the fellow.*
- maintain records in Mentor Log Book, to include:
 - Reflection meetings will be documented with the Collaborative Reflection Log. It is the mentor's responsibility to fill one out for each meeting.
 - Observation notes
 - Copies of Teaching Rubric (twice a year)
 - Documentation of fellow's progress towards standards
 - Documentation of participation in professional development activities
 - Additional documentation or reflections as needed
 - *NOTE: The Mentor Log Book will be looked at or collected periodically by program faculty/directors. The Log Book must be maintained and up to date in order to receive compensation each semester.*
- participate in monthly site-based meetings with other mentors, fellows, and clinical faculty;
- involve fellow in all aspects of running a classroom;
- provide fellow with increasing number of opportunities to plan and execute his/her own teaching activities within the framework of the classroom and of the gradual release of responsibility model (this will include allowing fellow to teach during CSAP 'season');
- invite fellow to question procedures;

- facilitate fellow 's involvement in and awareness of the larger aspects of school culture and community;
- co-plan units and lessons with fellow, and help fellow establish effective planning habits (such as starting with the end in mind);
- review and critique fellow’s lesson plans prior to teaching (as needed);
- observe fellow 's work with small and large groups and individuals, and provide feedback in writing (minimum of once per week as fellow 's teaching time increases) and in conversation on a regular basis (several times per week). Observation notes should reflect fellow’s progress towards Performance-Based Standards for Colorado Teachers;
- participate in the formal evaluation of fellow 's progress toward Performance-Based Standards for Colorado Teachers;
- attend and participate in all mentor institutes, seminars, and trainings;
- articulate one’s own professional development goals for the year and participate in (funded) professional development activities in alignment with goals;
- respond promptly to requests for communication via e-mail, phone, etc.;
- sign an agreement indicating one’s commitment to the responsibilities (and benefits) of being a Boettcher Mentor.

I understand the commitment and responsibilities involved in being a Boettcher Mentor. I understand that receiving the mentoring stipend and financial support for professional development is contingent upon my fulfilling the mentor responsibilities in a timely manner, as defined by the Program.

Mentor Name (printed)

Date

Mentor Signature

Please return one signed copy to directors, and keep one for mentor’s records.

ROLES AND RESPONSIBILITIES OF CLINICAL FACULTY, SCHOOL ADMINISTRATORS, & DIRECTORS IN RELATION TO FIELD EXPERIENCES

Clinical Faculty

Clinical faculty establish a rapport with each fellow and maintain open communication with the fellow, mentor, and school administrators. The clinical faculty member serves as a liaison between BTP and the school site. Initial questions about the program should be directed to the clinical faculty member, if the questions cannot be answered by consulting the program/ university websites or other fellows.

During the field experience, the clinical faculty member makes regular visits to the school sites and classrooms. The purpose of each visit is to observe the Boettcher fellow and mentor in the classroom engaged in actual interactions with children and/or in dialogue with one another.

Specific clinical faculty responsibilities for the field experience include:

- plan for and teach a foundational, master's level, full-day weekly seminar with cohort during each quarter, help fellows make theory/practice connections, and assess/evaluate fellows' progress;
- conduct monthly site-based meetings with mentors and fellows together;
- provide feedback to fellows and mentors;
- consult with mentors on coaching and mentoring fellows;
- consult with mentors on completing teaching rubric;
- in conjunction with mentors, make judgments regarding the fellow's proficient performance on selected state standard elements;
- sign off on CDE Recommendation for Licensure form once s/he has seen ample evidence that the fellow has demonstrated proficiency on the standards;
- assume responsibility for assigning a final grade in solo teaching/ field experiences;
- co-plan and facilitate mentor seminars;
- maintain regular communication with building administrators;
- facilitate communication among all parties and attempt to resolve any issues that arise.

School Administrator

The school administrator works with the Boettcher Teachers Program staff to select exemplary mentors. The school administrator facilitates introducing the Boettcher fellow to the school and its policies/procedures during the first week of the field experience. The school administrator will observe the Boettcher fellow during the field experience and provide feedback and will sign the Recommendation for Licensure form once s/he has seen ample evidence that the fellow has demonstrated proficiency on the standards. The school administrator may be involved in meetings with the clinical faculty, program directors, mentor, and fellow if any concerns arise.

Program Directors

The program directors works with the faculty, mentor teacher, and school administrator to ensure that the fellow has an appropriate placement. Specific field experience-related responsibilities include:

- maintain regular communication with faculty members about fellows' and mentors' experiences;
- maintain regular communication with district administrators;
- consult with faculty, mentor, and fellow if the fellow's performance is below state and program standards to determine if the fellow should continue in the program;
- provide support and guidance to fellows in conflict with their faculty or mentor teachers;
- Facilitate communication among all parties and attempt to resolve any issues that arise.

**GRADUAL RELEASE OF RESPONSIBILITY
STAGES OF LEARNING TO TEACH**

Please refer to this document during weekly reflection meetings as a benchmark for gauging fellow's progress towards independent teaching in the spring.

Stage Number	Stage Name	Time Period
I	Orientation & Observation	August to mid-October
II	Planning, Leading, Reflecting on Mini-Solo	Mid-October to late November
III	Planning & Leading Solo	December to February
IV	Solo Teaching	February to April/May
V	Reflection & Debrief/Portfolio	April/May

Stage I: Orientation & Observation

August to mid-October

GETTING READY

Fellow:

- familiarize yourself with information in fellow handbook
- communicate with your mentor before your first scheduled day to confirm dates and times you will be in his/her classroom and at in-service meetings
- seek the information you need to become oriented and comfortable in the school setting
- seek ways to make yourself a productive, contributing member of the classroom and school
- quickly learn students' names and the mentor's rules, routines and expectations for students
- introduce yourself to other school personnel with whom you come in contact
- participate in beginning-of-year school and district in-service activities that do not conflict with your program courses
- accompany mentor on home visits if appropriate
- assist mentor with physical set up of classroom
- spend time getting to know your mentor on a personal basis
- decide with mentor when the required weekly reflection and planning meetings will occur, and communicate with your clinical faculty member the days and times for these two meetings (be sure to consult calendar re: course meeting days, etc.)

Mentor:

- familiarize yourself with information in mentor handbook
- arrange for the fellow to have a prominent location to observe and be able to freely move around the classroom to work with students
- arrange for the fellow to have a desk or space to use
- provide access to school handbooks, textbooks, curriculum guides, and seating charts or student rosters to the fellow
- discuss with fellow your non-negotiables and core beliefs as a teacher
- discuss with fellow your classroom goals for the semester/year and plans for first units of study
- discuss with fellow your classroom management practices and procedures (systems, structures, rituals and routines) and how you build a community of learners
- discuss the thinking behind how you set up the physical layout of your classroom; ask for fellow's input and assistance
- review the suggested sequence of the fellow's progression of responsibility with the fellow
- introduce the fellow to faculty, staff and administrators
- orient the fellow to the building and discuss pertinent policies, procedures and routines
- acquaint the fellow with district and school policies, procedures and routines
- participate in beginning-of-year school and district in-service activities with fellow; help fellow determine which ones are most relevant to him/her
- invite fellow to accompany you on home visits if appropriate
- spend time getting to know your fellow on a personal basis
- decide with fellow when the required weekly reflection and planning meetings will occur, and communicate with your clinical faculty member the days and times for these two meetings (be sure to consult calendar re: course meeting days, etc.)

Early weeks of school (Mentors and Fellows):

- introduce the fellow to students and students' parents in a manner that establishes the fellow as a partner and colleague; describe fellow's role
- mentors: share the thinking behind your planning and solicit input from fellow as appropriate
- ask fellow to help with one or more regular classroom procedures/routines
- fellow observes and takes notes on various aspects of mentor's teaching (please refer to Observation Guide for guidance)
- jointly attend Back to School night and goal setting conferences
- mentor helps fellow select a student for child study project
- fellow shares insights from Personal Education History and Second Language Acquisition class with mentor
- review program calendar together on a regular basis
- note that fellows are typically not with mentors on Mondays—these days are typically set aside for lab classroom visits or processing days in the fall quarter

September to mid-October

- fellow observes and takes notes on various aspects of mentor's teaching (please refer to Observation Guide for guidance)
- fellows observe and take notes on child study subject
- ask fellow to help with one or more classroom procedures/routines on regular basis
- involve fellow in daily planning to some extent so s/he can begin to learn the process of short and longer range planning
- fellows: pay close attention to the objectives and purposes of each lesson while observing mentor and students
- ask fellow to help plan and then implement occasional activities or lessons for small groups of children or individuals
- work with fellow to co-plan and co-lead whole class activity; provide feedback to fellow afterwards
- work with fellow to co-plan an activity or lesson and then teach it independently with mentor observing; provide feedback to fellow afterwards
- discuss/experiment with team teaching strategies
- involve the fellow in students' homework and classroom work, including taking on limited responsibility for providing feedback to students on how well they met the assignment's objectives
- help fellow develop management strategies to be able to handle class on own for short periods of time (by mid to late September). Provide constructive feedback.
- fellow participates with mentor during parent conferences
- set exact dates for fellow's mini-solo

Stage II: Planning, Leading, & Reflecting on Mini-Solo

Mid-October to late November

- fellow observes and takes notes on various aspects of mentor's teaching (please refer to Observation Guide for guidance)
- ask fellow to take full responsibility for one or more classroom procedures/routines on regular basis
- involve fellow in daily planning so s/he can begin to learn the process of short and longer range planning
- work with fellow to develop clear objectives and plans for his/her mini-solo
- fellows: pay close attention to the objectives and purposes of each lesson while observing mentor and students
- have fellow work with small groups of students
- work with fellow to co-plan an activity or lesson and then teach it independently with mentor observing; provide feedback to fellow afterwards. Work up to fellow teaching one short lesson per day.
- involve the fellow in students' homework and classroom work, including taking on limited responsibility for providing feedback to students on how well they met the assignment's objectives
- prepare students for fellow's mini-solo to take place in early November
- assist fellow in honing management strategies; provide constructive feedback
- fellow participates with mentor during parent conversations

Mini-Solo (first two weeks of November):

- fellow independently teaches one 'class period' per day (~ 1 hour each day) for ~ 7 days
- mentor observes and provides written and oral feedback for each day of mini-solo teaching
- fellow creates sub plans for mentor if Friday seminar (or other absences by fellow) occurs during mini-solo period
- fellow writes reflections (annotated lesson plans) after each teaching episode
- fellow collects student assessment data from mini solo lessons and analyzes them in relation to objective with guidance from mentor

After Mini-Solo teaching is finished (up until late November):

- fellow analyzes student assessment data with guidance from mentor
- fellow writes mini Analysis of Student Learning
- fellow continues to be involved with co-planning with mentor and some daily responsibility for brief teaching episodes or leading of procedures
- mentors and fellows complete Teaching Rubric

Stage III: Planning & Leading Solo

December to February

- fellow discusses emerging core beliefs with mentor and discusses Praxis paper
- fellow discusses Hot Seat potential questions with mentors
- fellow continues to be involved with co-planning with mentor, some independent planning, and some daily responsibility for teaching episodes or leading of procedures
- fellow and mentor discuss end of semester plans
- mentor continues to provide oral and written feedback on fellow's lessons
- fellow assists mentor with student assessments and evaluations
- fellow and mentor discuss plans and ideas for fellow's solo teaching unit and develops clear, relevant objectives
- fellow and mentor discuss plans for fellow to take on increasing levels of classroom responsibility, leading up to solo teaching beginning mid to late February
- fellow should be able to take charge in unexpected situations by late January
- fellow and mentor communicate with students in second semester classes (and their parents) about the fellow's extensive teaching role for the spring semester (write letter to parents)
- negotiate exact dates of solo teaching (approximately 8 weeks)
- fellow creates unit plan for solo teaching with guidance and input from mentor

Stage IV: Solo Teaching

February to April/ May

- discuss role of standardized tests within the larger assessment picture; determine fellow's role in administering CSAP and other tests
- fellow hones unit plan and objectives for solo teaching with guidance and input from mentor
- with mentor's guidance, fellow chooses objectives to track for Analysis of Student Learning assignment
- fellow creates daily lesson plans for all solo teaching experiences and shares plans with mentor in advance
- mentor critiques fellow's lesson plans before teaching, when possible or appropriate
- mentor continues to provide oral and written feedback on fellow's lessons at least once per week (feedback coded to performance-based standards); mentor provides copies of observation notes to fellow, clinical faculty, and puts a copy in mentor log book
- fellow writes reflections (annotated lesson plans) on lessons that are part of Analysis of Student Learning assignment
- fellow collects student assessment data from mini solo lessons and analyzes them in relation to objective with guidance from mentor
- fellow writes mini Analysis of Student Learning
- mentor continues to be in regular communication with and to work collaboratively with fellow. However, fellow also needs to get comfortable teaching alone in the room.
- in addition to daily solo teaching responsibilities, fellow takes on significant responsibility for assessing student work related to the lessons taught
- fellow communicates with parents as needed and keeps records on this communication for portfolio

SOLO TEACHING – General guidelines

All Boettcher fellows will engage in a period of solo teaching during a specific block of time in the winter and spring quarters. This block of time is marked on the year-long calendar. This solo involves a gradual increase in fellows' teaching responsibilities over a designated period of about 8 weeks. For approximately 4 weeks, fellows carry a full teacher's load.

For secondary fellows:

- During weeks 1 and 2 of solo, fellows plan and teach one prep that meets two times each day.
- In weeks 3 and 4, fellows add another prep.
- For weeks 5-8, fellows add a final prep.

For elementary fellows:

- During weeks 1 and 2 of solo, fellows plan and teach reading OR writing.
- In weeks 3 and 4, fellows add reading OR writing
- For weeks 5-8, fellows add math, science and social studies.

These are general guidelines that may require modifications specific to a mentor's/fellow's schedule. For example, mentors who have particular kinds of classes (e.g., block classes such as IAS), will modify the above guidelines to parallel the time commitment expected of a fellow.

Stage V: Reflection & Debrief/ Portfolio Work

April/ May

- at the discretion of program faculty/directors, fellows spend **half of each school day (2 days total per week) away from the classroom**, reflecting on solo teaching experience and working on own portfolio (due mid to late May). Mentor integrates self back into picture and re-connects with students.
- fellow continues to participate in class activities but at a much reduced level of responsibility
- fellow assists students with preparation of culminating projects or assessments, on a limited basis
- fellow works with mentor on completing end-of-year tasks and assessment
- fellows teach on day in May when mentors assist with portfolio review
- fellows attend last day of school to say goodbye to students and observe the closing of a school year
- fellows present portfolios early June
- final celebration—all mentors and fellows

BOETTCHER TEACHERS PROGRAM OBSERVATION GUIDE³

Theme One: Classroom Systems/Structures/Management

One purpose of this theme is to look for ways teachers maintain their classroom, physically, mentally and emotionally. You will be observing the management style they use, the structures they put in place and the overall culture of their classroom. Use these questions to guide your thinking. *These are not meant to limit your observations, but rather enhance them.*

Overall Guiding Questions:

- Based on what you observed, what are specific things that you can do in your own teaching to set the climate and culture in your classroom? What systems/structures will be important for you?
- What are the implications for instruction?
- What are the implications for assessment?
- How does where you teach affect how you teach?

Questions and things to look for during your interviews & observations:

- Interview your mentor teacher about classroom structures/systems and culture. What does your mentor do to create the environment and establish the classroom routine and culture in the first days of school? Talk with your mentor teacher about what they identify as priorities and why.
- What systems and procedures are in place to help the teacher and students be organized? (How does the teacher take care of “nuts & bolts” like attendance, lunch count, seating charts, etc.? What about physical organizational structures? Structures that seem to apply to academics?)
- What does the classroom look like? What is on the walls? On the shelves? On countertops? In and around the desks?
- How is the classroom structured to allow for independent work? Group work? Whole class sharing?
- How would it feel to be a student in this class? How clear would the expectations be to you?
- What do you notice and wonder about the teacher's classroom management and discipline system? Name some specific strategies he or she uses. What is most and least effective, and why do you think so?
- Are the limits of the teacher you observe “firm” or “soft”?
- How effective are the consequences the teacher uses? Describe some examples.
- Interview several students about the effectiveness of different teachers' management styles.
- What types of questions does the teacher ask? What types of questions do the students ask?
- What is the overall “feel” of the room? Why?

³ Developed by Beth Dorman & Samantha Bennett for RMSEL / ELOB Teacher Preparation Program; expanded/ adapted for Boettcher Teachers Program by Andra Brill

Theme Two: Student Motivation and Engagement

Again, these questions are meant to guide your thinking.

Overall Guiding Questions:

- Based on what you observed, what are specific things that you can do in your own teaching to motivate students to take responsibility for their learning?
- What are the implications for instruction?
- What are the implications for assessment?
- How does where you teach affect how you teach?

Questions and things to look for during your interviews & observations:

- Interview your mentor teacher about his or her thoughts about motivation issues within your classroom. Are there students that he or she has concerns about? How does he or she support student engagement?
- What do you notice about the overall level of engagement of the students in this class?
- Find a student who seems disengaged and follow him or her for a period of time. How is the teacher addressing this student? What is this student doing?
- How self-directed do the students appear to be? What happens when students ask for help in classes?
- What do you notice about how teachers communicate their expectations to students?
- What kinds of questions does the teacher ask? What kinds of questions do the students ask?
- What examples do you see of instruction or curriculum that addresses diverse learning styles or multiple intelligences?
- What aspects of the classroom life, the curriculum, or the instruction seem to impact the students' motivation?

Theme Three: Assessment and Enduring Understandings

Again, these questions are meant to guide your thinking.

Overall Guiding Questions:

- What do I want students to know and how do I know if they know it?
- How do teachers use data from assessments to inform their teaching?
- In what ways do assessments help students move towards enduring understandings?

Questions and things to look for during your interviews & observations:

- Interview your mentor teacher about his or her thoughts about checking for student understanding. What strategies are used for assessment? What interventions are available to differentiate learning?
- What information and/or learning is being assessed? How is this information being used?
- What kind of language does the teacher use to assess student learning?
- What kind of language do students use to demonstrate enduring understanding?
- What kinds of assessments are being used? Formal? Informal?
- How often do students have opportunities to self-assess? When? For what purpose?

- What are the bigger concepts that you hope children will take away from this lesson? In what ways will they be able to apply their learning outside of the classroom? Three months from now? In other contexts?
- How does assessment differ across the day? Across content? How is it similar?

BOETTCHER TEACHERS PROGRAM MENTOR-FELLOW MEETING PROTOCOL

45 Minute Time Frame

The purpose of this protocol is to make your meeting time productive. The protocol is meant to assist you in making sure that the lines of communication between you stay open and that you are talking about and addressing things on a weekly basis rather than letting things build up over time.

- 1. Revisit previous Collaborative Reflection Log** to check in about and assess progress on “next steps.” **(3 minutes)**
- 2. Scan the week: (10-15 minutes)** Are there any events or issues that have come up in the past week that need to be addressed? Are there questions from the week that never got asked? Have mentors not yet had a chance to provide feedback on observing fellows’ teaching episodes? These issues or events could be from the classroom, faculty meetings, fellow/mentor seminars or personal issues.
- 3. Mentor/Fellow Roles and Responsibilities: (5-10 minutes)** Look at the Gradual Release of Responsibility document in the handbook. Discuss how you are both feeling about the balance of responsibilities. Helpful discussion questions might be: How are you feeling about your role right now? Is it too much or not enough responsibility? How do you think things are going? How is your stress level? In essence, you are spending some time being very open and honest about how you are feeling about your own role and your fellow or mentor’s role.
- 4. Standards (10 minutes)** Look at the Performance-Based Standards for Colorado Teachers, the Teaching Rubric, and/or the stanscript. Discuss the standards in relation to the activities, tasks or projects the fellow has been involved in. Talk about areas of focus and discuss goals or progress toward those goals. Use this time to discuss recent observations and how they might relate to the standards. (With support from mentor, fellow documents progress on stanscript).
- 5. Seminar/coursework connection (10 minutes)** Fellow tells mentor about topics and insights/reflections from the weekly seminars and the additional master's degree courses. This time is for the fellow to ask the mentor questions related to the seminar and course topics and for the mentor to have an understanding of what the fellow is working on academically.
- 6. Next Steps/Scan the upcoming week (5 minutes)** Discuss the upcoming week. Touch base on calendar and schedule issues such as fellow observation days, any days that mentor will be absent, etc. Make a plan based on the meeting’s conversation of what the fellow’s teaching and learning focus will be for the next week. If there were problems or issues, make a plan for improvement or brainstorm solutions.
- 7. *Please remember to take brief notes from each weekly meeting on the Collaborative Reflection Log, and to keep these logs in the Mentor Log Book binder.***

Teaching Fellow: _____ Mentor: _____ Date: _____

COLLABORATIVE REFLECTION LOG

- *General Check-In*
- *Gradual Release of Responsibility; Roles & Responsibilities*
- *Progress towards Performance-Based Standards*
- *Seminar/ Course Work Connections*
- *Looking Ahead*

<u>What's working</u>	<u>Current focus – Challenges</u>
<u>Next steps for Fellow</u>	<u>Support from Mentor</u>

Next meeting date: _____ **Focus:** _____

SITE-BASED MEETINGS: MENTOR-FELLOW-CLINICAL FACULTY

Purposes:

- to set norms regarding expectations and the gradual release of responsibility
- to facilitate more effective and efficient on-going communication among all mentors and fellows
- to provide additional support for mentors and fellows, including coaching on strategies for observation and feedback
- to strengthen community of learners among mentors and fellows in each school site

Times, Dates, Locations: TBD

PERFORMANCE-BASED STANDARDS FOR COLORADO TEACHERS

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 on-going 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 on-going 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.

TEACHER WORK SAMPLE PORTFOLIO

In order to be recommended for licensure, fellows must meet each performance standard element at the proficient or advanced level. The mentor, clinical faculty, principals, and other program faculty all play a role in evaluating fellows' performances in the field.

All fellows are required to complete a portfolio. This culminating and integrated performance assessment must be completed successfully in order for fellows to be recommended by BTP for licensure.

What should an urban teacher know and be able to do? The **Boettcher Teachers Program Teacher Work Sample (TWS) Portfolio** is a collection of exemplars of the "real work" of a teacher. It demonstrates the synthesis of a fellow's thinking, planning, instruction, assessment, and reflection on teaching and learning. It attempts to address all aspects of the life of a teacher with an emphasis on deep knowledge of students and the interconnectedness of curriculum design, instruction, and assessment in order to foster student learning. Successful completion of the portfolio is required for recommendation for licensure.

Components of the portfolio are assigned and discussed in Boettcher program classes, but much of the work is completed while preparing for and implementing solo teaching in the classroom. During May of Year 1, time is built in for fellows to engage in final reflections and development of the portfolio. Fellows present their portfolios to an outside panel of reviewers at the end of the year.

The content of the portfolio should provide evidence of fellows' ability to respond to the following questions that have guided the process of learning to teach:

1. *What should an urban teacher know and be able to do?*
2. *What is the relationship between experience and perception?*

NOTE: The format and review of the portfolio may undergo revisions. Fellows will be notified of changes in seminar.

IMPORTANT:

Your portfolio must fit in a 2-inch binder (no page protectors, please). Please turn in TWO complete copies of your final portfolio. One will be returned to you.

Section/Guiding Questions:	Section should include:	Possible artifacts (up to you):
<p>Introduction: A Teacher and a Learner</p> <p>❑ “What should an urban teacher know and be able to do?”</p>	<ul style="list-style-type: none"> • Table of contents • Letter to the reader (describing your response to the guiding question in this section & in the entire portfolio) • Philosophy Statement (1 page) • Professional Development Plan • Portfolio contents coded to stanscript 	<ul style="list-style-type: none"> • Any other relevant artifacts (e.g., PEH; work from urban education, work from SLA)
<p><u>SECTION ONE:</u> The Teaching Cycle~ Curriculum Design/Planning</p> <p>❑ “Who am I as an instructional planner in this context?”</p> <p>❑ “What is the importance of curriculum/lesson design in the teaching cycle?”</p> <p>❑ “What are the key components of curriculum design?”</p> <p>❑ “How do my instructional plans show my understanding about how students learn?”</p>	<ul style="list-style-type: none"> • Introductory Reflection (1 page - your learning & understanding re: guiding questions and any on-going questions/dilemmas; reflection incorporates praxis, theory, and connections with State Teaching Standards) • A map or description of what is in this section, including a rationale for each selected piece that addresses: So what? Now what? 	<ul style="list-style-type: none"> • Solo Unit Plan • Individual Lesson Plans with reflection/annotation • Urban ed & SLA assignments • Parent communication/partnership artifacts (if related to design/planning) • Technology artifacts (if related to design/planning) • Dilemma Case (if related to design/planning) • Any other relevant artifacts related to design/planning
<p><u>SECTION TWO:</u> The Teaching Cycle~Instruction</p> <p>❑ “Who am I as an instructor in this context?”</p> <p>❑ “How do I differentiate my instruction?”</p> <p>❑ “What systems and structures support the teaching & learning that happens in my classroom on a daily basis?”</p> <p>❑ “How do my instructional practices show my understanding of how people learn?”</p>	<ul style="list-style-type: none"> • Introductory Reflection (1 page - your learning & understanding re: guiding questions and any on-going questions/dilemmas; reflection incorporates praxis, theory, and connections with State Teaching Standards) • A map or description of what is in this section, including a rationale for each selected piece that addresses: So what? Now what? • Video with written reflection 	<ul style="list-style-type: none"> • Teaching Video • A selection of annotated lesson plans • Urban ed & SLA assignments • Parent communication/partnership artifacts (if related to instruction) • Technology artifacts (if related to instruction) • Dilemma case (if related to instruction) • Any other relevant artifacts related to instruction
<p><u>SECTION THREE:</u> The Teaching Cycle~Assessment</p> <p>❑ “How do I know what my students know and are able to do?”</p> <p>❑ “How does assessment inform my instruction?”</p> <p>❑ “What are the keys to powerful assessment?”</p> <p>❑ “What do my assessment</p>	<ul style="list-style-type: none"> • Introductory Reflection (1 page - your learning & understanding re: guiding questions and any on-going questions/dilemmas; reflection incorporates praxis, theory, and connections with State Teaching Standards) • A map or description of what is in this section, including a 	<ul style="list-style-type: none"> • Solo Analysis of Student Learning • Urban ed & SLA assignments • Child Study (excerpts) • Special needs student profile • Notes/reflections from CFG protocols & or conferring • Parent communication/partnership artifacts (if related to assessment)

<i>practices show about my understanding of how people learn?"</i>	rationale for each selected piece that addresses: So what? Now what?	<ul style="list-style-type: none"> • Technology artifacts (If related to assessment) • Dilemma Case (if related to assessment) • Other relevant artifacts related to assessment
SECTION FOUR: Additional Documentation	<ul style="list-style-type: none"> • Introductory Reflection (1 page - what this section is about in terms of your learning & understanding) • A map or description of what is in this section, including a rationale for each selected piece that addresses: So what? Now what? • Any final thoughts you want to offer 	<ul style="list-style-type: none"> • Final Rubric for Intern Performance • Resume • Education Law quiz • Other relevant artifacts

Portfolio Format Guidelines

Please use the following guidelines in composing and assembling your final portfolio.

- **SIZE:** Your portfolio must fit in a 2-inch (or smaller) three-ring binder.
- **COPIES:** Please turn in TWO COMPLETE copies of your FINAL portfolio in a three-ring binder. One will be returned to you.
- **SECTIONS:** Please clearly label each portfolio section by number and title (sections 1 through 4), using section dividers. Please do not use page protectors.
- **COVER PAGE:** The very first page of the portfolio should be a cover page listing the following information: your name, date, title of portfolio, and Boettcher Teachers Program in cooperation with name of elementary/middle/high school and University of Denver.
- **APPENDICES:** Place all written text (drafted by you) first within a section, then place any supporting documents in labeled appendices. Please refer to these appendices within the body of your narrative and introduction.
- Please make your portfolio as accessible and reader-friendly as possible.

**BOETTCHER TEACHERS PROGRAM
TEACHING RUBRIC**

Fellow's Name: _____

Mentor's Name: _____

Assessment of Developmental Progress in Seven Core Areas

Please read carefully through the rubric descriptors and circle/check/highlight the descriptors that describe the fellow's current level of performance in the 7 core areas: content knowledge, curriculum planning, instructional practice, assessment and feedback, classroom climate/management, communication and rapport, and professional behavior. Some of these categories naturally overlap, so please keep that in mind. Please note the following descriptions of current performance:

Developing: level of a teacher candidate who is just starting to take on classroom teaching responsibility, is somewhat new to teaching, or has not yet received or acted upon ample feedback from multiple perspectives.

Accomplished: level of a teacher candidate who has had some classroom experience and is continuously making changes and improvements based on feedback from multiple perspectives.

Exemplary: level of a very well-prepared first year teacher who has incorporated constructive feedback from multiple perspectives extensively, with positive results.

Instructions to Mentors and Fellows

- Schedule a time to sit down together to go through this rubric together. If possible, we recommend that you both read through it before meeting together, and begin to think about where on the rubric you think the fellow's practice is currently situated. Try to situate your thinking in specific, concrete situations that the two of you have observed and /or experienced.
- 1st: Please circle, check, bold-face or highlight the descriptors on the rubric for each bullet point in the accomplished and developing column that match the fellow's current performance level for each core area. ***Please do this whole process electronically to facilitate more efficient record-keeping. We need to have a copy of this final rubric in the fellow's files.***
- If there is evidence that the fellow is performing at the exemplary level in certain areas, circle, check, bold-face or highlight the specific descriptors in the exemplary column.
- 2nd: *If explanation or elaboration is needed*, please add brief, bulleted narrative comments for each of the 7 core areas being assessed.
- 3rd: Please identify and write 1-2 specific goals for the Fellow to work towards in each of the 7 core areas as they move into their own classroom.
- Fellows and mentors both sign this form. Please make 2 copies—one for the fellow and one for the mentor log book. The original goes to program directors for the program files. ***It is the mentor's responsibility to make sure the hard copies are received directly by program staff by the deadline.***
- ***Deadline: TBD***

Fellow's Name: _____

Date: _____

Mentor's Name: _____

[Performance-Based Standards for Colorado Teachers noted in brackets]

Core Area	Exemplary (level of a very well-prepared first year teacher who has incorporated constructive feedback from multiple perspectives extensively, with positive results)	Accomplished (level of a teacher candidate who has had some classroom experience and is continuously making changes and improvements based on feedback from multiple perspectives)	Developing (level of a teacher candidate who is just starting to take on classroom teaching responsibility, is somewhat new to teaching, or has not yet received or acted upon ample feedback from multiple perspectives)
<p>1. Content Knowledge (including literacy and mathematics)* [1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4]</p> <p>*Evaluators should include comments on knowledge of literacy and mathematics for Fellows in ALL areas of certification</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> -Subject matter knowledge is extensive and allows teacher to bring students to deep and subtle levels of understanding -Demonstrates ability to appropriately integrate content standards in reading and writing to create dynamic instruction and to support student success. -Displays ability to appropriately integrate math content standards to create dynamic instruction and to support student understanding. 	<ul style="list-style-type: none"> • Demonstrates adequate knowledge of subject matter • Familiarity with subject matter often enhances instruction • Often makes use of student prior knowledge in content area(s) • Displays adequate knowledge of student literacy development and applies knowledge to support lesson planning, teaching, and assessment • Displays adequate knowledge of mathematics and its relationship to other content areas 	<ul style="list-style-type: none"> • Subject matter knowledge is lacking to some extent • Gaps in subject matter knowledge sometimes limits instructional practice • Sometimes makes use of student prior knowledge in content area(s) • Displays limited knowledge of student literacy development • Displays limited knowledge of mathematics and its relationship to other content areas
<p>Narrative Comments/ Goals for Content Knowledge, including literacy and mathematics:</p>			

<p>2. Curriculum Design/Long Range and Short-Term Unit and Lesson Planning [1.1, 1.5, 2.2, 3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 8.1, 8.2]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> -Often articulates compelling guiding questions for lessons/ units -Often articulates meaningful ‘enduring understandings’ for lessons/ units -Almost always includes in plans how the lessons will be differentiated for special needs students, English language learners, etc. -Takes steps to design interdisciplinary curriculum -Seeks and utilizes multiple resources to enhance lesson / unit 	<ul style="list-style-type: none"> • Often involved in daily/ weekly planning with mentor and/or independently • Demonstrates adequate knowledge of school/ district/ state content standards • Often applies the backwards design model by starting with the end in mind • Purpose, objectives, and standards for lessons / unit are usually clear and meaningful, to teachers and students • Plans for determining what students know and understand (formally and informally) are clearly articulated on a regular basis • Often uses information from assessments to determines direction and level of curriculum and instruction on a daily/ weekly basis • Often designs curriculum that fosters a balance of students’ deep comprehension AND skill development • Often develops thorough weekly and/or daily lesson plans prior to teaching lessons • Lesson plans often reflect a variety of instructional strategies (attention getter / sponge / warm-up; mini- or focus lesson, guided practice, independent practice, group work, student-teacher or peer conferences, etc.) • Lesson plans often include appropriate closure or wrap-up • Lesson plans often reflect a variety of resources • Instructional material is often developmentally appropriate • Plans often include opportunities for higher level and critical thinking 	<ul style="list-style-type: none"> • Involved on a limited basis in daily/ weekly planning with mentor and/or independently • Demonstrates limited knowledge of school/ district/ state content standards • Sometimes applies the backwards design model by starting with the end in mind • Purpose, objectives and standards for lessons / unit are sometimes clear, to teachers and students • Plans for determining what students know and understand (formally and informally) are sometimes articulated • Sometimes uses information from assessment to determine direction and level of curriculum and instruction on a daily / weekly basis • Sometimes designs curriculum that fosters a balance of students’ deep comprehension AND skill development • Sometimes develops weekly and/or daily lesson plans prior to teaching lessons • Lesson plans sometimes reflect a variety of instructional strategies (attention getter / sponge / warm-up; mini-lesson, guided practice, independent practice, group work, student-teacher or peer conferences, etc.) • Lesson plans sometimes include appropriate closure or wrap-up • Lesson plans sometimes reflect a variety of resources • Instructional material is sometimes developmentally appropriate • Plans sometimes include opportunities for higher level and critical thinking • Plans sometimes address multiple standards simultaneously
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		<ul style="list-style-type: none"> • Plans often address multiple standards simultaneously • Often considers and plans for diverse / multicultural perspectives • Demonstrates adequate ability to interpret individualized education plans and make necessary accommodations. 	<ul style="list-style-type: none"> • Sometimes considers and plans for diverse / multicultural perspectives • Demonstrates limited ability to interpret individualized education plans and make necessary accommodations.
<p>Narrative Comments/ Goals for Curriculum Design:</p>			

<p>3. Instructional Practice [1.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.1, 7.2, 7.3, 7.5, 8.1, 8.2]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> -Uses multi-modal pedagogical approaches that address different learning styles and multiple intelligences -The majority of activities and assignments focus on applying knowledge and problem solving and require complex student responses -Manages transitions between topics and activities smoothly -Incorporates advanced uses of technology into lesson design and implementation (Power Point, multimedia, LCD projector, Internet use, etc.) 	<ul style="list-style-type: none"> • Often communicates expectations and learning objectives to students • Often presents content clearly • Often uses concrete examples to illustrate concepts • Often varies instructional strategies (balance between teacher presentation & transmission of material and students actively experiencing concepts) • Often allows for a variety of grouping structures: whole class, small groups, pairs, individual work • Typically, lessons reflect a balance of teacher talk and student talk, including student-to-student interactions • Fairly regularly, activities and assignments focus on applying knowledge and problem solving • Fairly regularly, activities and assignments require complex responses, evaluations, writings, artworks, etc. • Often monitors student progress towards meeting standards/ objectives and makes any necessary adjustments of instructional strategies • Often adapts and differentiates instruction (e.g., for learners with special needs, second language learners, etc.) • Often connects content of lessons to students' own experience, the world around them, and other disciplines • Often uses technology and visual aids to support instruction • Timing of lessons is often accurate • Pace of lessons is usually just right: not too slow, not too fast 	<ul style="list-style-type: none"> • Sometimes communicates expectations and learning objectives to students • Sometimes presents content clearly • Sometimes uses concrete examples to illustrate concepts • Sometimes varies instructional strategies (balance between teacher presentation & transmission of material and students actively experiencing concepts) • Sometimes allows for a variety of grouping structures: whole class, small groups, pairs, individual work • Typically, lessons tend to reflect a disproportionate amount of teacher talk • Activities and assignments focus mostly on memorization and recall • Many class activities and assignments tend to require short responses, fill-in-the-blank exercises • Sometimes monitors student progress towards meeting standards/ objectives and makes any necessary adjustments of instructional strategies • Sometimes adapts and differentiates instruction (e.g., for learners with special needs, second language learners, etc.) • Sometimes connects content of lessons to students' own experience, the world around them, and other disciplines • Sometimes uses technology and visual aids to support instruction • Timing of lessons is sometimes accurate • Pace of lessons is slightly too slow or too fast at times • Questioning strategies are sometimes
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		<ul style="list-style-type: none"> • Questioning strategies are often varied • Questions often include opportunities for students to respond to open-ended and critical questions that do not have just one 'correct' answer • Often provides opportunities for students to question and challenge in order to generate new meaning 	<ul style="list-style-type: none"> • varied • Questions sometimes include opportunities for students to respond to open-ended and critical questions that do not have just one 'correct' answer <p>Sometimes provides opportunities for students to question and challenge in order to generate new meaning</p>
<p>Narrative Comments/ Goals for Instructional Practice:</p>			

<p>4. Assessment and Feedback [1.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 5.4, 5.7, 5.8, 5.9, 6.1, 6.2, 6.3, 6.5, 6.6, 7.2, 7.3, 7.4, 8.1]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> -Develops assessments/ assignments that students create for real events and audiences -Develops assessments/ assignments that allow for varied and original student products (i.e., not all products are identical or imitative) -Often finds ways to publish and celebrate quality student work -Co-develops assessment criteria with students -Designs assessment tools that tap into students' multiple intelligences and different learning styles -Helps students learn to effectively self-assess and develop meta-cognitive skills about their own performance 	<ul style="list-style-type: none"> • Often takes initiative to assess student work or develop assessment tools (including rubrics) • Often ensures that assessment (formal and informal) occurs throughout the unit, not just at the end • Often ensures that assessments take multiple forms (e.g., not just tests & quizzes) • Often ensures that assessments tap into a variety of thinking processes • Regularly provides assessment criteria in advance when assigning work to students • Often makes accurate observations and diagnostic analyses of students' progress • Often adapts or modifies assessment tools based on understanding of individual student needs • Often checks students' understanding during lessons • Often provides students opportunities to evaluate/assess their own work and /or that of their peers • Often confirms judgments with mentor • Often provides substantive oral and written feedback that helps students learn the specific strong and weak points of their work • Generally does not over-praise students • Often uses data from assessments to inform instructional practice • Actively participates in and contributes to student-parent-teacher conferences • Often uses technology to manage assessment data (computer-based 	<ul style="list-style-type: none"> • Sometimes takes initiative to assess student work or develop assessment tools (including rubrics) • Sometimes ensures that assessment (formal and informal) occurs throughout the unit, not just at the end • Sometimes ensures that assessments take multiple forms (e.g., not just tests & quizzes) • Sometimes ensures that assessments tap into a variety of thinking processes • Typically sets assessment criteria after students have completed assignment • Sometimes makes accurate observations and diagnostic analyses of students' progress • Sometimes adapts or modifies assessment tools based on understanding of individual student needs • Sometimes checks students' understanding during lessons • Sometimes provides students opportunities to evaluate/assess their own work and /or that of their peers • Sometimes confirms judgments with mentor • Sometimes provides substantive oral and written feedback; assessment is mostly in the form of scores or grades • Sometimes over-praises students • Sometimes uses data from assessments to inform instructional practice • Attends student-parent-teacher conferences, but may not take an active role • Sometimes uses technology to manage assessment data (computer-
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		anecdotal records; computer grade book programs; print out for students or parents on student progress; etc.)	based anecdotal records; computer grade book programs; print out for students or parents on student progress; etc.)
Narrative Comments/ Goals for Assessment and Feedback:			

<p>5. Classroom Climate/ Management [5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 6.1, 6.5, 6.6, 6.7, 7.3, 8.1, 8.2]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> -Is mobile and aware of most or all students at all times (even while conferring with individuals or groups) -Has a management style so effective that little or no time is taken away from instructional time to keep students on task and learning -Has a completely natural style while maintaining a robust learning environment; rarely gets flustered -Communicates with parents about behavior issues skillfully and with grace 	<ul style="list-style-type: none"> • Order is maintained by engagement and a sense of community in the classroom • Students help set and enforce classroom norms • Students have some choices in classroom • Teacher classroom presence is strong and often has the following qualities: Voice, enthusiasm, movement around room, awareness of all students, self-confidence <p>Teacher maintains a classroom environment conducive to learning during <u>most or all</u> of the class time. Specifically does the following <u>on a regular basis</u>:</p> <ul style="list-style-type: none"> • Effectively implements a range of specific management techniques. Is firm but fair and sets clear boundaries. • Often establishes clear classroom rules and behavioral expectations • Often requires students to be on task and holds them accountable if they are not • Often uses effective nonverbal strategies • Often affirms the dignity and worth of all students through words and actions • Often effectively utilizes classroom time (pace, timing, transitions) • Often demonstrates effective use of classroom systems, structures, rituals and routines • Often open and closes lesson effectively • Rarely loses attention of students 	<ul style="list-style-type: none"> • Order is maintained primarily with punishments and rewards for student behavior • Teacher creates and enforces rules • Teacher makes most of the choices in classroom • Teacher classroom presence has some of the following qualities: Voice, enthusiasm, movement around room, awareness of all students, self-confidence <p>Teacher maintains a classroom environment conducive to learning during <u>some</u> of the class time. <u>Sometimes</u> does the following:</p> <ul style="list-style-type: none"> • Implements a few specific management techniques. May have trouble being firm with students and setting boundaries. • Establishes <u>some</u> clear classroom rules and behavioral expectations • Sometimes requires students to be on task and sometimes hold them accountable if they are not • Sometimes uses effective nonverbal strategies • Sometimes affirms the dignity and worth of all students through words and actions • Sometimes utilizes classroom time effectively (pace, timing, transitions) • Sometimes demonstrates effective use of classroom systems, structures, rituals and routines • Sometimes open and closes lesson effectively • Sometimes loses attention of students during transitions • Communicates infrequently with parents
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<p>6. Rapport and Communication (with students, school staff, parents) [3.6, 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 7.3, 7.4, 8.1, 8.2]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> -Communication consistently enhances learning -Goes out of his /her way to make sure communication is clear, concise, and understood -Asks for feedback on effectiveness of communication style and level of rapport -Very strong and natural rapport with students, school staff and colleagues, and parents -Makes valuable contributions that expand the thinking and points of view of others -Goes out of one's way to get to know students from multiple perspectives -Rapport with students enhances learning of individuals and of the class as a whole -Is sensitive to the needs, interests, and capabilities of each child 	<ul style="list-style-type: none"> • Often establishes warm, respectful, positive relationships with students • Becomes an effective and integral part of the instructional team • Often takes a proactive role in building a positive relationship and working collaboratively with the mentor teacher as a co-teacher • Often takes initiative on classroom tasks • Often communicates effectively and appropriately with parents to maximize student success • Often communicates effectively and appropriately with team members and school staff • Often asks for help and guidance when needed • Consistently responds promptly to requests for input, information, or feedback (phone, face-to-face, e-mail, mailbox) • Rarely uses improper or inappropriate grammar / language / usage / mechanics in written and oral communications 	<ul style="list-style-type: none"> • Establishes cordial relationships with students • Contributes to some extent to the instructional team • Sometimes takes a proactive role in building a positive relationship and working collaboratively with the mentor teacher as a co-teacher • Sometimes takes initiative on classroom tasks • Sometimes communicates effectively and appropriately with parents to maximize student success • Sometimes communicates effectively and appropriately with team members and school staff • Sometimes asks for help and guidance when needed • Sometimes responds promptly to requests for input, information, or feedback (phone, face-to-face, e-mail, mailbox) • Sometimes uses improper or inappropriate grammar / language / usage / mechanics in written and oral communications
<p>Narrative Comments/ Goals for Rapport and Communication:</p>			

<p>7. Professional Behavior [5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 6.4, 6.6, 6.7, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> -Is proactive and volunteers to go above and beyond what is expected -Uses appropriate conflict resolution skills for the majority of problems -Brings in new ideas, additional materials, etc., in addition to completing the regular agreed-upon responsibilities in the classroom -Seeks out resources for continued professional growth -Attends professional conferences and reads professional journals regularly -Becomes an advocate for the importance of following safety guidelines and working agreements 	<ul style="list-style-type: none"> • Is normally on time • Is usually reliable and meets his/her obligations • Often interacts professionally with colleagues, students, and parents • Often responds positively to suggestions and incorporates ideas from other professionals • Often exhibits and models professional appearance and demeanor (dresses professionally, etc.) • Usually adheres to professional boundaries of Fellow’s guest status in the school • Often positive and enthusiastic toward teaching as a profession, schools and colleagues • Provides insightful, frank, appropriate constructive criticism when solicited • Regularly takes responsibility for own learning • Resolves most problems that arise; views problems as opportunities for growth • Is consistently honest and self-reflective • Usually acts as a strong team player • Often identifies areas of weakness and takes action to grow and develop skills • Communication with mentor and program staff about attendance is consistent and timely • Rarely misses any required faculty and team meetings • Rarely misses school-wide after- 	<ul style="list-style-type: none"> • Is sometimes on time • Is sometimes reliable and meets his/her obligations • Sometimes interacts professionally with colleagues, students, and parents • Sometimes responds positively to suggestions and incorporates ideas from other professionals • Sometimes exhibits and models professional appearance and demeanor (may not always dress professionally, etc.) • Sometimes adheres to professional boundaries of Fellow’s guest status in the school • Sometimes positive and enthusiastic toward teaching as a profession, schools and colleagues • Provides some level of constructive criticism when solicited • Sometimes takes responsibility for own learning • Resolves some problems that arise • Is sometimes honest and self-reflective • Sometimes acts as a strong team player • Sometimes identifies areas of weakness and takes action to grow and develop skills • Communication with mentor and program staff about attendance is sporadic or last-minute • Occasionally misses required faculty and team meetings • Occasionally misses after-hours events (e.g., parent conferences, Back to School Night) • Sometimes follows safety guidelines and procedures in classroom
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		hours events (e.g., parent conferences, Back to School Night) <ul style="list-style-type: none"> • Consistently follows safety guidelines and procedures in classroom 	
Narrative Comments/ Goals for Professional Behavior:			

Note: Some of the language on this rubric is borrowed with permission from the University of Denver Teacher Candidate Observation/ Evaluation form and from Colorado Christian University. Other sources include: *Best Practice: New Standards for Teaching and Learning in America's Schools* by Zemelman, Daniels, & Hyde (1998) and the rating dimensions from the Scoop Project based at CRESST/RAND/ University of Colorado, Boulder.

Fellow's Commentary or Response (optional):

Please sign below. Make one copy for the Fellow, one for the mentor; and the original goes to the Clinical Faculty/ Associate Director or Program Director.

Fellow

Date

Mentor

Date

MENTOR SEMINARS AND MENTOR INSTITUTE

Purposes Of Monthly Seminars

- Maintain a community of learners among the mentors
- Support implementation of best practices in mentoring and teaching
- Reflect and learn together on key issues in urban education
- Support mentors' own learning and professional growth by sharing practice and providing the gift of time to think and reflect
- Help mentors stay abreast of fellows' coursework and programmatic responsibilities
- Provide a forum for mentors to give feedback on program design and implementation

Nuts And Bolts

- Please plan to participate in seminars from 8:30 AM to 12:30 PM.
- All seminars are currently scheduled to be held at the **Adams 12 Educational Support Center (ESC), 1500 East 128th Ave, Thornton**, in the **Silverton Room**, all on Wednesday mornings.
- Dates (please double check your school calendars now and let us know right away of any conflicts): TBD
- Please do not schedule fieldwork or other special events on these dates. All mentors are expected to attend all the seminars, as they provide core support and reflection for the mentoring experience.
- Fellows will take responsibility for teaching classes (without compensation) while mentors are at reflective seminars. Please be sure to plan in advance with your fellow to make sure that s/he understands expectations, plans, etc., for the days you will be gone at seminar.
- Because the fellows have been approved for an alternative licensure program, they are 'legal' in the eyes of the state to be alone in the classroom without the mentor or a substitute.

September Training & October Mentor Institute

Dates: TBD

PHASE II: TEACHING TO LEARN

Welcome to Teaching to Learn

As you will likely know, having recently finished the Learning to Teach phase of your program, teaching is a demanding, exacting, and sometimes exasperating endeavor. At the same time, it is rewarding, nurturing, and rife with miracles of learning. Teaching can send you into the cloud-filled ethos and crashing into the waves of despair, often in the same day or during a single class period. You will learn much about yourself, students, curriculum development, assessment, and managing the competing personal and professional demands of teaching in urban schools.

In Phase II: Teaching to Learn, you will begin the task of mastering the early years of your professional career. You are now a full-time teacher with overwhelming responsibilities and opportunities. Phase I: Learning to Teach provides you with a solid base of knowledge from which to grow in your professional development. In Phase II, the emphasis is putting your knowledge about teaching and learning more fully into practice. Through the act of teaching, you will likely reject some concepts and techniques you learn during Phase I. And you will likely hold other pieces of knowledge dear to your pedagogical heart. These gems will be refined and polished in the context of your teaching. Yet your learning about the craft of teaching will continue to expand via the courses you will be attending during the second year of the Boettcher Teachers Program. Enjoy the continued journey toward your professional goals and the effective education of urban students.

CAPSTONE REQUIREMENT

The capstone project for the Boettcher Teachers Program is a culmination enduring understandings you have developed through the licensure component and your first year of teaching. It provides a platform for integrating educational theory with your emerging sense of teaching practice. The capstone is supported by CUI 4533 “Research Issues: Linguistically Diverse Learners.” In the context of the course, you are expected to design and carry out an inquiry project on a topic that is related to the education of culturally and linguistically diverse students in K-12 schools. This project will consist of a topic of importance to you and the education of your students; a clear research question; an exploration of the issues and opportunities surrounding your role as a teacher-researcher; the development of a theoretical framework; a summary of methods of data collection; analysis of data; an overview of your results and findings; and an articulate conclusion and implications for your practice.

Your research project should be 20-25 pages, typed, double-spaced, and include a title page and works cited page. Weekly projects in CUI 4533 will support the application of your learning toward developing skills as a teacher researcher. You will be required to turn in research assignments that support your progress in your research project.

After you have conducted your research, analyzed your data, and summarized your conclusions you will communicate your research journey by creating a poster outlining your research question, methodology, and findings. In the tradition of many academic conferences, you will present your poster to your peers and guests (that may include faculty and staff from DU, the PEBC, Adams 12, Mapleton, as well as representatives from the Boettcher Foundation). This event will provide an opportunity for sharing your knowledge and gaining new perspectives on urban education from your colleagues’ posters and presentations.

BOETTCHER TEACHERS PROGRAM STUDENT CODE OF CONDUCT

All fellows are expected to review the handbook documents thoroughly at the time of matriculation into BTP, and sign and return the signature page that follows. This signature page resides in the fellows' file, and testifies that the candidate is aware of and agrees to comply with all that is contained in this code.

Overview

BTP is a fast-paced, intensive program. Fellows succeed in the program by organizing their lives so that the program is a primary commitment and focus. Strict policies ensure that fellows' experiences are continuous and cumulative. These policies also ensure that our graduates in the profession maintain the high standards of excellence for which the DU Morgridge College of Education 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 may result in loss of credit for the course. In cases of extreme hardship, a fellow who misses multiple classes may petition the instructor and program director to receive credit for the course.

In the event that it is necessary to miss a class, fellows 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, fellows 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.

UNIVERSITY OF DENVER'S HONOR CODE

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).

ROLES AND RESPONSIBILITIES OF THE FELLOW

The Boettcher fellow's role is to observe, learn from, and partner with the mentor, and to gradually assume full-time teaching responsibilities over the course of the school year. The fellow is not a paraprofessional, an intern, or an aide. Rather, the fellow is in the classroom to learn as much as possible (typically 3 days per week during the fall—except 4 days per week during fall mini-solo—and then 4 days per week for most of the rest of the year) and to implement sound classroom practice. Specific responsibilities include but are not limited to:

- fulfill expectations outlined in the handbook and in course syllabi;
- participate in the classroom with the mentor teacher during the same hours that mentors and other teachers are expected to be at the school (generally; there may be exceptions to this policy throughout the year);
- learn as much as possible about effective teaching practices and the complex role of a classroom teacher;
- learn and practice effective teaching, including the design and implementation of the Teacher Work Sample portfolio and all performance-assessments;
- complete Request for Leave/ Attendance forms and file with appropriate staff person when absences are necessary;
- participate in weekly seminars (usually Fridays) and other courses (typically Monday and Wednesday afternoons/ early evenings);
- communicate with the mentor and the clinical faculty member in regular informal and formal meetings;
- participate in monthly site-based meetings with other fellows, mentors, and clinical faculty;
- provide feedback when requested on the program as a whole, and on clinical faculty members, instructors, and mentors;
- attend faculty gatherings (faculty and team meetings, professional development and planning days) as determined by the mentor and program staff;
- teach mentor's classes (without being paid as a substitute) during monthly mentor seminars and other mentor professional development activities;
- participate in student progress report or grade report writing;
- participate in student-parent-teacher conferences (note: these may sometimes conflict with times of DU courses; in this case, fellows should attend class).

UNDER PERFORMING STUDENT PROTOCOL

The Boettcher Teachers Program at the University Denver is structured to provide on-going feedback and support to fellows. There are two areas of fellow work evaluated every quarter. One is the academic body of evidence of growth and learning. The other is the practical field experience at the school site. With on-going dialogue between mentor and fellow during the field experience period, the comments made in the performance evaluation rubric at the end of the field placement should come as no surprise. Likewise, regular communication between fellows and their professors can eliminate final grade surprises. On occasion the fellow and mentor, or fellow and professor, may have different opinions as to the overall performance of the fellow. At these times fellows are encouraged to advocate for themselves, by talking with their mentor or professor in person.

I. Introduction

It is the purpose of the Boettcher Teachers Program at DU to foster and support the growth and the development of fellows during the residency year, both academically and professionally. An attempt is made to create a learning context within which the fellow can feel safe enough to identify, to examine, and to improve upon all aspects of his or her professional and academic performance. Fellows are encouraged to ask for regular feedback and mentors, and professors, are encouraged to give feedback on a continuous basis. When this process is working, quarterly and end-of-year evaluations should, and in fact do, produce no surprises, since a fellow is aware of his/her progress on an on-going basis.

All program faculty and staff are responsible for informally monitoring the progress of students through the program's curriculum and field experiences. Particular attention should be placed on reviewing student progress during the first quarter of the student's program. There are two broad categories governing student performance, one is academic and the other is professional. Academic standards are principally defined in the Morgridge College of Education Bulletin which states that any student with a GPA of 3.0 or lower can be "warned, put on probation, suspended, or dismissed" from a program. If a student's GPA stays at 3.0 or lower for three consecutive quarters the student will be dismissed from his/her current program. Where appropriate, faculty will direct students to university resources designed to provide students with academic support, such as the writing center, academic counseling, or disability services.

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

Mentors should work with fellows 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 fellow to remedy the mentor's concerns and to build on the fellow's strengths.

II. Indicators of Under Performance

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

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

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

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

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

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

III. Protocol for Under Performing Fellows

A. Informal Determination of Under Performing Status

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

B. Formal Determination of Under Performing Fellow

If warranted, the program director(s) will then present the situation to a meeting of the Boettcher Teachers Program team, including the lead faculty member from Curriculum and Instruction at the University of Denver. The team will make a determination as to whether or not the fellow is indeed under performing. The review by the team will include a thorough review of the fellow's work, performance, and any mitigating circumstances that might contribute to the fellow's low performance.

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

a. Probation and Remedial Plan

When the team decides to place a fellow on probation and to develop a formal plan to address the areas of academic or professional under performance demonstrated by a fellow, the following items may be considered in the creation of that plan:

1. Recognizing and responding to the potential that the difficulty a fellow is experiencing may be grounded in cultural or linguistic differences,
2. Directing the fellow to academic support from appropriate university, school, or foundation programs,
3. Alerting the fellow to the types of counseling support offered by the university, school, or foundation,
4. Establishing a regime of directed academic or professional coaching by program personnel tied to specific learning outcomes,
5. Reducing the fellow's contact time in his/her field placement,
6. Applying for a leave of absence from the University of Denver.

A meeting will be scheduled with the fellow, the program director(s), and the lead faculty member for the Boettcher Teachers Program. At that meeting, the team will alert the fellow to the potential for dismissal from the program should the fellow's performance continue to lag behind the program, university, school, or foundation, or state standards

for professional educators. The team and the fellow will develop a plan designed to support the fellow and outline clear expectations for change. This plan will also specify the time frame for the corrective action and the procedure for determining that improvement has been adequately achieved. At the close of the meeting the fellow will be asked to write up his/her understanding of the substance of the meeting as well as the corrective plan and time frame. The fellow should send these notes to the team, typically within 24 hours.

A member of the team will write a formal letter outlining the substance of the meeting and probation procedures. A draft of the letter must be presented to the Program Chair of Curriculum and Instruction and the Associate Dean of the Morgridge College of Education before it is sent to the fellow via registered mail. A copy of the letter will be placed in the fellow's academic file.

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

b. Suspension of Field Placement

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

c. Procedures for Dismissal

Dismissal may occur, at a minimum, for any of the following reasons as outlined in section II.

The Program Chair of Curriculum and Instruction and the Associate Dean for the Morgridge College of Education should be alerted to the likelihood of a fellow being dismissed from the program. The decision to dismiss will be made by the Boettcher Teachers Program team and a letter of dismissal drafted. A draft of the letter must be presented to the Program Chair of Curriculum and Instruction and the Associate Dean of the Morgridge College of Education before it is sent to the fellow. A meeting will be scheduled with the fellow and the Boettcher Teachers Program for the purpose of delivering a letter of dismissal and to outline for the fellow the following considerations:

1. The last day to visit his/her field placement for the purpose of saying goodbye to his/her students.
2. The last day the fellow is expected to attend academic classes or program functions.
3. Financial obligations, if any, associate with dismissal from the program.

4. If appropriate, the policies and procedures for re-applying to the Boettcher Teachers Program at a later date or any other academic program at DU.

A copy of the letter will be placed in the fellow's academic file. The fellow will be terminated from enrollment in the Boettcher Teachers 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.

INCOMPLETE “I” GRADE POLICY

An Incomplete “I” is a temporary grade which may be given at the instructor’s discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 60% of the term;
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student complete the “Application for Incomplete Grade” form before the end of the academic term.

Appropriate grades must be assigned in other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider dropping the course.

An Application for Incomplete Grade may be obtained from the Registrar’s website at www.du.edu/registrar or from the Registrar’s Office.

WITHDRAWING IN GOOD STANDING AND DEFERRING COMPLETION POLICY

On rare occasions, fellows opt to withdraw from the Boettcher Teachers Program or to defer completion of the program as a result of personal, health, financial, or career reasons.

Withdrawing in Good Standing

Fellows who are in good academic standing in all of their past and current BTP coursework and field experiences may be eligible to withdraw in good standing. Fellows must follow the Morgridge College of Education (MCE) and University of Denver (DU) withdrawal procedures.

Deferring Program Completion

Some fellows opt to defer completing the BTP program at a later time. To be eligible to do this, fellows must be in good academic standing in all their past and current BTP coursework and field experiences. Those fellows who defer program completion may be required to repeat coursework that has been revised since his/her 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. Fellows should also be aware that creating mentor matches at the appropriate grade and subject level takes a considerable amount of time. In addition, no guarantees can be made about which mentor the fellow would be placed with or at which partner school the fellow would be placed upon future return to the program. Fellows who are seeking to defer program completion should take these considerations into account when making their decision to defer. Fellows must follow the MCE and DU withdrawal procedures and must complete their program of study within the maximum time allowed by DU.

POLICY FOR MASTER'S DEGREE AND LICENSURE RECOMMENDATION

All fellows must meet the following criteria in order to be recommended for licensure by BTP to the Colorado Department of Education:

BTP Criteria

- a) complete all first year coursework in the BTP program with a grade of B or better;
- b) meet all the Performance-Based Standards for Colorado Teachers at the proficient level;
- c) successfully complete a year long teaching residency in the field, including solo teaching;
- d) successfully complete and present Teacher Work Sample (TWS) Portfolio at proficient or advanced level;
- e) for the master's degree continuation: Successfully complete and present Capstone Research Presentation at proficient or advanced level.

If any fellow is in danger of not completing requirements a, b, or c, then s/he must meet with the program director to decide if continuation in the program is appropriate.

Institutional Recommendation

In order for a fellow to be recommended for licensure by the Boettcher Teachers Program to the Colorado Department of Education (CDE), he/she must complete all the requirements listed above (see BTP Criteria). A Recommendation for Licensure form that has been completed and signed by the designated agency representative and school principal will be submitted to CDE on the fellow's behalf, once all the requirements for licensure are met.

Licensure

Any grade of incomplete in the first year course work will delay the fellow's ability to be recommended to CDE for licensure, and *may* delay a fellow's ability to gain approval to begin solo teaching. Therefore, it is in the fellow's best interest to complete all outstanding work promptly. Program faculty/directors reserve the right to set deadlines for completing outstanding work for classes that must be successfully completed for licensure.

WEB REGISTRATION AT DU

Boettcher fellows will be provided, in this handbook, with a list of which courses they need to register for each quarter, and for how many credits. It is the student's responsibility to register oneself within the University's official registration time period. All students should register online via webCentral (<http://webcentral.du.edu>), the central location for all web services for the DU community, during their designated registration time. Instructions for web registration and other important registration information are available on the Registrar's website at www.du.edu/registrar. If you have questions or problems registering online, contact the Registrar's Office at 303-871-4095.

Priority registration for each quarter begins approximately during the seventh week of the preceding quarter and lasts about ten days. Students should check their current Enrollment Status online before attempting to register. The *Check Enrollment Status* page provides information including a student's individual time assignment for priority registration, registration holds that will block registration if not cleared and other items that may affect the student's ability to register.

- Once logged in to [webCentral](http://webcentral.du.edu), select the "myWeb" tab, choose "Student and Financial Aid", click on "Check your Registration Status", select the term and submit.

Students can register at or after their assigned registration time through the last business day prior to the first day of the quarter. Students who do not register prior to the first day of the quarter will be assessed a *late-registration service charge* that cannot be waived. The Boettcher Teachers Program will not cover this fee.

Please remember to monitor your DU account on a regular basis to check for accuracy. Contact the Bursar's Office in University Hall at 303.871.4944 if any unanticipated charges occur or HOLDS place on your account, as it will impact your ability to register. Their home page can be found at www.du.edu/bursar.

STYLE SHEET FOR ALL WRITTEN WORK

Guidelines

Fellows will use the following guidelines in composing and assembling written assignments for all BTP courses and related projects.

- Text will be typed, double-spaced, using a 12 point font.
- Each page will have 1-inch margins, and will be numbered. Numbers will be centered at the bottom of each page. Page numbers may begin with “1” for each assignment.
- Plastic sheet covers will not be used within BTP. Staples will be used in all of the documents as needed.
- Headers will be included on each assignment indicating the name of the candidate, instructor name, course name and number; and assignment name.
- Fellows will refer to any appendices within the body of the narrative of each assignment.
- All references will be formatted according to the American Psychological Association (APA) Publication Manual, (5th ed.). For information on citing electronic sources, please refer to <http://www.apastyle.org/elecref.html>

HEALTH INSURANCE INFORMATION

Boettcher fellows are eligible for student health coverage through the University of Denver beginning with their first term of enrollment at DU. The cost is covered by the program’s partner school districts and is an optional benefit to the fellow.

Fellows have the option to enroll for the student health insurance plan and/or the health and counseling fee. The fee provides access to the Student Health Center located on the University of Denver campus. As a non-traditional graduate students, enrollment for full coverage (health insurance and counseling fee), is required each term during the first year. For more information on the Student Health Insurance and the Health and Counseling Fee, please visit the Health and Counseling Center website at www.du.edu/duhealth.

After Year 1

In the fall of year two of the Boettcher Teachers Program, you will be employed by your district and covered under their health insurance plan. Contact your district Human Resources Office to make health insurance arrangements. No action is needed on your behalf to waive DU health insurance and health services.



FELLOW HANDBOOK SIGNATURE PAGE

The Boettcher Teachers Program Fellow Handbook is the official collection of information and policies regarding your affiliation with BTP. Please print and sign this form and submit to the program director(s) as instructed.

Statement of Compliance

“I have read the BTP Fellow Handbook. I understand that it is my responsibility to act in accord with all policies and requirements, and to clarify any questions that I may have regarding its contents for the BTP Handbook, MCE Bulletin, and the DU Graduate Studies Information, Policies, and Procedures.”

Fellow Printed Name: _____

Fellow Signature: _____
Date