



**A PARTNERSHIP BETWEEN
THE DENVER PUBLIC SCHOOLS
AND
THE UNIVERSITY OF DENVER**

**Denver Teacher Residency
Student Handbook
2009-2010**



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We recognize the following programs for their contributions to this handbook.

- *Boettcher Teacher Program
- *Academy of Urban School Leaders
- *Boston Teacher Residency
- *Teacher Education Program, University of Denver

DTR PROGRAM RATIONALE

The Denver Teacher Residency Program, a partnership between the University of Denver and Denver Public Schools, intends to foster the talents and dedication of a new teaching workforce dedicated to serving the needs of the Denver Public Schools (DPS).

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 Denver Teacher Residency 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 in DPS so that ultimately, student achievement can be improved.

The Denver Teacher Residency is an innovative, hands-on teacher preparation program designed to cultivate and support exceptional teachers in high-needs schools within Denver Public Schools (DPS).

Denver Teacher Residency Program ensures that DPS has a pipeline of highly-skilled teachers in classrooms throughout the district. The program is designed after nationally successful models, all members of the Coalition for Urban Teacher Residencies. In 2009 DTR will recruit 25 Residents, growing to 80-100 Residents per year by 2011, when DTR will recruit 20% of incoming teachers for DPS annually.

The Janus Education Alliance (JEA), a public-private partnership, launched in the Spring of 2008 with a three-year, \$3-million investment from Janus Capital Group. JEA funding significantly contributed to the development and launch of DTR. DTR is partnering with the University of Denver's Morgridge College of Education to provide Residents with an MA in Curriculum and Instruction with an emphasis on linguistically diverse learners.

To date DTR has recruited the first cohort of Residents, selected five Host School Sites, and identified Lead Teacher and Site Coordinators. Each of these components was selected based on research-based dimensions of an effective teacher.

This program is a critical step toward DU and DPS's commitment to attract, retain and reward outstanding teachers.

DTR FRAMEWORK: DIMENSIONS OF AN EFFECTIVE TEACHER

EFFECTIVE TEACHERS make a measurable difference in student learning and engagement and eliminate the achievement gap by exceeding expectations in five critical dimensions.

1. *Academic achievement:* Commit to academic achievement for all students by establishing and meeting high expectations for student learning.
2. *Learning community:* Engage students in an inclusive learning community that is responsive to students' strengths and needs, acting on the civic mission defined by The Denver Plan.
3. *Content Knowledge:* Plan strategic instruction and assessment integrating high-level academic concepts, skills and strategies that are accessible to all learners and connected to students' lives.
4. *Pedagogical Knowledge:* Teach equitably based on student's academic, linguistic, and cultural strengths as identified through the analysis of formative and summative assessment data.
5. *Professional Growth:* Lead with integrity and professionalism as educator and leader to improve student learning through professional growth, reflective inquiry, and collaboration with colleagues.

* A comprehensive matrix of the Effective Teacher traits, mapped to CDE performance standards is listed on page 27.

DENVER TEACHER RESIDENCY PROGRAM DIRECTORY INFORMATION

Please refer to course syllabi for faculty contact information.

University of Denver **Morgridge College of Education**

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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 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 Help Center

Penrose Library 2150 East Evans Avenue, Denver, CO 80208

Helpdesk: 303-871-4700

Website: <http://www.du.edu/uts>

PROGRAM MODEL

Year One - Residency

- Placement in a DPS high-needs elementary school with 4-8 fellow Residents
- Learn and teach with a DPS Lead Teacher who demonstrates excellence in the classroom and acts as a Lead Teacher and advisor to the Resident
- Participate in a professional learning community focused on improving student learning; understanding and applying instructional theory; and promoting professional growth
- On-site support provided by building based Site Coordinator
- Weekly seminars of MA coursework designed and taught through the University of Denver's Morgridge College of Education and the Denver Teacher Residency program
- Teaching license awarded to teacher candidates*

Year Two

- Hired as a full-time teacher* within a DPS high-needs school
- Customized mentoring and support throughout first year in classroom
- Complete M.A. degree in Curriculum and Instruction from the University of Denver's Morgridge College of Education
- Ongoing exchange of ideas and practice with Residency cohort

Years Three to Five

- Continue as teacher in a DPS high-needs school
- Ongoing access to extensive professional development and all supports provided to DPS teachers
- Tuition reimbursement: One-third of the cost of the M.A. is reimbursed each year

Program Supports

- \$10 thousand stipend during Residency year and access to health care benefits through the University of Denver's Morgridge College of Education
- Access to financial aid advice through the University of Denver's Morgridge College of Education
- Tuition reimbursement upon fulfillment of 5-year commitment to Denver Teacher Residency program and DPS (includes Residency year)
- Teaching position at a DPS high-needs school*
- Supportive, constructive environment created by Residency cohort model
- Extensive resources to develop and improve teaching skills

Program Rewards

- Opportunity to teach culturally and linguistically diverse students
- Education and experience to affect change within the classroom, school, and district
- Determine effectiveness of learning and application by examining student work
- Satisfaction of making a difference in the education and lives of students

**Upon successful completion of Residency in year-one of program and ongoing demonstration of competency.*

DTR ACADEMIC PROGRAM OVERVIEW AND SCHEDULE

Summer 2009–Summer 2010

YEAR 1	Summer 2009	Fall 2009	Winter 2010	Spring 2010
Courses	<i>Urban Education: School, Student, Family, Community Influences on Student Learning</i> CUI4521 (4)	<i>Curriculum, Instruction, Assessment I</i> CUI4540 (1)	<i>Curriculum, Instruction, Assessment II</i> CUI4541 (4)	<i>Curriculum, Instruction, Assessment III</i> CUI4542 (4)
	<i>Language in Society and Schools</i> CUI4535 (3)	<i>Teaching and Learning Environments</i> CUI4031 (3)	<i>Analysis of Teaching</i> CUI4032 (3)	<i>Curriculum Theory into Practice</i> CUI4022 (3)
		<i>Second Language Acquisition + Lab</i> CUI4530 (3)	<i>Culturally Responsive Teaching</i> CUI4532 (3)	
		<i>Literacy Instruction and Assessment</i> CUI4028 (3)		
Credit Hours	7	10	10	7
Grand Total				34
YEAR 2	Summer 2010	Fall 2010	Winter 2011	Spring 2011
Courses	<i>Foundations of Education for Linguistically Diverse Learners</i> CUI4529 (3)	<i>Language, Literacy, and Culture</i> CUI4538 (4)	<i>Supporting English Language Learners Across the Curriculum</i> CUI4531 (4)	<i>Research Issues in the Education of Culturally and Linguistically Diverse Learners</i> CUI4533 (4)
	<i>Linguistic and Cultural Issues in Linking Assessment and Instruction</i> CUI4536 (3)			
Credit Hours	6	4	4	4
Grand Total				18
<i>Year One 2009-2010</i>		<i>Year Two 2010-2011</i>		<i>Grand Total Credit Hours</i>
34		18		52

DTR
LINGUISTICALLY DIVERSE EDUCATION (LDE) COURSEWORK PLAN

Year 1		
Term	Course	Credit Hours
Summer 2009	Urban Education: School, Student, Family, Community Influences on Student Learning	4
	Language in Society and Schools	3
Fall 2009	Second Language Acquisition (SLA) + Lab	3
Winter 2010	Culturally Responsive Teaching	3
Year 2		
Term	Course	Credit Hours
Summer 2010	Foundations of Education for Linguistically Diverse Learners	3
	Linguistic & Cultural Issues in Linking Assessment and Instruction	3
Fall 2010	Language, Literacy, and Culture	4
Winter 2011	Supporting English Language Learners Across the Content Areas (SELCA)	4
Spring 2011	Research Issues in the Education of Culturally and Linguistically Diverse Learners	4
Total Credit Hours		31

COURSE DESCRIPTIONS
M.A. in Curriculum and Instruction
from University of Denver, Morgridge College of Education

CUI 4521 Urban Education: School, Student, Family, Community Influences on Student Learning

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 4535 Language in Society and Schools

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 4031 Teaching and Learning Environments

Takes a disciplinary approach (e.g. sociological, historical, philosophical, anthropological) to the analysis of teaching and learning environments in response to broad questions such as: What are effective teaching and learning environments? For whom and under what circumstances? How can we create such environments?

CUI 4530 Second Language Acquisition

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

CUI 4540 Curriculum, Instruction, and Assessment: Theory and Practice I

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 4529 Foundations of Education for Linguistically Diverse Learners

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 4028 Literacy Instruction and Assessment

This course is organized around a developmental continuum for literacy acquisition. It addresses best research-based practices that allow teachers to assess students' abilities and to select appropriate instructional strategies leading to communicative competence for all children.

CUI 4532 Culturally Responsive Pedagogy

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 cultural 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 4541 Curriculum, Instruction, and Assessment: Theory and Practice II

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 4536 Linguistic and Cultural Issues in Linking Assessment and Instruction Assessment

This course will expand the educators' knowledge of initial assessment, ongoing assessment, and high-stakes testing. Students will develop knowledge and understanding of initial assessment of culturally and linguistically diverse (CLD) learners' skills and abilities in order to provide appropriate placement and instruction. In addition, educators will assess student learning by utilizing strategies that provide continuous feedback on the effectiveness of instruction. This course will also help students understand the implications of CLD learners being required to participate in high-stakes testing programs.

CUI 4032 Analysis of Teaching

Provides a systematic introduction to the research base that characterizes effective practice and to the array of research methods that can be employed to study teaching and teacher development.

CUI 4022 Curriculum Theory into Practice

Helps students move from theoretical concepts and decisions involved in curriculum development to actual construction of curricula; survey of potential components encompassed in a variety of curricula followed by participation in designing a curriculum as a member of a student team; final facet requires students to develop a curriculum.

CUI 4542 Curriculum, Instruction, and Assessment: Theory and Practice III

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 4533 Research Issues in the Education of Culturally and Linguistically Diverse Learners

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 4531 Supporting English Learners across the Content Areas

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 4538 Language, Literacy, and Culture

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.

RESIDENCY STAGES

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

Stage Number	Stage Name	Time Period
I	Foundations of Teaching Course	July to mid-August
II	Classroom Community	August - September
III	First Lead Teaching Experience	October - November
IV	Planning & Teaching for All Learners	November - February
V	Reflection & Evaluation of Instruction	March - May
VI	Preparing For Your Own Classroom	June - August

RESIDENT ROLES AND RESPONSIBILITIES

Residents will participate in a rigorous and rewarding experience teaching and learning alongside a master teacher focused on student achievement, pursuing knowledge, strategies and connections to the community and district resources to improve student learning. Residents will follow the guidelines established by DTR and MCE and seek clarification if necessary, adhering to the contents of the DTR Resident Agreement.

Professional Conduct

Resident will:

- Collaborate with Lead Teacher to improve student improvement.
- Ensure all conversations about students are objective, respectful, and confidential, and conducted for the purpose of advocating for student success.
- Exhibit professional and courteous relationships with cohort members, Lead Teacher, and members of school community.
- Resolve any issues that may arise by speaking directly to the person involved, Faculty, Lead Teacher or Site Coordinator. If after conferring directly with the person involved and a resolution is not reached then contact DTR Program Staff.
- Meet all deadlines established by the Lead Teacher, Host School Site Principal, Site Coordinator, DTR program staff and DU Faculty.
- Act, speak and dress professionally at all times. (Consuming food, beverages and chewing gum when students are present is discouraged. Use of cell phones and email is not allowed when students are present.)
- Follow all rules and guidelines established by Host School Site and DPS.
- Recognize the Resident's role as guest in the classroom.
- Maintain an orderly work space.
- Participate at the Host School Site by taking on the same or similar responsibilities as the Lead Teacher.
- Use Host School Site resources (paper, computers, professional books, copy machines) for the purpose of student achievement. Using Host School Site resources for coursework may be appropriate per the approval of the Lead Teacher.
- Follow the Resident Expectation Calendar.
- Be familiar with Morgridge College of Education protocols outlined in the Morgridge College of Education Bulletin. (see MCE handbooks at the following URL).
<http://www.du.edu/education/resources/current-students/handbooks.html>

Attendance

- Adhere to the DPS teacher calendar unless specified by DTR program.
- Arrive at the Host School Site and graduate class location on-time and prepared to teach and learn.
- Follow the Host School Site daily schedule, for teachers... (It may be necessary to work beyond the school day to complete tasks and fulfill responsibilities.)
- Serve as a substitute teacher (without compensation) while Lead Teacher attends all DTR related coursework.

- Sign in and out each day at the Host School Site with the Lead Teacher. (This may be required by the Host School Site as well.) A Resident may not have more than eight absences total (six sick days and two personal days) combined from the Host School Site and the Seminar. . In the event of an unplanned absence the Lead Teacher and Site Coordinator must be contacted prior to 7:00 a.m. More than eight absences may result in Resident not fulfilling their commitment and dismissal from the program.
- Attend all Seminars and DU courses. In the event of an unplanned absence the Resident must contact the DTR Coordinator and Course Instructor prior to the start of class.
- Use of Personal Days (up to two days, including observance of religious holidays) requires a Request for Leave form, which can be found in this Handbook.
- Submit Request for Leave forms for approval from DTR Coordinator at least one week in advance of a planned absence.

Record of Teaching and Learning (Documentation)

- Check email daily and communicate within a timely manner.
- Share coursework and Teaching Expectations calendar with the Lead Teacher as soon as possible.
- Debrief with Lead Teacher daily to analyze lessons, student and Resident learning, recording reflections in the online reflection log.
- Document use of discussion and reflection protocols, tools and resources provided by the school, DTR program and MCE to improve practice and student achievement.
- Use video, anecdotal notes, student work and other sources of data to reflect on teaching practice and student learning.
- Formally record analysis with Lead Teacher once per week.
- Document Site Coordinator and Lead Teacher biweekly meetings.

Failure to meet the expectations, as outlined in the DTR Handbook, including excessive absences may disqualify a Resident from meeting the requirements of the program, and will therefore prevent the Resident from qualifying for licensure. Residents may request special consideration for extenuating circumstances or emergencies from the DTR Director and appropriate DU Faculty.



RESIDENTS' REQUEST FOR LEAVE FORM

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

Resident's Name _____

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

Reason for Absence (*check one*):

I. Sick Days (up to 6 days)

_____ **Sick Days** (up to 6 days)

Sick days are to 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.

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 to the DTR Coordinator for record keeping purposes.

II. Personal Days (up to two days including observance of religious holidays)

_____ **Personal Days** (up to two days)

Personal days are to be used for personal hardship or pressing personal business, and must be approved in advance by the DTR Coordinator.

LEAD TEACHER ROLES AND RESPONSIBILITIES

Lead Teachers are the models and guides as Residents learn to become effective teachers in DPS. The Lead Teacher shares the classroom with the Resident, releasing the teaching responsibilities to the Resident.

Professional Conduct

Lead Teachers will:

- Meet all deadlines established by the Principal, Site Coordinator, DTR program staff and DU Faculty.
- Follow all rules and guidelines established by Host School Site and DPS.
- Ensure Resident learning through a systematic release of teaching responsibility.
- Foster Resident learning through guided debrief and reflection.
- Model attributes of an effective teacher.

Attendance

- Be present for >95% of Resident's time within Host School Site classroom.
- Attend summer professional development to prepare for Residency year.
- Participate in monthly Lead Teacher professional development sessions.
- Provide sign in and out each day for Resident.

Record of Teaching and Learning (Documentation)

- Check email daily and communicate within a timely manner.
- Debrief with Resident daily to analyze lessons, student, Resident and own learning, recording reflections in the online reflection log.
- Document use of discussion and reflection protocols, tools and resources provided by the school, DTR program and MCE to improve practice and student achievement.
- Use video, anecdotal notes, student work and other sources of data to reflect on teaching practice and student learning.
- Formally record analysis with Resident once per week with forms provided by DTR.
- Document Site Coordinator and Lead Teacher biweekly meetings.
- Reflect on self as teacher and mentor and set goals for professional development.
- Focus on student achievement in the classroom and determine strategies to promote student achievement.
- Utilize observational data collected on Lead Teacher lessons, Resident lessons and summative student learning data each day to improve future instruction for the students.
- Coach, instruct and facilitate Resident learning using observation guides, student data and protocols formally every week (this meeting requires documentation).
- Evaluate Resident learning using DTR observation guides and protocols.
- Co-teach and co-plan lessons focused on differentiation and effective content delivery.

DTR STAFF AND FACULTY ROLES AND RESPONSIBILITIES

DTR Staff and Faculty

In addition to teaching, DTR staff and faculty establish a rapport with each Resident and maintain open communication with the Resident, Lead Teacher, and school administrators. The DTR staff serves as a liaison between DTR and the school site. Initial questions about the program should be directed to the DTR staff, if the questions cannot be answered by consulting the program/university websites or other Residents.

DTR staff is encouraged to attend the Morgridge College of Education adjunct faculty orientation workshop in the fall and other professional development sessions in the winter and spring quarters.

During the field experience, the DTR staff and faculty make regular visits to the school sites and classrooms. The purpose of each visit is to observe the DTR Resident and Lead Teacher in the classroom engaged in interactions with children and/or in dialogue with one another.

DTR Program Staff

The program staff works with the faculty, Lead Teacher, and school administrator to ensure that the Resident has an appropriate placement. Specific field experience-related responsibilities include:

- plan for and teach a foundational, master's level, full-day weekly seminar with cohort during each quarter, help Residents make theory/practice connections, and assess/evaluate Residents' progress;
- conduct monthly site-based meetings with Lead Teachers and Residents together;
- provide feedback to Residents and Lead Teachers;
- co-plan and facilitate Lead Teacher seminars;
- maintain regular communication with faculty members about Residents' and Lead Teachers' experiences;
- maintain regular communication with district administrators;
- consult with faculty, Lead Teacher, and Resident if the Resident's performance is below state and program standards to determine if the Resident should continue in the program;
- provide support and guidance to Residents in conflict with their faculty or Lead Teacher teachers;
- facilitate communication among all parties and attempt to resolve any issues that arise.

Faculty

Faculty will work with DTR staff, Lead Teachers, and school administrators to ensure that the Resident has an appropriate placement. Specific field experience-related responsibilities include:

- provide feedback to Residents and Lead Teachers;
- consult with Lead Teachers on coaching and mentoring Residents;
- coordinate with Lead Teachers and Site Coordinators to evaluate the Resident's proficient performance on selected state standard elements;
- assume responsibility for assigning a final grade in guided lead teaching/ field

- experiences;
- co-plan and facilitate Lead Teacher seminars;
- maintain regular communication with building administrators;

SCHOOL ADMINISTRATOR ROLES AND RESPONSIBILITIES

School Administrator

The school administrator works with the Denver Teacher Residency program staff and Faculty to ensure successful selection, placement, and field experiences. Specific responsibilities include:

- assist in the selection of exemplary Lead Teachers
- facilitates introducing the DTR Resident to the school and its policies/procedures during the first week of the field experience
- observe the DTR Resident during the field experience as specified by DTR program
- participate in meetings with the Faculty, program director, Site Coordinator, Lead Teacher, and Resident if any concerns arise.



DIMENSIONS OF EFFECTIVE MENTORING

1. Mentor holds high expectations for Resident

- Shows through words and actions the belief that Resident can meet high expectations
- Supports Resident to problem-solve in challenging situations
- Builds on Resident's strengths and identifies areas of challenge with clear accountability and support mechanisms.

2. Mentor reflects on own practice as a Mentor and uses the DTR Dimensions of Effective Teaching and the Data Team Process (Center for Performance Assessment) to inform Mentoring practice

- Regularly reflects on mentoring strengths, skills and areas of weakness; sets and assesses progress against learning goals with Site Director, Resident and other Mentors using the DTR Dimensions of Effective Mentoring.
- Uses the Data Team Process to analyze Resident's practice in order to inform Mentoring practice.

3. Mentor provides data from low-inference observations and gives appropriate, critical feedback to Resident

- Mentor is able to determine what type of data to collect and discuss when providing feedback to the Resident around practice

4. Mentor works to communicate effectively with Resident

- Uses appropriate communication techniques with Resident to discuss professional and interpersonal issues
- Engages in inquiry-based conversations with Resident around practice
- Matches coaching approach with Resident's learning style and need for support and structure.

5. Mentor provides daily opportunities for Resident to practice teaching

- Holds Resident accountable for careful implementation and assessment of coursework and practicum learnings;
- Fully participates in the structured release of responsibility by allowing and demonstrating to Resident how to take over specific portions of classroom instruction and activities
- Explicitly discusses with Resident philosophical approach and reasoning behind instructional decisions. Maintains focus on student achievement.

6. Mentor models professional behavior

- Fully participates in DTR activities by being punctual and prepared; fulfills DTR commitments in the face of conflicting priorities
- Uses respectful language and discretion when discussing challenging situations; maintains confidentiality about students, school and faculty.
- Routinely analyzes professional interactions and serves as a model for resolving concerns and issues in a timely and constructive manner.

7. Mentor functions effectively in a teaching and learning community

- Engages in a year-long critical conversation with Resident(s) around issues of equity, achievement, experience, race, class, and ability, and how these issues intersect with teaching and learning for the Resident and Mentor.

8. Mentor shares responsibility for implementing DTR curriculum.

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.

DTR EFFECTIVE TEACHER FRAMEWORK AND CDE PERFORMANCE STANDARDS

The following matrix maps the DTR Effective Teacher framework to each CDE performance standard for Colorado teachers. DTR coursework is structured around the 5 elements of the DTR effective teacher.

EFFECTIVE TEACHERS make a measurable difference in student learning and engagement and eliminate the achievement gap by exceeding expectations in five critical dimensions.

1. *Academic achievement:* Commit to academic achievement for all students by establishing and meeting high expectations for student learning.

(CDE: Standards, 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9, 6.1, 6.2, 6.3, 6.7, 7.3, 8.2)

2. *Learning community:* Engage students in an inclusive learning community that is responsive to students' strengths and needs, acting on the civic mission defined by The Denver Plan.

(CDE: Standards: 3.4, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 6.1, 6.2, 6.3, 6.4, 6.5, 6.7)

3. *Content Knowledge:* Plan strategic instruction and assessment integrating high-level academic concepts, skills and strategies that are accessible to all learners and connected to students' lives.

(CDE: Standards: 1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2, 4.1, 4.2, 4.3, 4.4, 5.4, 5.9, 6.1, 6.2, 6.2, 6.3, 6.5, 6.6, 7.1, 7.4)

4. *Pedagogical Knowledge:* Teach equitably based on student's academic, linguistic, and cultural strengths as identified through the analysis of formative and summative assessment data.

(CDE: Standards: 1.3, 1.5, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.1, 4.2, 4.3, 4.4, 5.3, 5.4, 5.5, 5.7, 5.9, 6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 7.1, 7.2, 7.4, 7.5)

5. *Professional Growth:* Lead with integrity and professionalism as educator and leader to improve student learning through professional growth, reflective inquiry, and collaboration with colleagues.

(CDE Standards; 3.3, 3.4, 3.5, 5.1, 5.6, 5.8, 5.9, 6.1, 6.4, 7.2)

DENVER TEACHER RESIDENCY STUDENT CODE OF CONDUCT

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

Overview

DTR is an intensive program. Residents succeed in the program by organizing their lives so that their learnings are a primary commitment and focus. Policies ensure that Residents' experiences are continuous and cumulative. These policies also ensure that our graduates maintain the high standards of academic and professional excellence for which the DU Morgridge College of Education is known.

Academic Standing

Students must retain a cumulative GPA of 3.0 and fulfill all financial obligations to remain a student in good academic standing. . Failure to maintain good academic standing may result in dismissal from the program.

Course Attendance Policy

100% attendance in all classes is expected. Missing one class may affect the grade for the course. Missing more than one class may result in loss of credit for the course. In cases of extreme hardship, a Resident who misses multiple classes may petition the instructor, DTR Director and DU Faculty to receive credit for the course.

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

Grading Policy

DTR is a performance-based program; therefore, DTR 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 portfolio 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 grades do not affect directly the decision to recommend candidates for licensure; indeed, it is possible to earn "B's" in all DU courses and not be evaluated as proficient on all standards. Remember, candidates must earn a grade of B or better in each class; a lower grade may disqualify participants from the program. Also, it is possible to be proficient in field experience and still not be recommended for licensure. In a performance-based program, grades are indicators of the following matters: (1) timely progress in understanding and applying the knowledge base needed to perform at the proficient level; (2) intellectual engagement with the process of becoming a teacher; (3) ability to think, speak, and write at a graduate level; (4) ability to reflect on and incorporate insights gained from

professional practice and personal experience; and (5) ability to critically analyze program learnings and change practice when appropriate. If a pattern of low performance or low engagement emerges in coursework or the Residency classroom experience, the DTR Director and Faculty may advise the Resident to re-take courses or to withdraw from the program.

Because grades of “incomplete” in a DTR course signal that the Resident has not yet mastered the knowledge introduced in that course and because courses are cumulative, no DTR Resident may begin guided lead teaching until all grades of “incomplete” have been resolved or other arrangements have been made with DTR Director and Faculty. All incompletes must be completed before receiving licensure. Please refer to *Incomplete “I” Grade Policy* in the MCE Bulletin for further details, under handbooks at this website:

<http://www.du.edu/education/resources/current-students/handbooks.html>

In some cases an incomplete that goes longer than one-quarter may result in postponing a Resident’s progress through the program for a year. All incompletes must be resolved before the Resident receives a DPS teaching license.

Guest Status Policy

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

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

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).

Plagiarism Policy

Plagiarism in any form is considered a serious offense by the University of Denver and by the Denver Teacher Residency Program. We expect Residents to approach all writing

assignments with scholarly integrity by citing the published work of researchers from whom material is being quoted or paraphrased. Plagiarism is considered a violation of the University of Denver Honor Code and therefore susceptible to its disciplinary structure. Please refer to the Plagiarism Policy as stated in the Morgridge College of Education Bulletin.

<http://www.du.edu/education/resources/current-students/handbooks.html>

TIMESHEET INSTRUCTIONS

All DTR Residents must submit timesheets for every week they are enrolled in the program. DTR collects timesheets for the purpose of state licensure. Residents are responsible for submitting timesheets in a complete and accurate manner. Timesheets are inclusive of all Residency experiences, including: teaching planning, grading, professional development, coursework, meeting with colleagues, students and families. All timesheets must be signed and dated by the Resident and his or her Lead Teacher in blue or black ink.

Please consult the following documents related to timesheets.

- A blank timesheet which can be filled out electronically and printed must signed and submitted to the DTR Coordinator at weekly seminar.
- A schedule of when timesheets are due and the corresponding weeks they cover.

Timesheets are:

- Completed weekly – the week starts on Monday and ends on Saturday/Sunday.
- Required to be signed and dated by the Resident *and* the Lead Teacher.
- Submitted every Thursday at Seminar. . If a Resident is absent seminar, the timesheet must be faxed to the DTR office at 720-423-3318.

DENVER TEACHER RESIDENCY TIME SHEET

Resident Name: _____ Week Ending: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sunday	Total Hrs.
Classroom Teaching							
Faculty Mtg.							
Family Conference/ Contact							
Planning & Assessment Mtg.							
Prof. Dev. & Coursework							
Lead/ Resident Meeting Time							
Lead/ Resident Meeting Content							

Total Hours _____

Resident Signature _____

Date _____

Lead Teacher Signature _____

Date _____

UNDER-PERFORMING STUDENT PROTOCOL

The Denver Teacher Residency Program at the University of Denver is structured to provide on-going feedback and support to Residents. There are two areas of Resident 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 the Lead Teacher and the Resident during the Residency year, the formative assessments made in the performance evaluation rubric will provide the Resident with an accurate indicator of the Resident's progress toward standard. Likewise, regular communication between Residents and their professors will provide accurate indicators of final grades. In the event of a disputed performance evaluation, it is the Resident's responsibility to submit written appeal of the assessment. The DTR Director or designee will facilitate a meeting to address the concern.

I. Introduction

It is the purpose of the Denver Teacher Residency Program at DU to foster and support the growth and the development of Residents during the Residency year, both academically and professionally. The program structure creates a learning context within which the Resident can feel safe enough to identify, to examine, and to improve upon all aspects of his or her professional and academic performance using personal reflection and program generated performance data. Residents are encouraged to ask for regular feedback and Lead Teachers, and professors, are encouraged to give feedback on a continuous basis. When this process is working, quarterly and end-of-year evaluations accurately capture Resident progress.

All program faculty and staff are responsible for informally monitoring the progress of the Resident through the program's curriculum and field experiences. Additionally, all Residents will receive regular formal assessments of their teaching performance. Particular attention should be placed on reviewing student progress during the first quarter of the Resident's program. There are two broad categories governing student performance, one is academic and the other is professional as outlined in the DTR Effective Teacher document.

The University of Denver academic standards are principally defined in the Morgridge College of Education Bulletin (<http://www.du.edu/education/resources/current-students/handbooks.html>) 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 Resident's GPA stays at 3.0 or lower for **two consecutive quarters** he/she will be dismissed from his/her current program. Where appropriate, Faculty will direct students to university resources designed to provide Residents 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.

Lead Teachers work with Residents to identify both strengths and areas of improvement as early in the year as possible so as to be able to develop a plan with the Resident to remedy the Lead Teacher's concerns and to build on the Resident's strengths.

II. Indicators of Under Performance

Residents may be considered under-performing when their academic performance, behavior, attitude, or characteristics are disruptive of the quality of student learning; relationships with peers, Lead Teachers, 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 Resident in the Denver Teacher Residency 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 Denver Teacher Residency 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 Resident'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 Resident's professional or academic development toward mastery of teaching.

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

1. The Resident does not acknowledge, understand, or address the area of concern when it is identified.
2. The challenge significantly reduces the student learning outcomes, quality of a Resident'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 Resident's behavior remains resistant to change following feedback, remediation, effort, and/or time.

III. Protocol for Under Performing Residents

A. Informal Determination of Under Performing Status

At the first sign of a potential academic or professional trouble for a Resident, the supervising Lead Teacher or Faculty should provide the Resident with direct feedback and offer support and guidance. Early indicators could include incomplete assignments, frequent absences, conflict with other residents or the Lead Teacher, or poor performance during the residency. Whenever the potential problem area continues despite a reasonable amount of support and intervention, it should be called to the attention of a program Director or DU Faculty. The program Director and DU Faculty will gather information from all supervising Lead Teachers and instructors regarding the Resident's trouble including, if appropriate, an initial discussion with the Resident. Formative assessment data, observation reports, and academic work may be included during this "informal" stage of a resident's review.

B. Formal Determination of Under Performing Resident

If warranted, the program Director(s) will then present the situation to a meeting of the Denver Teacher Residency Program team, including a Faculty member from Curriculum and Instruction at the University of Denver. The review by the team will include a thorough review of the Resident's work, performance, and any mitigating circumstances that might contribute to the Resident's performance. The team may recognize and respond to the potential that the difficulty a Resident is experiencing may be grounded in cultural or linguistic differences,

If it is determined that the Resident is under performing, one of three actions will most likely result: (1) the Resident is placed on formal probation and a remedial plan is developed in conjunction with the Resident, 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 Resident on probation and to develop a formal plan to address the areas of academic or professional under performance demonstrated by a Resident, the following items may be considered in the creation of that plan:

1. Directing the Resident to academic support from appropriate university, school, or foundation programs,
2. Alerting the Resident to the types of counseling support offered by the university,

- school, or foundation,
3. Establishing a regime of directed academic or professional coaching by program personnel tied to specific learning outcomes,
 4. Reducing the Resident's contact time in his/her field placement,
 5. Applying for a medical stop out from the University or an incomplete for the class.

A meeting will be scheduled with the Resident, the DTR Director, and a faculty member from the Morgridge College of Education in Curriculum and Instruction. At that meeting, the team will alert the Resident to the potential for dismissal from the program should the Resident's performance continue to lag behind the program, university, school, or state standards for professional educators. The team and the Resident will develop a plan designed to support the Resident 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 Resident 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 Resident must send these notes to the team 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 Resident via registered mail. A copy of the letter will be placed in the Resident'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 Resident.

b. Suspension of Field Placement

A Resident 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 Denver Teacher Residency Program team will determine if the probation should be lifted, continued or if the Resident 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 Resident being dismissed from the program. The decision to dismiss will be made by the Denver

Teacher Residency 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 Resident. A meeting will be scheduled with the Resident and the Denver Teacher Residency Program for the purpose of delivering a letter of dismissal and to outline for the Resident 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 Resident is expected to attend academic classes or program functions.
3. Financial obligations, if any, associated with dismissal from the program.
4. If appropriate, the policies and procedures for re-applying to the Denver Teacher Residency Program at a later date or any other academic program at DU.

A copy of the letter will be placed in the Resident's academic file. The Resident will be terminated from enrollment in the Denver Teacher Residency 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. See the MCE Bulletin for more information about the *Incomplete "I" Grade Policy*.

<http://www.du.edu/education/resources/current-students/handbooks.html>

In some cases an incomplete that goes longer than one quarter may result in postponing a Resident's progress through the program for a year. All incompletes must be completed before the Resident becomes an instructor of record.

WITHDRAWING IN GOOD STANDING

On rare occasions, Residents opt to withdraw from the Denver Teacher Residency Program as a result of personal, health, financial, or career reasons.

Withdrawing in Good Standing

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

Reapplying to the Denver Teacher Residency Program

Residents who withdraw in good standing may wish to complete the program at a later time. Residents who withdraw must reapply to the University of Denver and the Denver Teacher Residency Program. Residents may be required to repeat coursework that has been revised since their last enrollment in the program and/or to take additional courses or tests that have been added since their last enrollment in the program. Residents should also be aware that initial Host School Site and Lead Teacher placements are not guaranteed. Readmission into the program is subject to an admissions decision.

POLICY FOR MASTER’S DEGREE AND LICENSURE RECOMMENDATION

All Residents must meet the following criteria in order to be recommended for licensure to DPS by DTR:

DTR Criteria

- a) complete all first year coursework in the DTR 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 yearlong teaching Residency in the field, including guided lead teaching;
- d) successfully complete and present Teacher Work Sample (TWS) Portfolio at proficient or advanced level;
- e) for the master’s degree completion: Successfully pass all MA courses in Curriculum and Instruction with a B or better, and complete and present Capstone Research Presentation at proficient or advanced level.

If any Resident 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.

District (DPS) Recommendation

In order for a Resident to be recommended for licensure to DPS by the Denver Teacher Residency Program, he/she must complete all the requirements listed above (see DTR Criteria). The recommendation for licensure is to teach in DPS. The DTR will assist residents, once they are the instructor of record, in acquiring a Colorado state license from the Colorado Department of Education.

Licensure

Any grade of incomplete in the first year course work will delay the Resident’s ability to be recommended to CDE for licensure, and *may* delay a Resident’s ability to gain approval to begin teaching. 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

DTR Residents 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 Resident's responsibility to register 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, 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 Denver Teacher Residency 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.

STUDENT HEALTH INSURANCE INFORMATION

All students at DU must have health insurance. DU offers two programs to ensure students have adequate access to health care: the Health and Counseling Fee (HCF) and the Student Health Insurance Plan (SHIP). Enrolling in both the HCF and the SHIP allows you to receive medical and mental health care at the HCC for little or no out-of-pocket cost.

Health & Counseling Fee (HCF)

The HCF covers many services provided at the HCC. Graduate students enrolled for six or more hours (8 for Law students) of graded credit in a traditional program are automatically charged for the Health & Counseling Fee (HCF) each term.

Student Health Insurance Plan (SHIP)

The University of Denver has partnered with United Healthcare/Student Resources, to provide excellent health care coverage to students. The plan is a Preferred Provider Organization (PPO) model and includes excellent coverage abroad. To view a list of preferred providers, please visit www.uhcsr.com/du. You must purchase the DU Student Health Insurance Plan (SHIP) if you do not already have health insurance through another source. The 2009-2010 rate for the SHIP is \$190 per month. **Non-traditional students must enroll in coverage every term.**

Students enrolled for fewer than six hours of credit (eight for Law) and non-traditional students must contact the HCC to enroll since the HCF & SHIP as they will not automatically be assessed on their tuition bill.

DISABILITY SERVICES

Unlike many other higher education institutions, the University of Denver has two programs that provide support for students with disabilities:

- The LEP is a comprehensive, fee-for-service program that provides academic support services beyond basic academic accommodations.
- The DSP is a no-cost program that facilitates delivery of basic accommodations to undergraduate and graduate/law students with documented disabilities.

The University Disability Services (UDS) website conveys UDS policies for enrolled students and provides information for students interested in enrolling in LEP or DSP and is located at <http://www.du.edu/studentlife/disability/>.



2009-2010 DENVER TEACHER RESIDENCY PARTICIPANT AGREEMENT

THIS AGREEMENT made on this ____ day of _____, 2009 between _____ (hereinafter “Program Participant”) and Denver Public Schools’ Denver Teacher Residency Program.

NOW THEREFORE, in consideration of the mutual covenants contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Term

- a. The Denver Teacher Residency (DTR) is a Five Year Program, beginning 2009 and terminating 2014.

2. Commitment

- a. Program Participant agrees as follows:
 - i. To train and teach in a Denver Public Schools’ (DPS) High Needs School, which is defined as having a student population of whom 65% or above are enrolled in the Federal Free/Reduced Lunch Program.
 - ii. To be placed at the discretion of the DTR Administration during the first year of the Program (“Residency Term”).
 - iii. With the permission of DTR, seek teaching positions (for the post-Residency term) posted for the upcoming academic year in accordance with DPS’s hiring process.
 - iv. If a Program Participant is unable to secure a position in an approved school DTR reserves the right to direct-place a Program Participant in a High Needs School.
 - v. Completing a MA degree in Curriculum and Instruction from the University of Denver’s Morgridge College of Education.
- b. During the Residency Term, DTR will award to each Program Participant a stipend of \$10,000 paid in ten monthly installments beginning in August, 2009.
 - i. In the event that a Program Participant leaves during the Residency Term, either voluntarily or involuntarily, the Participant will receive the scheduled monthly payment of the stipend, but no further stipend payments thereafter.

3. Participation in the University of Denver's Morgridge College of Education Master of Arts Degree Program

- a. Program Participant agrees as follows:
 - i. Will be and remain in good DU standing and comply with Curriculum and Instruction Master's Program eligibility requirements.
 - ii. Successfully participate in and complete the coursework with passing grades (minimum 3.0) to continue in the Program.
 - iii. Is solely responsible for all tuition and related cost which will be paid directly on a quarterly basis to the University of Denver.
 - iv. Will pay all associated costs, including but not limited to books, application fee, graduate student fee, and graduation fee, directly to the University of Denver.

4. Tuition Reimbursement

- a. Program Participant shall:
 - i. Receive tuition reimbursement from the DTR for the amount of tuition paid less any loan forgiveness for which the Program or Program Participant is eligible.
 - 1. The amount will be reimbursed upon successful completion of the third, fourth, and fifth year of the Program.
 - ii. Apply to State, Federal, Private or other available programs providing tuition or student loan relief as requested by DTR such as the AmeriCorps, and Teach Grant Programs.
 - iii. Apply for a Stafford Loan in order to receive any available Federal financial aid and incentives.
 - iv. Cooperate and follow the financial guidelines facilitating tuition reimbursement as established and amended by DTR.
 - v. Apply the full DPS ProComp contribution received during the eligible year towards reducing his or her tuition amount.

- b. In the event Program Participant is terminated or withdraws from the Program, he or she will remain solely responsible for any remaining tuition and will not be eligible for any further tuition reimbursement or loan forgiveness from DPS.
 - i. Should circumstances exist for which relief from any tuition or related cost is requested, Program Participant shall petition the Denver Teacher Residency Director or designee for said relief. The Denver Teacher Residency has the sole and final authority to grant the Program Participant's request.

- c. In the event the Program Participant is non-renewed as a teacher at any time, he or she will be solely responsible for paying all or part of any remaining tuition and related costs.

5. Reimbursement Waiver

- a. Program Participant may elect to waive tuition reimbursement requirements and accept full responsibility for tuition and related costs.

6. Program Participant's Responsibilities

- a. Program Participant will:
 - i. At his or her own cost and expense, be an authorized substitute teacher by the Colorado Department of Education by no later than September 30, 2009.
 - ii. Comply with the Denver Classroom Teacher Association (DCTA) Code of Conduct as required.

7. Termination

- a. The Program Participant may be terminated from the DTR program for any reason as determined by the DTR Director or designee.
 - i. Upon Termination, the Program Participant will withdraw from the Curriculum and Instruction Master of Arts Degree Program.
- b. If Program Participant leaves voluntarily he or she will be terminated. He or she may petition the Denver Teacher Residency for reinstatement. The Denver Teacher Residency Director or designee has the sole and final authority to reinstate the Program Participant.

8. Indemnity

- a. The Program Participant hereby indemnifies and saves harmless DPS and DTR from and against any and all suits, claims, actions, damages and other losses, which the DPS suffers or incurs as a result of any governmental taxing authority assessing the reimbursement of the tuition payments hereunder as a benefit to the Program Participant.

By signing below, the parties herein acknowledge that each has read and understands the Terms and Conditions of the Agreement, agree to abide by the terms and conditions; and the signatories warrant that they have the authority to acknowledge and agree.

Denver Teacher Residency

Program Participant

Name: _____
(Print)

Name: _____
(Print)

Signature

Signature



RESIDENT HANDBOOK SIGNATURE PAGE

The Denver Teacher Residency Program Resident Handbook is the official collection of information and policies regarding your affiliation with DTR. Please print and sign this form and submit to the DTR Coordinator as instructed.

Statement of Compliance

“I have read the DTR Resident 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 DTR Handbook, MCE Bulletin, and the DU Graduate Studies Information, Policies, and Procedures.”

Resident Printed Name:

Resident Signature:
