



## **CURRICULUM AND INSTRUCTION**

**Teacher Education Program**

**Student Handbook**

**2007-2008**

The University of Denver Teacher Education Program Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the certificate program in Teacher Education.

In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* available on the handbook CD. In some cases, its policies take precedence over the regulations of the Teacher Education Handbook. Other institutional policies and procedures are also available on the University of Denver Graduate Studies website.

It is the student's responsibility to read and understand College and Program norms relating to the certificate program, and to complete program requirements in a timely fashion.

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## Teacher Education Program

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## INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

Welcome to the Teacher Education Program! The next year promises to be an exciting and intense experience. At the beginning of the academic year, the details can sometimes be overwhelming. This student handbook will provide you, as a Teacher Candidate, with essential information regarding program policies and practices. Many of your questions will be answered in these pages.

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

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

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

Best wishes for a successful year of teacher preparation!

Rex Brown  
Interim Director, Teacher Education Program

## **MORGRIDGE COLLEGE OF EDUCATION MISSION STATEMENT**

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

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

## **MORGRIDGE COLLEGE OF EDUCATION VISION**

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

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

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

## **TEACHER EDUCATION PROGRAM MISSION STATEMENT AND PHILOSOPHY**

### **Mission Statement**

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

### **TEP Philosophy**

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

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

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

## TEP COURSE SCHEDULE

### *Fall Quarter – 10 weeks*

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#### **Elementary Candidates**

TEP 3016 Perspectives on American Education	2 credits	S	3:00 – 4:20
TEP 3561 Elem Curriculum I	4 credits	S	8:00 – 12:00
TEP 3590 Literacy	3 credits	W	6:00 – 8:50
TEP 3571 Elem Ed: Art, Music, PE	3 credits	S	12:30 – 2:50
TEP 3690 Elem Student Teaching	2 credits	W	4:30 – 5:50
Field Experience	0 credits		1 day/week; 12 days

#### **Secondary Candidates**

TEP 3016 Perspectives on American Education	2 credits	S	3:00 – 4:20
TEP 3590 Literacy	3 credits	W	6:00 – 8:50
TEP 3600 Secondary Environment	5 credits	S	8:00 – 12:00
TEP 3670 Diversity	2 credits	S	12:30 – 2:50
TEP 3790 Secondary Student Teaching	2 credits	W	4:30 – 5:50
Field Experience	0 credits		1 day/week; 12 days

#### **K-12 Art or Music Candidates**

TEP 3016 Perspectives on American Education	2 credits	S	3:00 – 4:20
TEP 3581 Music Methods	5 credits	S	8:00 – 12:00
or			
TEP 3781 Art Methods	5 credits	S	8:00 – 12:00
TEP 3590 Literacy	3 credits	W	6:00 – 8:50
TEP 3670 Diversity	2 credits	S	12:30 – 2:50
TEP 3690 Student Teaching	2 credits	W	4:30 – 5:50
Field Experience	0 credits		1 day/week; 12 days

### *Winter Quarter – 10 weeks*

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#### **Elementary Candidates**

TEP 3010 Educ Psych with Special Child	3 credits	S	1:00 – 2:50
TEP 3016 Perspectives on American Education	2 credits	S	3:00 – 4:20
TEP 3562 Elem Curriculum II	4 credits	S	8:00 – 12:00
TEP 3590 Literacy	3 credits	W	6:00 – 8:50
TEP 3690 Elem Student Teaching	2 credits	W	4:30 – 5:50
Field Experience	0 credits		23 days

*Winter Quarter (cont.) – 10 weeks*

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**Secondary Candidates**

TEP 3010 Educ Psych with Special Child	3 credits	S	1:00 – 2:50
TEP 3016 Perspectives on American Education	2 credits	S	3:00 – 4:20
TEP xxxx Methods	4 credits	S	8:00 – 12:00
TEP 3590 Literacy	3 credits	W	6:00 – 8:50
TEP 3790 Secondary Student Teaching	2 credits	W	4:30 – 5:50

Field Experience 0 credits 23 days

**K-12 Art or Music Candidates**

TEP 3010 Educ Psych with Special Child	3 credits	S	1:00 – 2:50
TEP 3016 Perspectives on American Education	2 credits	S	3:00 – 4:20
TEP 3582 Music Methods	4 credits	S	8:00 – 12:00
or			
TEP 3782 Art Methods	4 credits	S	8:00 – 12:00
TEP 3590 Literacy	3 credits	W	6:00 – 8:50
TEP 3790 Student Teaching	2 credits	W	4:30 – 5:50

Field Experience 0 credits 23 days

*Spring Quarter – 9 weeks*

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**Elementary Candidates**

TEP 3016 Perspectives on American Education	2 credits	W	6:00 – 7:30
TEP 3690 Elem Student Teaching	10 credits	W	4:30 – 5:50

Field Experience/Student Teaching 0 credits 65 days

**Secondary Candidates**

TEP 3016 Perspectives on American Education	2 credits	W	6:00 – 7:30
TEP 3790 Secondary Student Teaching	10 credits	W	4:30 – 5:50

Field Experience/Student Teaching 0 credits 65 days

**K-12 Art or Music Candidates**

TEP 3016 Perspectives on American Education	2 credits	W	6:00 – 7:30
TEP 3790 Secondary Student Teaching	10 credits	W	4:30 – 5:50

Field Experience/Student Teaching 0 credits 65 days

## COURSE DESCRIPTIONS

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

### *Foundations of Learning*

**TEP 3010      Education and Psychology with Special Children**

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

**TEP 3016      Perspectives on American Education**

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

**TEP 3561      Elementary Curriculum I**

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

**TEP 3562      Elementary Curriculum II**

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

**TEP 3571      Elementary Education Art, Music and PE**

Curriculum methods and materials for integrating music, art, health, and physical education into elementary classroom; includes working with professionals in these areas. Prerequisite(s): enrollment in the Teacher Education Program.

**TEP 3581      Elementary Music Methods**

Prepares k-12 music teachers to design and implement effective instruction in the elementary school music classroom. Course introduces full array of sound teaching and assessment strategies for all aspects of music. Prerequisite(s): enrollment in the Teacher Education Program.

- TEP 3582 Secondary Music Methods**  
Prepares k-12 music teachers to design and implement effective instruction in the secondary school music classroom. Course introduces full array of sound teaching and assessment strategies for all aspects of music. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3590 Literacy Instruction**  
Introduces development continuum for literacy. Prepares teachers to assess students' abilities, to select appropriate instructional strategies, and to design effective instructional programs leading to increased listening, speaking, reading, and writing competencies for all children. At the elementary level, focuses on balanced approach to literacy instruction. At the secondary level, emphasizes reading and writing in the content areas and assistance of the struggling reader/writer. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3600 Secondary School Environment I**  
Provides general introduction to principles of effective secondary instruction and assessment. Frequently covered topics include: design of classroom environment, comparison of different instructional practices, purposes for and approaches to assessment, and comparison of middle and high school philosophies. Course lays a foundation for more specialized subject-matter methods courses. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3610 English Language Arts in the Secondary School**  
Trends and developments in teaching English Language Arts. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Secondary School Environment. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3620 Social Science Methods in the Secondary School**  
Trends and developments in teaching the Social Sciences. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Secondary School Environment. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3630 Science Methods in the Secondary School**  
Trends and developments in teaching science. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Secondary School Environment. Prerequisite(s): enrollment in the Teacher Education Program.

- TEP 3640 Math Methods in the Secondary Schools**  
Trends and developments in teaching math. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction, and curriculum design. Course builds upon foundation laid in Secondary School Environment. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3650 Foreign Language Methods in the Secondary School**  
Trends and developments in teaching foreign languages. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, and instruction and curriculum design. Course builds upon foundation laid in Secondary School Environment. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3670 Diversity in Education**  
Introduces historical, sociological and cultural principles that account for school experiences of diverse groups in public education. Addresses implications of multicultural education as it applies to instruction, curriculum and assessment in school setting. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3690 Elementary Student Teaching**  
Involves 800 hours of supervised field experiences in elementary school classrooms and regularly scheduled seminar discussions with supervisors. Emphasis is on classroom management, professionalism, and critical reflection upon teaching practice. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3781 Elementary Art Methods**  
Prepares K-12 art teachers to design and implement effective instruction in elementary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3782 Secondary Art Methods**  
Prepares K-12 art teachers to design and implement effective instruction in secondary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite(s): enrollment in the Teacher Education Program.
- TEP 3790 Secondary Student Teaching**  
Involves 800 hours of supervised field experiences in elementary school classrooms and regularly scheduled seminar discussions with supervisors. Emphasis is on classroom management, professionalism, and critical reflection upon teaching practice. Prerequisite(s): enrollment in the Teacher Education Program.

## **TEACHER WORK SAMPLE (TWS)**

An essential goal of all teachers is to foster student learning. To measure a teacher candidate's effectiveness, one must assess the judgment he/she exercises when designing curriculum, selecting instructional methods, and interacting with students to foster student learning. Instructors in TEP analyze this judgment by collecting authentic exemplars of a teacher candidate's performance that have been developed over time and in diverse contexts.

These multiple measures reveal the level of integration between knowledge and teaching practice that a teacher candidate has developed across different courses and field experiences within TEP. The teacher candidate completes several complex performance assessments that reflect his/her proficient teaching practice.

The teacher work sample is the culminating, synthesized performance assessment completed during student teaching. The teacher work sample is comprised of several components outlined in the Teacher Work Sample Guidelines post on the TEP community website on Blackboard®. Embedded within and across specific courses in TEP, these components build upon each other, resulting in the growth of the teacher candidate's practice and ability to promote student learning during student teaching in the spring quarter. The final teacher work sample product is submitted to TEP upon completion of student teaching for final review. Successful completion of the TWS is required for recommendation for licensure, and once it has been evaluated, it is returned to the teacher candidate.

## STUDENT CODE OF CONDUCT

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

### **Overview**

The Teacher Education Program is a fast-paced, intensive experience. Teacher candidates succeed in the program by organizing their lives so that the program is a primary commitment and focus. Strict policies ensure that teacher candidates' experiences are continuous and cumulative. These policies also ensure that our graduates in the profession maintain the high standards of excellence for which the University of Denver Teacher Education Program is known.

### **Course Attendance Policy**

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

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

### **Field Experience Attendance Policy**

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

During student teaching, in order to be recommended for licensure, teacher candidates must complete 13 full weeks (65 days) of student teaching. Teacher candidates may be excused for up to two days to attend one of the job fairs scheduled in the region. Teacher candidates who miss more than two days of student teaching must make up those missed days before we will recommend them for licensure.

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

## **Communication**

Clear and timely communication is critical to the success of everyone in the program. All faculty and staff members are available by telephone and email. The office maintains regular office hours, and calls are typically returned within 24 hours of receipt, or on Monday if a message is left on Friday.

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

- Express concerns by approaching those involved with respect and in an appropriate and timely manner.
- Be proactive in seeking clarification about assignment requirements and due dates.
- Contact instructors/field supervisors and or peers to discuss late assignments or information missed due to absence.
- Respect and follow TEP policies and procedures.
- Maintain and check regularly your DU email account.
- Access the TEP community site on Blackboard ® online weekly to read information in “News and Notes” and other postings.
- Read written information in the student handbook and course syllabi.
- Consult the TEP calendar on Blackboard ® for important dates and occasions.

Likewise, TEP faculty and staff hold these responsibilities to all teacher candidates with regard to communication:

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

## **Expectations**

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

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

Coordinators at 303.871.3365 (elementary candidates) or 303.871.6163 (secondary candidates).

### **Grading Policy**

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

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

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

Because grades of “incomplete” in a TEP course signal that the teacher candidate has not yet mastered the knowledge introduced in that course and because courses are cumulative, no TEP teacher candidate may begin student teaching until all grades of “incomplete” have been resolved (see page 20).

It is the responsibility of the teacher candidate to initiate this process by immediately communicating with the instructors prior to the end of the quarter. This form may be downloaded from the Registrar’s web site at [www.du.edu/registrar](http://www.du.edu/registrar).

### **Plagiarism Policy**

Plagiarism in any form is considered a serious offence by the University of Denver and by the Teacher Education Program. If it comes to the attention of the instructor that work submitted is not the teacher candidate’s own, the instructor is required to bring this to the attention of TEP director for appropriate action by the University’s honor code board (see page 16).

### **Guest Status Policy**

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

Teacher candidates in field placements must respect the confidentiality of student records and exercise discretion in their discussions/observations with students, parents, faculty, and staff. In all TEP classroom and field placement situations, teacher candidates are expected to conduct themselves in a professional and courteous manner.

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

### **UNIVERSITY OF DENVER HONOR CODE**

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

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

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

(See [http://www.du.edu/facsen/honor\\_code.html](http://www.du.edu/facsen/honor_code.html) for complete statement).



Morgridge College  
of Education

## TEP Code of Conduct Signature Sheet

All teacher candidates are required to have this signed agreement to the Code of Conduct in their student file.

*“I have read the accompanying attendance, communication, grading, plagiarism, and guest status policies. I understand that it is my responsibility to act accordingly and to clarify any questions I may have.”*

Teacher Candidate Name (print): \_\_\_\_\_

Teacher Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## PROVISIONAL ADMISSION POLICY

If you have been admitted provisionally to the Teacher Education Program, please refer to this sheet to provide information on completing provisional requirements.

### **100 Hours**

If you were admitted to TEP while in the process of completing your 100 hours of work with children, then you will have this listed as a provisional requirement. The 100 hours must be completed before starting the TEP program. You cannot use classroom observation hours done as part of TEP to fulfill these 100 hours.

### **Transcripts**

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

### **GRE Scores**

If you were admitted to TEP using unofficial GRE or MAT scores or the score report that you received in the mail, you will need to make sure that an official score report has been sent to DU before starting the TEP program in August.

### **Coursework**

Most students who are admitted on a provisional basis have additional coursework that needs to be completed to meet requirements for general content areas or for their subject area (secondary). Due to the rigorous nature of TEP, provisional requirements should be completed before the program begins unless otherwise arranged. Provisional coursework must be completed with a B- or better. **Under no circumstances will DU recommend candidates for Colorado licensure until all provisional requirements are complete and properly documented.** We will provide you with further details at the mandatory provisional meeting.

The chart below provides a list of the kinds of courses that fall into various categories for general content requirements. For example, if you have a provisional requirement of 4 semester credits of natural science, you should look for a course that falls under a category on the list and that is 4 semester credits (not 3). If you have a provisional requirement to complete an additional math course, **the math course taken must be college level math. Elementary candidates who have a math requirement need to take math for elementary school teachers. Courses completed to fulfill a provisional requirement must be completed with a B- or better.**

Provisional coursework can be completed at any accredited institution. Courses can be completed in a traditional classroom setting, or can be done by correspondence, online, or through a CLEP exam (contact TEP to get more information about CLEP). We strongly recommend that you contact TEP before enrolling in a course to make sure that it will fulfill the provisional requirement. **After you have completed the provisional course, you will need to submit two official copies of the transcript to the Teacher Education Program.**

<b>General Content Area Requirements</b>	<b>Semester Credits Required</b>	<b>Quarter Credit Required</b>
English (e.g. composition, criticism, literature, analysis, creative writing, children's literature)	8	12
Arts and Humanities (e.g. drama, foreign language, philosophy, religion, art or music history/appreciation, art or music studio/performance)	8	12
Social Sciences— <b>one course must be in history</b> (e.g. history, economics, political science, geography, psychology, sociology, anthropology, international studies)	8	12
Math and Computer Science (e.g. college level algebra, geometry, trigonometry, calculus, statistics, math for elementary teachers, math for the liberal arts, history of math, computer science – must include a programming component)	6*	12
Natural Sciences (e.g. biology, chemistry, physics, physical geography, geology, physical anthropology, astronomy, environmental science)	8	12

\*3 semester/4 quarter hours of math for secondary candidates, 6 semester/8 quarter hours of science for secondary candidates

### **Correspondence Courses**

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

### **Online Courses**

The Colorado Community College system offers online courses. Their web page address is [www.cconline.org](http://www.cconline.org).

### **CLEP Exam**

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

## **GRADE OF INCOMPLETE POLICY**

The DU policy on the assignment of grades of incomplete states: An Incomplete “I” is a temporary grade which may be given at the instructor’s discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. More information is available on the Registrar’s website at [www.du.edu/registrar](http://www.du.edu/registrar).

### **Teacher Candidate Responsibility**

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

- Initiate the request for an incomplete grade with the instructor before the end of the academic term.
- Complete the “Application for Incomplete Grade” form before the end of the academic term and submit to the instructor. This form may be downloaded from the Registrar’s website at [www.du.edu/registrar](http://www.du.edu/registrar).
- Complete any late course requirements according to the instructor’s specifications and submit work to the instructor.

### **Faculty Responsibility**

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

- Complete Section III of the “Application for Incomplete Grade” form before the end of the academic term and submit a copy for the teacher candidate’s file.
- Place an “I” in the “Final Grade” column of the Course Grade Report Sheet, and on the on-line grade entry system, for that teacher candidate.
- When the teacher candidate has submitted all completed assignments, fill in Section IV of the “Application for Incomplete Grade” form and submit the original to the Registrar’s Office for processing.
- Submit a copy of the completed form to the office for the teacher candidate’s file.

### **Licensure**

Any grade of incomplete will delay the teacher candidate’s ability to apply to CDE for licensure. Therefore, it is in the teacher candidate’s best interest to complete all outstanding work promptly.

### **DU Policy**

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

## **WITHDRAWING IN GOOD STANDING AND DEFERRING COMPLETION POLICY**

On rare occasions, teacher candidates opt to withdraw from the Teacher Education Program or to defer completion of the program as a result of personal, health, financial, or career reasons.

### **Withdrawing in Good Standing**

Teacher candidates who are in good academic standing in all of their past and current TEP coursework and field experiences may be eligible to withdraw in good standing.

### **Process for Withdrawing**

Teacher candidates who choose to withdraw from TEP will complete the following process:

- Meet with his/her university supervisor for advisement.
- Meet with TEP director to discuss reasons for and consequences of withdrawing from the program. The director will document the meeting and place that documentation in the teacher candidate's file.
- Fill out a University of Denver withdrawal form and submit it to the Teacher Education Program. This form requires a signature from each TEP instructor teaching during the quarter from which the teacher candidate is withdrawing, and may be obtained from the Office of the Registrar.

### **Deferring Program Completion**

Some teacher candidates opt to defer completing the Teacher Education Program at a later time. To be eligible to do this, teacher candidates must be in good academic standing in all their past and current TEP coursework and field experiences. Those teacher candidates who 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.

### **Process for Deferring**

Teacher candidates who choose to defer completion of TEP will complete the following process:

- Meet with university supervisor for advisement.
- Meet with TEP director to discuss future plans to complete TEP. The director will document the meeting and place that documentation in the teacher candidate's file. A copy of this documentation will also be given to the teacher candidate.
- It is the teacher candidate's responsibility to contact the Teacher Education Program when he/she is ready to return to TEP to complete outstanding courses and field experiences. Completion of all outstanding coursework and field experiences must take place according to the guidelines established in the documentation placed in the teacher candidate's file at the time of deferral.

## **POLICY FOR LICENSURE RECOMMENDATION**

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

### **TEP Criteria**

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

### **License Application**

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

### **Fingerprint Cards**

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

### **Background Check**

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

### **Institutional Recommendation**

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

## **LIABILITY INSURANCE COVERAGE**

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

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

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*Please refer to your syllabi for faculty contact information.*

## MORGRIDGE COLLEGE OF EDUCATION OFFICE OF ADMISSIONS & ENROLLMENT SERVICES

Beginning with initial program inquiry and thereafter, the Office of Admissions & Enrollment Services (OAES) assists prospective, special, and admitted students in understanding enrollment procedures to complete all academic programs in the College. The office also maintains student enrollment records for the purposes of admissions and licensure recommendation. If you have any questions regarding admission status, provisional requirements, or financial aid, please contact the Office of Admissions & Enrollment Services at 303.871.2509 or at [edinfo@du.edu](mailto:edinfo@du.edu).

**PERFORMANCE-BASED STANDARDS FOR COLORADO TEACHERS**  
**ADOPTED 1/13/00**

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

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

**The teacher has demonstrated the ability to:**

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

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

**The teacher has demonstrated the ability to:**

- 2.1 Develop in students an understanding and use of:
  - Number systems and number sense

- Geometry
- Measurement
- Statistics and probability
- Functions and use of variables

2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

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

**The teacher has demonstrated the ability to:**

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

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

**The teacher has demonstrated the ability to:**

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.

- 4.3 Apply expert content knowledge to enrich and extend student learning.
- 4.4 Integrate literacy and mathematics into content area instruction.

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

**The teacher has demonstrated the ability to:**

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

**Standard Six: Knowledge of Individualization of Instruction:** The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

**The teacher has demonstrated the ability to:**

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

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

**The teacher has demonstrated the ability to:**

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

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

**The teacher has demonstrated the ability to:**

- 8.1 Model and articulate the democratic ideal to students, including:
  - The school's role in developing productive citizens.
  - The school's role in teaching and perpetuating the principles of a democratic republic.

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