

Boettcher Teachers Program Student Handbook

2011 – 2012



UNIVERSITY OF
DENVER

**Morgridge College
of Education**

The University of Denver Morgridge College of Education *Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees certificates. In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* available at <http://www.du.edu/education/resources/current-students/handbooks.html> and the University of Denver Graduate Studies Policies available at <http://www.du.edu/grad/current-students/forms.html>. In some cases, college and university policies take precedence over the regulations of the *Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

Contents

PART I: OVERVIEW.....	5
GENERAL CONTACT INFORMATION	5
LOCATION.....	5
ACCREDITATION	5
BOETTCHER PROGRAM RATIONALE, HISTORY, UNIQUE CONTEXT.....	5
MISSION STATEMENT.....	6
VISION STATEMENT.....	7
PROGRAM GOALS	7
CORE DISPOSITIONS: HABITS OF MIND.....	7
PART II: PROGRAM REQUIREMENTS AND POLICIES	10
MORGRIDGE COLLEGE OF EDUCATION OFFICE OF ADMISSIONS AND OFFICE OF ACADEMIC SERVICES.....	10
STUDENT RESPONSIBILITIES	10
COURSE REQUIREMENTS FOR THE BOETTCHER TEACHERS PROGRAM M.A. DEGREE.....	11
BOETTCHER TEACHERS PROGRAM COURSE WORK PLAN	12
ACADEMIC PROGRAM OVERVIEW - COHORT 8.....	13
INCOMPLETE "I" GRADE POLICY	14
WITHDRAWING IN GOOD STANDING.....	14
GRADUAL RELEASE OF RESPONSIBILITY STAGES OF LEARNING TO TEACH.....	15
<i>Stage I: Orientation & Observation.....</i>	<i>16</i>
<i>Stage II: Planning, Leading, Reflecting on Mini-Guided Lead Teaching</i>	<i>17</i>
<i>Stage III: Planning & Leading for Guided Lead Teaching.....</i>	<i>18</i>
<i>Stage IV: Guided Lead Teaching</i>	<i>19</i>
<i>Stage V: Reflection & Portfolio</i>	<i>20</i>
ACADEMIC ADVISOR	20
GRADE REQUIREMENTS.....	20
TIME LIMIT FOR DEGREE COMPLETION	21
COURSEWORK PLAN	21
GRADING POLICY	21
PLAGIARISM POLICY.....	22
GUEST STATUS POLICY	22
PLACEMENT PROCESS AND POLICIES	22
GUIDED LEAD TEACHING INCOMPLETE POLICIES.....	23
GUIDELINES FOR LEAVE.....	24
RESIDENTS' REQUEST FOR LEAVE FORM.....	26
GRADUATION	27
REASONS FOR PROBATION AND DISMISSAL.....	27
GRIEVANCES.....	28
PART III: PROGRAM, COLLEGE, AND UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES	29
STUDENT ASSOCIATIONS.....	29
ADJUNCT FACULTY	29
BOETTCHER TEACHERS PROGRAM STAFF.....	29
PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS.....	30

PART V: PROFESSIONAL ASSOCIATIONS	30
PART VI: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY.....	30
APA REQUIREMENTS.....	30
LAPTOPS.....	31
COMPUTER LABS AND TECHNOLOGY RESOURCES.....	31
SOFTWARE INSTALLED IN COMPUTER LAB	31
TECHNOLOGY SUPPORT AND SERVICES	31
STUDENT TRAINING	32
COMPUTER AND SOFTWARE PURCHASES	32
DIGITAL CAMERAS, CAMCORDERS, TRANSCRIBERS AND LAPTOP COMPUTERS.....	32
APPENDIX A: COURSE DESCRIPTIONS	33
APPENDIX B: BTP COURSE WORK PLAN (2011-2012)	37
APPENDIX C: POLICIES ON SUBSTITUTE TEACHING	38
APPENDIX D: BOETTCHER TEACHERS PROGRAM MENTOR-RESIDENT MEETING PROTOCOL .	39
APPENDIX E: PERFORMANCE-BASED STANDARDS FOR COLORADO TEACHERS.....	42
APPENDIX F: PORTFOLIO.....	47
APPENDIX G: BOETTCHER TEACHERS PROGRAM TEACHING RUBRIC	51
APPENDIX H: CAPSTONE REQUIREMENT	72
APPENDIX I: BOETTCHER TEACHERS PROGRAM STUDENT CODE OF CONDUCT.....	73
APPENDIX J: ROLES AND RESPONSIBILITIES OF THE RESIDENT	74
APPENDIX K: UNDER-PERFORMING STUDENT PROTOCOL	75
APPENDIX L: POLICY FOR MASTER’S DEGREE AND LICENSURE RECOMMENDATION	80
APPENDIX M: BOETTCHER TEACHERS PROGRAM SERVICE AGREEMENT.....	83
RESIDENT HANDBOOK SIGNATURE PAGE.....	86

PART I: OVERVIEW

General Contact Information

Office of Academic Services, Morgridge College of Education
303-871-2112, oas@du.edu

For assistance related to academic records, comprehensive exam registration, graduation application process, and general college support.

Primary contact: varies by program, check with OAS

Office of Admissions, Morgridge College of Education
303-871-2509. ed-info@du.edu

For assistance related to admissions.

Janet Erickson, Director of Financial Aid

303-871-2485, jerickso@du.edu

For assistance with Financial Aid, scholarships, and GAs.

Boettcher Teachers Program (PEBC)

1244 Grant Street

Denver, CO 80203

Email: Boettcherteachersprogram#pebc.org

Phone: 303-861-1169

Location

The faculty and staff offices for the Boettcher Teachers Program are located at the Public Education and Business Coalition, 1244 Grant Street, Denver, CO 80203. Many of the classes will be held in the districts, some of the classes will be held in Ruffatto Hall, home of the Morgridge College of Education, 1999 E. Evans Ave, Denver, CO. There is limited visitor parking in lots near the building. For parking information, consult <https://www.parking.du.edu/default.aspx>.

Accreditation

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools.

BOETTCHER PROGRAM RATIONALE, HISTORY, UNIQUE CONTEXT

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

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

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

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

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

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

The Boettcher Teachers Program, designed to respond to the needs of partner school districts, is a hybrid of traditional and alternative pathways to teaching and creates a learning environment that is primarily field-based and intricately connected to classroom practice. The program is grounded in a year-long classroom teaching residency in a high-need school, with daily guidance and coaching from a skilled mentor teacher who shares the classroom. Rigorous course work that integrates theory and practice supplements the residency. Boettcher Residents earn a provisional teaching license and complete course work towards a master's degree in Curriculum and Instruction with a concentration in urban education. They also receive induction and mentoring support throughout the first few years of teaching. Competitive fellowships provide significant financial support to the Residents, who must commit to teaching in approved high-need schools in our partner districts for four years after they complete the residency year.

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

MISSION STATEMENT

We use a partnership model to set the standard for residency-based teacher education to recruit, train, and retain exceptional teachers capable of meeting the needs of all students, especially those in greatest need.

VISION STATEMENT

We envision a critical mass of exceptional teachers who are the catalyst to meeting the needs of students in greatest need.

PROGRAM GOALS

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

Core Dispositions: Habits of mind

In addition to the performance-based standards for Colorado Teachers, Boettcher Residents are expected to demonstrate evidence of the six core dispositions named below. Evidence of dispositions is measured in a variety of ways, including: written and oral products of course work; observations in courses and in working relationships with mentor teacher and colleagues (including cohort members); and observations and evaluations of planning, teaching, and assessing. The Boettcher Teachers Program expects teacher candidates to demonstrate evidence of particular habits of mind. These habits of mind center upon the following six key concepts.

1. **Identity** (Hammond, French, & Garcia-Lopez, 2002; Hinchey, 2004; INTASC, 1992; Nieto, 2004)

Core Understandings

- My experiences and perceptions are inextricably linked, shaping my worldview and ways of being and talking in the world
- Knowing myself allows for me to make conscious decisions about my practice and to navigate the paradoxes inherent in the cycles of teaching and learning

Habits of Mind

- Recognize and be curious about assumptions regarding culture, race, class, gender, teaching and learning
- Understand the value of challenging those assumptions
- Examine how personal experience shapes our identity as a teacher
- Consciously search for authentic teacher voice
- Understand personal patterns of thought and responses with other individuals 1:1 and in groups
- Identify personal patterns of thought and responses when under stress
- Know oneself as a learner

2. **Efficacy** (research)

Core Understanding

- Struggles are an integral part of learning and teaching
- Struggles indicate possibilities and growth

- A teacher’s influence on student learning is tangible
- Making progress is different than “getting it right”

Habits of Mind

- Understand that having influence and making a difference are both tangible and intangible—self worth is not attached to seeing the outcome in the moment
- Approach difficult situations with multiple options
- Seek next possible steps rather than final solutions
- Appreciate interdependence and cultivate resources and important partnerships for the benefit of students and for the sake of one’s own professional learning
- Recognize and celebrate small moments as being part of the real work of teaching

3. Relationships (Gay, 2000; INTASC, 1992; Noddings, 1984)

Core Understanding

- Curiosity about the world and others enriches my relationships
- Relationships are at the heart of *student learning*

Habits of Mind

- Become aware of student stories and is curious about them
- Recognize the importance of relationships and engages with students to learn more about them
- Recognize the power of relationship in fostering students’ academic achievement, identity development, and sense of agency
- Develop awareness of assumptions that encourage or discourage relationships
- Understand the importance of relationships with mentors, colleagues, and others, and participate in opportunities to collaborate

4. Professionalism (Gay, 2000; Senge et al, 1994; Wink, 2005)

Core Understanding

- Negotiation of organizational systems and power are a part of professional relationships

Habits of Mind

- Acknowledge the importance of working within the system as well as the desire to effect change in the system
- Understand that to be engaged in the profession of teaching is also to be engaged in learning and cultivating curiosity—to be a professional is more a matter of deepening understanding than of having the right answers
- Recognize established and emerging experts and specialists in the field (professional literature, conferences, etc.)
- Develop and explore professional goals

5. The Art of Teaching (research)

Core Understanding

- Teaching is refined practice aimed at reaching all kids and empowering all kids’ identities
- In addition to content knowledge, it is important to have a sense of the larger purpose of teaching

Habits of Mind

- Reflect on the relationship between classroom environment and student learning
- Begin to practice consciously language that motivates and encourages students

- Read students and the room in order to adjust spontaneously
- Understand a teacher's role in facilitating student thinking
- Embrace the tension between big ideas, knowledge, and skills
- Consider ways of making materials and learning relevant to students' lives
- Keep the whole child in sight

6. The Science of Teaching (INTASC, 1992; Tomlinson & McTighe, 2006; Zemelman, Daniels, & Hyde, 1998)

Core Understandings

- Teaching is refined practice aimed at fostering the acquisition of content knowledge as well as creative and critical thinking strategies

Habits of Mind

- Plan standards-based units and lessons
- Approach published materials seeking to understand the big ideas as well as the day-to-day lessons
- Become aware of different approaches to assessing and monitoring student progress
- Recognize the relationship between instruction and learning
- Analyze student work looking for what students are doing and defining natural next steps (asset-based instructional strategies)
- Investigate and integrate research and best practices in making curricular choices and developing instructional practices
- Understand and use school and classroom data to enhance student learning and achievement

Part II: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's Graduate Policies and Procedures 2011-12 are the first layer of academic policy under which all college and program policies are administered. The Graduate Policies and Procedures 2011-12 document can be found at: <http://www.du.edu/media/documents/graduates/10-11policy.pdf>.

College policies are the second layer. Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Bulletin can be found at: <http://www.du.edu/education/resources/current-students/index.html>.

Students should check with their Academic Advisor or Morgridge College of Education Office of Academic Services for clarification of the policies and procedures that are College-wide in their applicability.

Morgridge College of Education Office of Admissions and Office of Academic Services

To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA) and the Office of Academic Services (OAS). These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions which is located on the first floor of Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, including the comprehensive exam and graduation application, contact the Office of Academic Services, located on the third floor of Ruffatto Hall in the east wing, 303-871-2112.

The Office of Academic Services can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Student Responsibilities

In addition to following the University of Denver Honor Code (see page xx) and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty are responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with Resident students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

COURSE REQUIREMENTS FOR THE BOETTCHER TEACHERS PROGRAM M.A. degree

A. All Residents

CUI 4521: Urban Education: School, society, students, family, community influences on student learning	4 qtr/hrs
CUI 4529: Foundations of Education for LDLs	3 qtr/hrs
CUI 4530: Second Language Acquisition	3 qtr/hrs
CUI 4532: Culturally Responsive Pedagogy	4 qtr/hrs
CUI 4533: Research Issues: Linguistically Diverse Learners	4 qtr/hrs
CUI 4535: Language in Society and Schools	4 qtr/hrs
CUI 4536: Linguistic and Cultural Issues in Linking Assessment and Instruction	3 qtr/hrs
CUI 4540: Curriculum, Instruction, and Assessment I	3 qtr/hrs
CUI 4541: Curriculum, Instruction, and Assessment II	3 qtr/hrs
CUI 4542: Curriculum, Instruction, and Assessment III	3 qtr/hrs
CUI 4544: Ed. Psych: Educating Exceptional Individuals	3 qtr/hrs

B. Elementary Education Residents

CUI 4500: Elementary Literacy: Theory and Practice I	3 qtr/hrs
CUI 4501: Elementary Literacy: Theory and Practice II	3 qtr/hrs
CUI 4502: Elementary Science/Social Studies Methods	3 qtr/hrs
CUI 4503: Elementary Math Methods for CLD	3 qtr/hrs
TEP 4690: Elementary Student Teaching Practicum	3 qtr/hrs

C. Secondary Residents

CUI 4511: Secondary Literacy: Reading/Writing in the Content Areas	6 qtr/hrs
CUI 4531: Supporting English Learners Across the Content Areas	3 qtr/hrs
TEP 4600: Introduction to Secondary Methods	3 qtr/hrs
TEP 4790: Secondary Student Teaching Practicum	3 qtr/hrs

Total Credits

52 qtr/hrs

**calculations include classes taken Summer 2011 and Summer 2012*

Boettcher Teachers Program Course Work Plan (52 credit hours)

Dept.	Crs #	Course Title	Instructor	Term / Yr	Qtr Hrs	Grade
Summer One						
CUI	4521	Urban Education: School, Society, Student, Family, Community Influences on Student Learning		Summer I	4	
CUI	4529	Foundations of Education for Linguistically Diverse Learners		Summer I	3	
Total number of credits for summer quarter					7	
Fall						
<i>Seminar</i>						
CUI	4530	Second Language Acquisition		Fall	3	
CUI	4540	Curriculum, Instruction, and Assessment I		Fall	3	
CUI	4535	Language in Society and Schools		Fall	4	
<i>Secondary</i>						
CUI	4511	Secondary Lit: Read/Write Content Areas		Fall	6	
or						
<i>Elementary</i>						
CUI	4500	Elementary Literacy: Theory & Practice I		Fall	3	
CUI	4503	Elementary Math Methods		Fall	3	
Total number of credits for fall quarter					16	
Winter						
<i>Seminar</i>						
CUI	4536	Linguistic and Cultural Issues in Linking Assessment and Instruction		Winter	3	
CUI	4541	Curriculum, Instruction, and Assessment II		Winter	3	
<i>Secondary</i>						
TEP	4600	Introduction to Secondary Methods		Winter	3	
CUI	4531	Supporting English Learners Across the Content Areas		Winter	3	
or						
<i>Elementary</i>						
CUI	4501	Elementary Literacy: Theory and Practice II		Winter	3	
CUI	4502	Elementary Science/Social Studies Methods		Winter	3	
Total number of credits for winter quarter					12	
Spring						
<i>Seminar</i>						
CUI	4542	Curriculum, Instruction, and Assessment III		Spring	3	
CUI	4532	Culturally Responsive Teaching		Spring	4	
CUI	4544	Ed Psych: Exceptional Child		Spring	3	
<i>Secondary</i>						
TEP	4790	Student Teaching Practicum		Spring	3	
or						
<i>Elementary</i>						
TEP	4690	Student Teaching Practicum		Spring	3	
Total number of credits for spring quarter					13	
Summer Two						
CUI	4533	Research Issues in the Education of Culturally and Linguistically Diverse Learners		Summer	4	
Total number of credits for spring quarter					4	
Total Hours						52

**BOETTCHER TEACHERS PROGRAM
ACADEMIC PROGRAM OVERVIEW - COHORT 8**

Initial Lic + M.A.	Summer 2011	Fall 2010/1	Winter 2012	Spring 2012
All Teaching Residents (TFs)	<i>Urban Education II: School, Student, Family and Community Influences on Student Learning</i> CUI 4521 (4) <i>Foundations of Education for Linguistically Diverse Learners</i> CUI 4529 (3)	<i>Curriculum, Instruction & Assessment: Theory & Practice I</i> CUI 4540 (3) <i>Language in Society & Schools</i> CUI 4535 (4) <i>Second Language Acquisition</i> CUI 4530 (3)	<i>Curriculum, Instruction & Assessment: Theory & Practice II</i> CUI 4541 (3) <i>Linguistic and Cultural Issues in Linking Assessment and Instruction</i> CUI 4536 (3)	<i>Culturally Responsive Pedagogy</i> CUI 4532 (4) <i>Curriculum, Instruction & Assessment: Theory & Practice III</i> CUI 4542 (3) <i>Ed Psych: Educating Exceptional Individuals</i> CUI 4544 (3)
Elementary Education		<i>Elementary Literacy: Theory and Practice I</i> CUI 4500 (3) <i>Elementary Math Methods for Culturally and Linguistically Diverse Learners</i> CUI 4503 (3)	<i>Elementary Literacy: Theory and Practice II</i> CUI 4501 (3) <i>Elementary Science/Social Studies Methods for Culturally and Linguistically Diverse Learners</i> CUI 4502 (3)	<i>Student Teaching Practicum</i> TEP3690 (3)
Secondary Education		<i>Secondary Literacy: Reading and Writing in the Content Areas</i> CUI 4511 (6)	<i>Introduction to Secondary Methods</i> TEP 3600 (3) <i>Supporting English Learners Across the Content Areas</i> CUI 4531 (3)	<i>Student Teaching Practicum</i> TEP 3790 (3)
Summer 2:	Summer 2012			
All TFs	<i>Research Issues in the Education of Culturally and Linguistically Diverse Learners</i> CUI 4533 (4)			

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*.

Withdrawing in Good Standing

On rare occasions, Residents opt to withdraw from the Boettcher Teachers Program as a result of personal, health, financial, or career reasons. Residents who are in good academic standing in all of their past and current BTP coursework and field experiences may be eligible to withdraw in good standing. Residents must follow the Morgridge College of Education (MCE) and University of Denver (DU) withdrawal procedures.

Reapplying to the Boettcher Teachers Program

Some Residents who withdraw in good standing may wish to complete the program at a later time. Those Residents who withdraw must reapply to the University of Denver and the Boettcher Teachers 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. Readmission into the program is not guaranteed. Residents should also be aware that creating mentor matches at the appropriate grade and subject level takes a considerable amount of time. In addition, no guarantees can be made about which mentor the Resident would be placed with or at which partner school the Resident would be placed upon future return to the program. Residents who are seeking to withdraw should take these considerations into account when making their decision.

GRADUAL RELEASE OF RESPONSIBILITY

STAGES OF LEARNING TO TEACH

YEAR 1: Residency Year

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	Orientation & Observation	August to mid-October
II	Planning, Leading, Reflecting on Mini-Guided Lead Teaching	Mid-October to late November
III	Planning & Leading for Guided Lead Teaching	December
IV	Guided Lead Teaching	January - February
V	Reflection & Portfolio	March - May

Stage I: Orientation & Observation

August to mid-October

GETTING READY

Resident:

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

Mentor:

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

Early weeks of school (Mentors and Residents):

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

September to mid-October

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

Stage II: Planning, Leading, Reflecting on Mini-Guided Lead Teaching

Mid-October to late November

- resident observes and takes notes on various aspects of mentor's teaching (please refer to Observation Guide for guidance)
- residents observe and take notes on child study subject
- ask resident to help with one or more classroom procedures/routines on regular basis
- involve resident in daily planning to some extent so s/he can begin to learn the process of short and longer range planning
- residents: pay close attention to the objectives and purposes of each lesson while observing mentor and students
- ask resident to help plan and then implement occasional activities or lessons for small groups of children or individuals

- work with resident to co-plan and co-lead whole class activity; provide feedback to resident afterwards
- work with resident to co-plan an activity or lesson and then teach it independently with mentor observing; provide feedback to resident afterwards
- discuss/experiment with team teaching strategies
- involve the resident in students' homework and classroom work, including taking on limited responsibility for providing feedback to students on how well they met the assignment's objectives
- help resident develop management strategies to be able to handle class on own for short periods of time (by mid to late September). Provide constructive feedback.
- resident participates with mentor during parent conferences

Mini-Guided Lead (first two weeks of November):

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

After Mini-Guided Lead Teaching is finished (up until late November):

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

Stage III: Planning & Leading for Guided Lead Teaching

December

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

Stage IV: Guided Lead Teaching

January – February

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

General guidelines

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

For secondary residents:

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

For elementary residents:

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

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

Stage V: Reflection & Portfolio

March – May

- resident continues to participate in class activities but at a much reduced level of responsibility
- resident assists students with preparation of culminating projects or assessments, on a limited basis
- resident works with mentor on completing end-of-year tasks and assessment
- residents teach on day in May when mentors assist with portfolio review
- residents attend last day of school to say goodbye to students and observe the closing of a school year
- residents present portfolios at Spring Symposium
- final celebration—all mentors and residents

Academic Advisor

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest because of needing to balance the number of student advisees across the faculty. However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the course work plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program advice and approvals.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

First year students should meet with the academic advisor during the first quarter of study.

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Domain Chair if their advisor is not on campus.

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the college in graduate course work counted toward the degree. The average is determined on the basis of the University's grading system. Credits carrying below a "B-" will not be accepted by the program as meeting degree requirements. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended or dismissed. The Graduate Student Records Office informs the Morgridge College of Education in writing at the end of each quarter when a student's cumulative GPA falls below 3.0. It is the program's responsibility to inform the student. The student must contact his or her advisor to develop a plan designed to remedy the academic deficits. After two consecutive quarters of deficit, the student will be dismissed from the program.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

Time Limit for Degree Completion

The time limit to complete the master's degree is five years.

Coursework Plan

The *Coursework Plan* provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. **It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan.** The coursework plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the course work plan. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form (<http://www.du.edu/education/resources/current-students/coursework-plans.html>) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website at <http://www.du.edu/education/resources/current-students/coursework-plans.html> and must be completed electronically, signed by both the student and advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

Grading Policy

BTP is a performance-based program; therefore, BTP will recommend a candidate for a state teaching license if he or she has met all the Performance-Based Standards for Colorado Teachers at the proficient level. Proficiency is determined through evaluating (1) performance assessments that are embedded in the 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 your grades do not affect directly our decision to recommend you for licensure; indeed, it is possible to earn "B's" in all BTP courses and still be proficient on all standards. Remember, you must earn a grade of B or better in each class; a lower grade may disqualify you from the program. Also, it is possible to be proficient in your field experience and still not be recommended for licensure. In a performance-based program, grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming a teacher, (3) your ability to think, speak, and write at a graduate level, (4) your ability to reflect on and incorporate insights gained from professional practice and personal experience. If a pattern of low performance or low engagement emerges in coursework or the field experience, the directors may advise the Resident to re-take courses or to withdraw from the program.

Because grades of "incomplete" in a BTP course signal that the Resident has not yet mastered the knowledge introduced in that course and because courses are cumulative, no BTP Resident may begin guided lead teaching until all grades of "incomplete" have been resolved or other arrangements have been made with the directors. Please refer to *Incomplete "I" Grade Policy* in the MCE Bulletin for further details.

Plagiarism Policy

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

Guest Status Policy

Residents are expected to demonstrate professional behavior both in BTP 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.

PLACEMENT PROCESS AND POLICIES

Placement Process Criteria for Mentors

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

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

Matching a Resident with a Mentor

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

- During the selection process, the Resident candidate participates in classroom visits and co-interviews with potential mentors.
- Potential mentors and Resident candidates provide feedback to program staff/faculty/directors regarding potential mentor-Resident matches.
- Program staff/faculty/directors analyze the feedback and make matches by considering several factors: overall program needs, including a balance of Residents among partner schools; logistical and scheduling issues; and Resident and mentor preferences. The program cannot guarantee that Residents or mentors

will be matched with their first choice partner.

- The program reserves the right to change mentor-Resident assignments as needed.

Teaching Residency and Placement Change

Occasionally, in spite of the efforts to make a good match between the BTP Resident and the mentor, one or both parties may feel uncomfortable with the placement. If the Resident or mentor believes he/she is in an unacceptable placement, it is the responsibility of either the Resident or mentor to contact the clinical faculty member, who in turn will contact the executive director. This should be done as soon as possible to discuss the matter. The clinical faculty member works to facilitate communication among all parties to enhance the possibility for success. In rare situations the BTP office will agree to make a change in a placement.

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

Field Experience Placement Exception Policies

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

Professional Attire

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

Attendance Guidelines

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

GUIDED LEAD TEACHING INCOMPLETE POLICIES

BTP strongly advises against taking an incomplete to guided lead teaching; however, in exceptional cases (e.g. illness, pregnancy, family concerns) a Resident may need to postpone his/her guided lead experience. By postponing guided lead teaching, the Resident assumes a heightened level of responsibility in completing performance-based assessments, particularly the BTP portfolio. Postponements are granted in conjunction with and approval from the Colorado Department of Education and the partner districts. Please note that CDE does not automatically grant postponements.

Incomplete Field Experience

A Resident who has already registered for spring student teaching credits and who wishes to apply for an incomplete will initiate the paperwork process for a grade of incomplete and must complete all field assignments tied to performance-based standards before receiving a final grade. When the guided lead teaching and the performance-based assessments are complete, the instructor will sign off on the paperwork needed to submit a final grade for the course. All incompletes must be completed within a calendar year, or a grade of "F" will be recorded. It is preferred that the guided lead teaching be completed by the following quarter.

The procedure for incomplete guided lead teaching is as follows:

- The Resident submits a written request explaining the need to seek an incomplete to the directors as soon as possible.
- The Resident submits an Application for Incomplete Grade form (available at www.du.edu/registrar) to the instructor prior to the end of the quarter. If the instructor approves, he/she completes the first sections of the form and submits a copy of the form to the Registrar's Office. Instructor should keep the original.
- When guided lead teaching has been completed successfully, the instructor completes the last section on the original form, including a final grade, and submits the form to the Registrar's Office. Residents are encouraged to keep copies of the form for their own records. Please refer to *Incomplete "I" Grade Policy* in the MCE Bulletin for further details.
- The Resident works with the BTP directors and district personnel to arrange a guided lead teaching experience for the following fall quarter.
- The Resident is expected to participate in district induction programs.

Substitute Teaching During Guided Lead Teaching

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

GUIDELINES FOR LEAVE

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

Professional Development Days: 5 days total, August-June

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

Other Classifications of Leave:

Sick Days (up to 8)

- Sick days should only be used for illness or for occasional medical appointments that are difficult to schedule outside of regular school hours. For an absence of more than three consecutive days, a doctor's note is required. Residents must contact mentor teacher and clinical faculty promptly if s/he will not be

able to attend school or seminar because of illness. Unless Resident or Resident's child becomes extremely ill or develops a health problem, it is expected that most of these days will remain unused at the end of the year. Residents should not come to school when they are sick. On the other hand, sick days should not be seen as additional personal or professional days. *NOTE: Once you have returned to school after missing time for being sick, please complete the leave form (electronically or in hard copy) and submit the directors for record keeping purposes.*

- **Personal Days** (up to 3 days including Observance of Religious Holidays)
Personal days are to be used for pressing personal business. Must be approved in advance.

RESIDENTS' REQUEST FOR LEAVE FORM

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

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

Resident's Name: _____

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

Reason for Absence (*check one*):

I. Professional Development Days: (5 total)

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

_____ b) **Site Visits / Observation days at other schools or in other Mapleton/District 12 classrooms** These are *in addition to* site visits that happen on seminar days or other fixed days. Observation days should not be seen as additional personal days. Must be approved in advance.

Explanation:

_____ c) **Professional Development Days**

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

Explanation:

Other Classifications of Leave:

II. Sick Days (up to 8 days)

_____ **Sick Days** (up to 8 days)

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

III. Personal Days (up to 3 days including Observance of Religious Holidays)

_____ **Personal Days** (up to 3 days)

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

Graduation

Completing a degree in the Morgridge College of Education deserves celebration. The University of Denver, Morgridge College of Education, and the faculty applaud your hard work and great accomplishment. Please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students must check with their faculty advisors to verify that all coursework and paperwork are complete.

Students must register for graduation. Official deadlines and forms are online at <http://www.du.edu/grad/gradinfo/graduation.html>. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline.

Reasons for Probation and Dismissal

1. Violation of the DU Honor Code: All members of the university community are expected to assume 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. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this *Honor Code* is to foster and advance 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 a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

Students should refer to the Morgridge College of Education Bulletin and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code. <http://www.du.edu/ccs/honorcode.html>

2. Cheating: Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In the Master's of Library and Information Science Program at the University of Denver, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on projects or to prepare for tests. Students prepare together for exams and often share notes, references, etc. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will often use similar materials and questions in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is, however, unfair to other students who do not have friends from whom to borrow assignments, to the student whose work is being borrowed without credit, and to the student who is borrowing the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph.

3. **Plagiarism:** It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.
4. **Lack of Academic Progress:** It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.
5. **Lack of Professionalism and Unethical Behavior:** As students or professionals, librarians – counselors – teachers-administrators, etc. are expected to follow the ethical principles that are explained in Part IV of this handbook (professional standards if you have them.). Failure to abide by these standards while enrolled as a student in the XX program will lead to probationary status and may be grounds for dismissal from the program.

Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas or if students are deemed unable to perform the duties of a professional will be advised of deficiencies and required to remediate them. They may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program.

While it is not expected that a student will be dismissed from the program, the above examples are illustrative of unacceptable behavior for successful completion of the program. While not exhaustive, these examples are provided to apprise all students of unacceptable behavior(s).

Please refer to the MCE Bulletin for additional information.

Grievances

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' advisors and the Domain Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct his/her concern to the Domain Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the Graduate Policy Manual.

PART III: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES

Student Associations

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity of program support in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Adjunct Faculty

First Name	Last Name	Email address
Susan	Brantley	Suzpow75@msn.com
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Jean	Dawn	jfdawn@aps.k12.co.us
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PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

Part V: PROFESSIONAL ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community.

- General organizations
 - American Educational Research Association (AERA): also join divisions and SIGs (Special Interest Groups) www.aera.net
 - American Association for Teaching and Curriculum (AATC) <http://www.aatchome.org/>
 - Association for Supervision and Curriculum Development (ASCD) www.ascd.org
- Interest based organizations
 - National Association of Multicultural Education (NAME) www.nameorg.org
 - National Art Education Association (NAEA) <http://www.naea-reston.org/>
 - National Council on Family Relations (NCFR) <http://www.ncfr.org/>
 - National Association for Bilingual Education (NABE) <http://www.nabe.org/>

Part VI: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY

APA Requirements

The Morgridge College of Education requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations

- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with
- other elements that are a part of every manuscript

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online. <http://www.apastyle.org/pubmanual.html>

Laptops

It is strongly recommended that students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available, please check the schedule. Labs are closed on holidays.

Software Installed in Computer Lab

The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers in both buildings. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs along with many Morgridge College of Education course-specific software titles. Quantitative Research Methods course software is also available. For questions about specific software titles please call 303-871-2789 for information.

Technology Support and Services

The technology staff is available to provide technical help in the computer labs and classrooms Monday through Friday from 8:00 to 4:30. Call 303-871-3222.

For the student's personal computers the [University Technology Services](#) (UTS) can assist students via phone, e-mail, in person, or online. UTS provides phone assistance by calling 303-871-4700 or walk in assistance at the Penrose Library help desk.

Student Training

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Digital Cameras, Camcorders, Transcribers and Laptop Computers

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology Coordinator. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2 days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours so that the equipment is available for other students. In order to check out this equipment, your DU identification number, email, and phone number are required.

It is recommended you make a reservation for the equipment by calling 303-871- 3222.

APPENDIX A: COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

CUI 4521 Urban Education: School, Student, Family, Community Influences on Student Learning (4)

This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that curriculum, language, and literacy affect school success. Students will understand key facets of urban life in the US and the

influences on children, youth, and families; understand the influence of teacher expectations on the educational achievement of students from different class, gender, and ethnic backgrounds; understand the affects of interactions between family, peer, and school cultures; appreciate the importance of parent engagement in student achievement.

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

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

CUI 4530 Second Language Acquisition (3)

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

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

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

CUI 4532 Culturally Responsive Pedagogy (4)

The changing demographics in U.S. public schools are impacting the traditional canon of teaching and learning in schools. As cultural and linguistic diversity increases in our schools, so does the need for culturally relevant instruction. This course will examine the intricate web of variables that interact in the effort to create culturally responsive pedagogy. This course will examine the need for culturally responsive pedagogy and establish a definition of culturally responsive pedagogy. In addition, this course will include an examination of one's conception of the self and "others," conception of knowledge teaching and learning in a culturally diverse context. Furthermore, this course will cultivate the practice of culturally responsive teaching as well as explore the reality of implementing culturally responsive pedagogy in an era of standardization. In sum, this course will help practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.

CUI 4533 Research Issues in the Education of Culturally and Linguistically Diverse Learners (4)

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

CUI 4535 Language in Society and Schools (4)

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 4536 Linguistic and Cultural Issues in Linking Assessment and Instruction 3)

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

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

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

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

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

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

CUI 4544 Educational Psychology: Educating Exceptional Individuals (3)

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

TEP 4600 Introduction to Secondary Methods (3)

Provides general introduction to principles of effective secondary instruction curriculum design and assessment. Frequently covered topics include: design of classroom environments, comparison of different instructional practices, purposes for and approaches to assessment, comparison of middle and high school philosophies, introduction to instructional unit plan development, and theories of instructional approach and

design. Course lays a foundation for more specialized subject-matter methods courses. Prerequisite: enrollment in the Teacher Education Program.

TEP 4690 Elementary Student Teaching (3)

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

TEP 4790 Secondary Student Teaching (3)

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

APPENDIX B: BTP Course Work Plan (2011-2012)

Dept.	Crs #	Course Title	Instructor	Term / Yr	Qtr Hrs	Grade
Summer One						
CUI	4521	Urban Education: School, Society, Student, Family, Community Influences on Student Learning		Summer I	4	
CUI	4529	Foundations of Education for Linguistically Diverse Learners		Summer I	3	
Total number of credits for summer quarter					7	
Fall						
<i>Seminar</i>						
CUI	4530	Second Language Acquisition		Fall	3	
CUI	4540	Curriculum, Instruction, and Assessment I		Fall	3	
CUI	4535	Language in Society and Schools		Fall	4	
<i>Secondary</i>						
CUI	4511	Secondary Lit: Read/Write Content Areas		Fall	6	
<i>or</i>						
<i>Elementary</i>						
CUI	4500	Elementary Literacy: Theory & Practice I		Fall	3	
CUI	4503	Elementary Math Methods		Fall	3	
Total number of credits for fall quarter					16	
Winter						
<i>Seminar</i>						
CUI	4536	Linguistic and Cultural Issues in Linking Assessment and Instruction		Winter	3	
CUI	4541	Curriculum, Instruction, and Assessment II		Winter	3	
<i>Secondary</i>						
TEP	4600	Introduction to Secondary Methods		Winter	3	
CUI	4531	Supporting English Learners Across the Content Areas		Winter	3	
<i>or</i>						
<i>Elementary</i>						
CUI	4501	Elementary Literacy: Theory and Practice II		Winter	3	
CUI	4502	Elementary Science/Social Studies Methods		Winter	3	
Total number of credits for winter quarter					12	
Spring						
<i>Seminar</i>						
CUI	4542	Curriculum, Instruction, and Assessment III		Spring	3	
CUI	4532	Culturally Responsive Teaching		Spring	4	
CUI	4544	Ed Psych: Exceptional Child		Spring	3	
<i>Secondary</i>						
TEP	4790	Student Teaching Practicum		Spring	3	
<i>or</i>						
<i>Elementary</i>						
TEP	4690	Student Teaching Practicum		Spring	3	
Total number of credits for spring quarter					13	
Summer Two						
CUI	4533	Research Issues in the Education of Culturally and Linguistically Diverse Learners		Summer	4	
Total number of credits for spring quarter					4	
Total Hours 52						

APPENDIX C: POLICIES ON SUBSTITUTE TEACHING

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

Appendix D: BOETTCHER TEACHERS PROGRAM MENTOR-RESIDENT MEETING PROTOCOL

45 Minute Time Frame

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

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

COLLABORATIVE REFLECTION LOG

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

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

Next meeting date: _____

Focus: _____

SITE-BASED MEETINGS: MENTOR-RESIDENT-CORE FACULTY

Purposes:

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

Times, Dates, Locations TBD: Tuesdays, twice a month, 4:00 – 6:00 PM

Appendix E: 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.

Appendix F: PORTFOLIO

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

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

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

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

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

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

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

IMPORTANT:

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

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

<p><i>a daily basis?"</i></p> <p><input type="checkbox"/> <i>"How do my instructional practices show my understanding of how people learn?"</i></p>	<p>what is in this section, including a rationale for each selected piece that addresses: So what? Now what?</p> <ul style="list-style-type: none"> • Video with written reflection 	
<p>SECTION THREE: The Teaching Cycle~Assessment.</p> <p><input type="checkbox"/> <i>"How do I know what my students know and are able to do?"</i></p> <p><input type="checkbox"/> <i>"How does assessment inform my instruction?"</i></p> <p><input type="checkbox"/> <i>"What are the keys to powerful assessment?"</i></p> <p><input type="checkbox"/> <i>"What do my assessment practices show about my understanding of how people learn?"</i></p>	<ul style="list-style-type: none"> • Introductory Reflection (1 page - your learning & understanding re: guiding questions and any on-going questions/dilemmas; reflection incorporates praxis, theory, and connections with State Teaching Standards) • A map or description of what is in this section, including a rationale for each selected piece that addresses: So what? Now what? 	<ul style="list-style-type: none"> • Guided Lead Analysis of Student Learning • Child Study (excerpts) • Special needs student profile • Notes/reflections from conferring • Parent communication/partnership artifacts (if related to assessment) • Critical case study • Other relevant artifacts related to assessment
<p>SECTION FOUR: Additional Documentation</p>	<ul style="list-style-type: none"> • Introductory Reflection (1 page – what this section is about in terms of your learning & understanding) • A map or description of what is in this section, including a rationale for each selected piece that addresses: So what? Now what? • Any final thoughts you want to offer 	<ul style="list-style-type: none"> • Final Rubric for Intern Performance • Resume • Other relevant artifacts

Portfolio Format Guidelines

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

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

Appendix G: BOETTCHER TEACHERS PROGRAM TEACHING RUBRIC

Resident's Name: _____ Mentor's Name: _____

Assessment of Developmental Progress in Seven Core Areas

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

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

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

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

Instructions to Mentors and Residents

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

is the mentor's responsibility to make sure the hard copies are received directly by program staff by the deadline.

- **Deadline: TBD**

Resident's Name: _____ Date: _____ Mentor's Name: _____

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

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

Narrative Comments/ Goals for Content Knowledge, including literacy and mathematics:

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

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

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

<p>5. Classroom Climate/ Management [5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 6.1, 6.5, 6.6, 6.7, 7.3, 8.1, 8.2]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> • Is mobile and aware of most or all students at all times (even while conferring with individuals or groups) • Has a management style so effective that little or no time is taken away from instructional time to keep students on task and learning • Has a completely natural style while maintaining a robust learning environment; rarely gets flustered • Communicates with parents about behavior issues skillfully and with grace 	<ul style="list-style-type: none"> • Order is maintained by engagement and a sense of community in the classroom • Students help set and enforce classroom norms • Students have some choices in classroom • Teacher classroom presence is strong and often has the following qualities: Voice, enthusiasm, movement around room, awareness of all students, self-confidence <p>Teacher maintains a classroom environment conducive to learning during most or all of the class time. Specifically does the following on a regular basis:</p> <ul style="list-style-type: none"> • Effectively implements a range of specific management techniques. Is firm but fair and sets clear boundaries. • Often establishes clear classroom rules and behavioral expectations • Often requires students to be on task and holds them accountable if they are not • Often uses effective nonverbal strategies • Often 	<ul style="list-style-type: none"> • Order is maintained primarily with punishments and rewards for student behavior • Teacher creates and enforces rules • Teacher makes most of the choices in classroom • Teacher classroom presence has some of the following qualities: Voice, enthusiasm, movement around room, awareness of all students, self-confidence <p>Teacher maintains a classroom environment conducive to learning during some of the class time. Sometimes does the following:</p> <ul style="list-style-type: none"> • Implements a few specific management techniques. May have trouble being firm with students and setting boundaries. • Establishes some clear classroom rules and behavioral expectations • Sometimes requires students to be on task and sometimes hold them accountable if they are not • Sometimes uses effective nonverbal strategies
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		<p>affirms the dignity and worth of all students through words and actions</p> <ul style="list-style-type: none"> • Often effectively utilizes classroom time (pace, timing, transitions) • Often demonstrates effective use of classroom systems, structures, rituals and routines • Often open and closes lesson effectively • Rarely loses attention of students during transitions • Communicates somewhat regularly with parents • Often takes individual student needs into consideration in management 	<ul style="list-style-type: none"> • Sometimes affirms the dignity and worth of all students through words and actions • Sometimes utilizes classroom time effectively (pace, timing, transitions) • Sometimes demonstrates effective use of classroom systems, structures, rituals and routines • Sometimes open and closes lesson effectively • Sometimes loses attention of students during transitions • Communicates infrequently with parents • Sometimes takes individual student needs into consideration in management
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Narrative Comments/ Goals for Classroom Climate /
Management:

<p>6. Rapport and Communication (with students, school staff, parents) [3.6, 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 7.3, 7.4, 8.1, 8.2]</p>	<p>Meets the Accomplished standard and:</p> <ul style="list-style-type: none"> • Communication consistently enhances learning • Goes out of his /her way to make sure communication is clear, concise, and understood • Asks for feedback on effectiveness of communication style and level of rapport • Very strong and natural rapport with students, school staff and colleagues, and parents • Makes valuable contributions that expand the thinking and points of view of others • Goes out of one’s way to get to know students from multiple perspectives • Rapport with students enhances learning of individuals and of the class as a whole • Is sensitive to the needs, interests, and capabilities of each child 	<ul style="list-style-type: none"> • Often establishes warm, respectful, positive relationships with students • Becomes an effective and integral part of the instructional team • Often takes a proactive role in building a positive relationship and working collaboratively with the mentor teacher as a co-teacher • Often takes initiative on classroom tasks • Often communicates effectively and appropriately with parents to maximize student success • Often communicates effectively and appropriately with team members and school staff • Often asks for help and guidance when needed • Consistently responds promptly to requests for input, information, or feedback (phone, face-to-face, e-mail, mailbox) • Rarely uses improper or inappropriate grammar / language / usage / mechanics in written and oral 	<ul style="list-style-type: none"> • Establishes cordial relationships with students • Contributes to some extent to the instructional team • Sometimes takes a proactive role in building a positive relationship and working collaboratively with the mentor teacher as a co-teacher • Sometimes takes initiative on classroom tasks • Sometimes communicates effectively and appropriately with parents to maximize student success • Sometimes communicates effectively and appropriately with team members and school staff • Sometimes asks for help and guidance when needed • Sometimes responds promptly to requests for input, information, or feedback (phone, face-to-face, e-mail, mailbox) • Sometimes uses improper or inappropriate grammar / language / usage / mechanics in written and oral communications
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		communications	
Narrative Comments/ Goals for Rapport and Communication:			

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

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

Resident's Commentary or Response (optional):

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

Resident: _____ Mentor: _____

Date: _____ Date: _____

Appendix H: CAPSTONE REQUIREMENT

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

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

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

Appendix I: BOETTCHER TEACHERS PROGRAM STUDENT CODE OF CONDUCT

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

Overview

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

Course Attendance Policy

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

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

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).

Appendix J: ROLES AND RESPONSIBILITIES OF THE RESIDENT

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

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

Appendix K: UNDER-PERFORMING STUDENT PROTOCOL

The Boettcher Teachers Program at the University 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 mentor and Resident during the field experience period, the comments made in the performance evaluation rubric at the end of the field placement should come as no surprise. Likewise, regular communication between Residents and their professors can eliminate final grade surprises. On occasion the Resident and mentor, or Resident and professor, may have different opinions as to the overall performance of the Resident. At these times Residents are encouraged to advocate for themselves, by talking with their mentor or professor in person.

I. Introduction

It is the purpose of the Boettcher Teachers Program at DU to foster and support the growth and the development of Residents during the residency year, both academically and professionally. An attempt is made to create 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. Residents are encouraged to ask for regular feedback and mentors, and professors, are encouraged to give feedback on a continuous basis. When this process is working, quarterly and end-of-year evaluations should, and in fact do, produce no surprises, since a Resident is aware of his/her progress on an on-going basis.

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

Professionalism teaching standards cover a wide range of student attributes including but not limited to student/faculty interactions, student/field placement supervisor interactions, student dispositions toward public school students or teachers, attire, language, and commitment to the tasks associated with learning the program curriculum. In cases involving student/faculty conflicts or student/field placement conflicts, faculty and program directors should follow the procedures outlined in the Morgridge College of Education

Bulletin. Typically this entails conversations with the student, which may or may not include a student advocate, regarding his/her behavior. Issues of professionalism around dispositions, attire, or language should also be initially handled with one-to-one communication with the student.

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

II. Indicators of Under Performance

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

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

Under-performance may be defined as any action or behavior listed below which compromises a 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 difficulty significantly reduces the 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 mentor or faculty should provide the Resident with direct feedback and offer support and guidance. Whenever the potential problem area continues despite a normal amount of support and intervention, it should be called to the attention of a program director. The program director will gather information from all supervising mentors and instructors regarding the Resident's trouble including, if appropriate, an initial discussion with the Resident.

B. Formal Determination of Under Performing Resident

If warranted, the program director(s) will then present the situation to a meeting of the Boettcher Teachers Program team, including a Faculty member from Curriculum and Instruction at the University of Denver. The team will make a determination as to whether or not the Resident is indeed underperforming. 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 low performance.

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. Recognizing and responding to the potential that the difficulty a Resident is experiencing may be grounded in cultural or linguistic differences,
2. Directing the Resident to academic support from appropriate university, school,

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

A meeting will be scheduled with the Resident, the program director(s), 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 foundation, 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 should send these notes to the team, typically within 24 hours.

A member of the team will write a formal letter outlining the substance of the meeting and probation procedures. A draft of the letter must be presented to the Program Chair of Curriculum and Instruction and the Associate Dean of the Morgridge College of Education before it is sent to the 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 Boettcher Teachers 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 Boettcher Teachers Program team and a letter of dismissal drafted. A draft of the letter must be presented to the Program Chair of Curriculum and Instruction and the Associate Dean of the Morgridge College of Education before it is sent to the Resident. A meeting will be scheduled with the Resident and the Boettcher Teachers 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, associate with dismissal from the program.
4. If appropriate, the policies and procedures for re-applying to the Boettcher Teachers Program at a later date or any other academic program at DU.

A copy of the letter will be placed in the Resident's academic file. The Resident will be terminated from enrollment in the Boettcher Teachers Program. Participation in any future classes at the University of Denver must be approved via a new application to another academic program for admission prior to enrollment.

Appendix L: POLICY FOR MASTER'S DEGREE AND LICENSURE RECOMMENDATION

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

BTP Criteria

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

If any 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.

Institutional Recommendation

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

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 guided lead teaching. Therefore, it is in the Resident's best interest to complete all outstanding work promptly. Program faculty/directors reserve the right to set deadlines for completing outstanding work for classes that must be successfully completed for licensure.

Program faculty/directors will then communicate the concerns directly to Human Resources personnel (currently Mark Hinson in District 12 or Damon Brown in Mapleton) and engage in dialogue with them. Districts will consider the Residents' input; however, there is no guarantee that the Resident will still not be placed/hired in the teaching residency school. The districts reserve the right to make hiring decisions that they feel best serve their districts.

- Residents will receive a list of eligible district schools (based on free and reduced lunch numbers) into which they may be placed after the teaching residency year. However, Residents MUST understand that the first preference is to be hired in the teaching residency

school.

- HR personnel in the two districts will do their best to increase communication between their two departments and also with principals of the qualifying schools. The goal is still to have relatively equal numbers of Residents hired in each district. However, an imbalance is not a huge concern at this time.
- Timeline: Districts will try to coordinate their hiring timelines as much as possible. However, Residents need to understand that some Residents may have a job more ‘sewn up’ than others because of various situations in buildings, etc. Residents need to know that some of them may not receive contracts until August. This is a reality in many schools and needs to be expected and planned for.
- Both districts may continue to give district contracts before knowing exactly which school a Resident may be placed in. Residents need to be prepared to sign district contracts without knowing these details. (Signing a district contract means that the Resident is committing to teach in the district, without knowing yet exactly what school or position they will end up in.)
- Since a major goal of the Boettcher Teachers Program is to reduce attrition of teachers, the expectation is that Residents will stay in the district in which they are originally hired. If there are extenuating circumstances, Residents need to take the initiative to speak to program faculty/directors and district HR personnel to explore potential options.
- The Districts will guarantee interviews to all satisfactorily performing Residents who qualify for the open positions.
- The qualifying positions may not necessarily be in the same District as the teaching residency placement (e.g., a Resident may conduct her teaching residency in District 12 but then be hired in Mapleton).

NOTE: Residents need to agree to apply for ALL open, qualifying positions in the Districts.

- If no positions are available for a satisfactorily performing Resident in an approved high-priority District school, the Districts and the other Parties will act jointly to make every effort to identify a suitable position for which the Resident can apply in a school that serves low-income students in another local district. *NOTE: This means that the second choice is for Residents to be hired in a high-priority school in a non-partner District, NOT at a higher performing school WITHIN the partner Districts.*
- The hiring of any Resident will be subject to Districts’ selection and hiring process.

Master's Degree Concerns

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

Appendix M: Boettcher Teachers Program Service Agreement

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

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

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

Tuition and Program Fees. A portion of tuition and fees towards your and master's degree from the Morgridge College of Education will be paid for you as a Boettcher Resident. Other expenses such as your Colorado alternative teaching license application, books, academic materials, required tests, additional course work required by the Colorado Department of Education, other courses which are not required for the degree or by the Program, etc., are at your own expense. Your out-of-pocket expense for tuition is \$13,000 and for program fees is \$2,000. The first installment of \$500 is required upon acceptance to reserve your place in the Program. This fee is non-refundable, unless you do not pass the required admissions tests and are not accepted. Three additional, non-refundable payments of \$500 each will be due in September, January, and April. A few partial need-based scholarships are available to cover *some* (but not all) of this \$1,500 cost. Tuition fees are due quarterly as billed by the University.

Program Commitment, Service Agreement. Residents need to be willing and able to make a 5-year commitment to teaching in approved high-priority schools (including the teaching residency year), since a major goal of the Program is to increase retention of excellent teachers of low-income children in culturally and linguistically diverse settings.

Upon completion of Year 1 of the Program, the Districts will make every effort to provide a full-time teaching position in an approved high-priority school for each satisfactorily performing Teaching Resident. The Districts will provide information about open positions in both partner Districts and will interview satisfactorily performing Residents who qualify for the open positions. Residents are required to apply for all open positions in partner Districts' approved high-priority schools for which they qualify. The hiring of any Resident will be subject to the Districts' selection and hiring processes. The qualifying positions may not necessarily be in the same District as the teaching residency placement. If no positions are available for a satisfactorily performing Resident in an approved high-priority District school, the Districts and the other Parties will act jointly to make every effort to identify a suitable position for which the Resident can apply in a school that serves low-income students in another local district.

In Year 2 of the program, once the Residents have been hired as teachers-of-record, teaching Residents will complete the state-approved induction program in the district into which they are hired. After completing Year 2 of the program, Residents will have an additional three-year commitment to teach within a partner District in a high-priority school or at other high-priority schools in Colorado approved by the program. This commitment does not create any property right or contract right, express or implied.

Completion of the Academic Degree.

All Residents are required to complete the course work and graduation requirements for the master's degree at the University.

Termination of Participation in Residency and Payback.

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

After completing the teaching residency year: In the eventuality that you elect not to teach in a high-priority school in Colorado approved by the Program after completing the teaching residency (Year 1), you will be required to reimburse the Program in the amount of \$35,000. If you elect not to fulfill your service agreement after completing Year 2 of teaching, you would owe \$25,000. After completing Year 3 of teaching, you would owe \$20,000. After completing Year 4, you would owe \$10,000. After completing Year 5, you would owe nothing. If any sum due the Program is not paid within thirty days and legal proceedings are initiated to collect such sum, the Program will be entitled to interest on such sum at the legal rate, plus collection costs including reasonable attorney's fees.

In the event that you are hired but then are subsequently non-renewed, laid off, or terminated at a future date by the hiring District, you must speak to the Program Director and/or the Board in a timely manner regarding your plans for fulfilling your teaching obligation in another approved high-priority

school in Colorado at which you would need to take the initiative to apply. Provided that you do fulfill this teaching obligation, you would not be required to reimburse the Program for tuition/program fees.

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

If you have read and understand all of the above, please sign two copies of this agreement in the presence of a notary, then return the two originals to the Boettcher Teachers Program Associate Director at PEBC, 1244 Grant Street, Denver, CO 80203. Keep one copy for your records. By signing this agreement, you are agreeing to be bound by all of the provisions contained herein, including, but not limited to, the tuition payback requirements. If you have any questions about anything contained in this letter, please speak with the Boettcher Teachers Program Director.

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

PUBLIC EDUCATION & BUSINESS COALITION (PEBC)

_____ Date: _____
Rosann B. Ward, President

RESIDENT SIGNATURE:

Printed Name of Boettcher Teaching Resident: _____

Signature of Boettcher Teaching Resident: _____ Date signed: _____

NOTARIZATION OF RESIDENT SIGNATURE:

State of _____ County of _____

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

Notary Public's Signature: _____

My commission expires: _____.

Notary's stamp or seal:



RESIDENT HANDBOOK SIGNATURE PAGE

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

Statement of Compliance

"I have read the BTP 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 BTP Handbook, MCE Bulletin, and the DU Graduate Studies Information, Policies, and Procedures."

Resident Printed Name:

Resident Signature:
