Teacher Education
Professional Year Handbook

Early Childhood Education
Elementary Education
Secondary Education
Special Education Generalist
Dual Elementary or Secondary & Special Education Generalist

2018-2019 (effective Summer/Fall 2018)

www.ucdenver.edu/education
Ph 303-315-6300
Fax 303-315-6311

Teacher Education Program Overview 6
Program Conceptualization 7
Program Coherence & Aligned Assessment 8
Program Standards 9
Program Essential Questions 9
Program Anchor Experiences Rationales & Purposes 10
Program Level Assessments 13
The Role of Special Education in the Teacher Education Program 13
Philosophy of Special Education 14
Rationale for Integrating General and Special Education 15
Coursework 13
Residency Internships in Professional Development Schools 16
Residency Internship Graphic Overview 17
Residency Internships Outside of PDSs for Special Education Candidates 18
Cohort Model 19
Content Licensure Exam Policy (PLACE or PRAXIS II) 19
Preparing for Success in On-Line & Hybrid Learning Environments 20
LiveText 20
Support & Advising 21
Conflict Resolution Protocol within the Teacher Education Program 22
Support Plan Protocol Concerning Teacher Candidate Performance 24
Level V: Professional Action Plan Review & Program Continuation Decision 25
Policies and Legal Issues 26
Grading Policy 26
Deferral Process 26
PLACE/PRAXIS II Content Exam Policy 27
Residency Internship Placements in the CU Denver Professional Development School Network 27
Residency Internships in a Professional Development School with a Relative 28
Required Time in Your Residency Internship 28
In Your Own Classroom Policy 28
Liability Issues and the Legal Status of Student Teachers 29
Absences from School Internships 30
Schedule Variation Policy for Internships 30
Substitute Teacher Policy 31
Substituting for Clinical Teachers Engaged in Professional Development 31
Prerequisites for UEDU 4/5933 Internship 31
Understanding Professional Development Schools & Residency Internships 32
Professional Development Schools 32
The Site Team 32
Who is the site professor (SP)? 32
Who is the site coordinator (SC)? 33
Who is the clinical teacher (CT)? 33
Residency Internship Timing & Placement 33
What are Immersion Weeks? 33
Co-Teaching & Gradual Release of Responsibility 34
Co-Teaching Formats 34
Collaborative Learning Communities (CLC) 35
Coaching 35
Formal & Informal Coaching 36
Minimum Formal Coaching Requirements 36
Lead Teaching Weeks 36
Residency Internship Assessment 37

Reflective Internship Conferences 39
Selection of Clinical Teachers in Professional Development Schools 39
Clinical Teacher Specific Roles/Responsibilities 40
Program Support for Clinical Teachers 40
Completing the Program: Licensure, Job Search & MA Option 40
Licensure 40
Job Search Supports 41
Career Center 41
Resume Tips from our Partner District HR Representatives 41
Interview Tips 42
Other Interview and Job Tips 43
Masters Degree Options 43
University of Colorado Denver Contacts 44
Glossary: Terms & Acronyms 45
Key Roles: 45
Other Terms: 45
Appendices 49
Program Level Assessment Rubric 50
Essential Question #1: 50
Essential Question #2: 51
Essential Question #3: 52
Essential Question #4: 53
Agreement to Make Up Absence & Internship Variation Agreement 54
Change of Status Form 55
Incomplete Agreement Form 56
Conflict Resolution Flowchart 58
Professional Support Plan Form 59
Schedule Adjustment Form 63
Course Waiver Form 64

Preface

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This *SEHD Teacher Education Professional Year Handbook* is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver policies and procedures. Please take the necessary time to read this handbook. In addition to this handbook, students should refer to the SEHD's Policy Manual found at: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx.

The student assumes full responsibility for meeting all basic requirements for the degree as well as the specific requirements outlined by his/her program.

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes in the regulations, courses, rules, fees, or other changes in this handbook without advance notice. See the SEHD website at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx and the CU Denver website at http://www.ucdenver.edu/pages/ucdwelcomepage.aspx for any updates. No verbal modifications to the contents of this Handbook are allowed. **All modifications must be in writing and approved by the SEHD prior to inclusion in the Handbook.**

The University of Colorado Denver is accredited by the Higher Learning Commission (HLC). University of Colorado Denver's School of Education & Human Development is fully accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for the Accreditation of Educator Preparation, the Council for Accreditation of Counseling and Related Educational Programs, and the National Association of School Psychologists.

We are affiliated with the American Association of Colleges of Teacher Education, the American Education Research Association, the Council of Great City Schools and Colleges of Education (with Denver Public Schools), the Urban Educator Corps, the National Education Association, A+ Denver Citizens Group, the Colorado Association of School Boards, the Colorado Association of School Executives, the Colorado Council of Deans of Education, and the Colorado Education Association.

Nondiscrimination

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education.

History: Amended November 8, 2001; September 17, 2013.

Title IX Notice of Non-Discrimination

The University of Colorado Denver | Anschutz Medical Campus ("the University") is committed to maintaining a positive learning, working and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities. (Law of the Regents, Article 10).

The University prohibition against any act of sexual misconduct or related retaliation applies to all students, faculty, staff, contractors, patients, volunteers, affiliated entities, and other third parties and applies to conduct that occurs on campus and off-campus conduct, including on-line or electronic conduct as noted in the University policy. Violations may be subject to disciplinary action. The University will consider what appropriate potential actions should be taken.

The University employs trained staff members who have responsibility for Title IX compliance. The Title IX Coordinator oversees the development, implementation, and evaluation of Title IX policies, procedures, and training efforts and will refer all reports to a trained Title IX Investigator. To submit a concern, please fill out the online form, noted above, or to ask further questions about Title IX, please contact the University Title IX Coordinator or Deputy Coordinator:

Campus Title IX Coordinators:

Nelia Viveiros, Special Assistant to the Provost and Acting Title IX Coordinator
Lawrence Street Center, 1380 Lawrence Street, Ste. 1441, Denver, CO 80204
Toll Free Phone: 1-844-CU-TITLE (288-4853) Phone: 1-303-315-0126
Email: TitleIX@ucdenver.edu or nelia.viveiros@ucdenver.edu

Will Dewese, Deputy Title IX Coordinator
Lawrence Street Center, 1380 Lawrence Street, Ste. 1443, Denver, CO 80204
Phone: 1-303-315-0120
Email: TitleIX@ucdenver.edu or william.dewese@ucdenver.edu

Teacher Education Program Overview

Mission

Leadership for Educational Equity

Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.

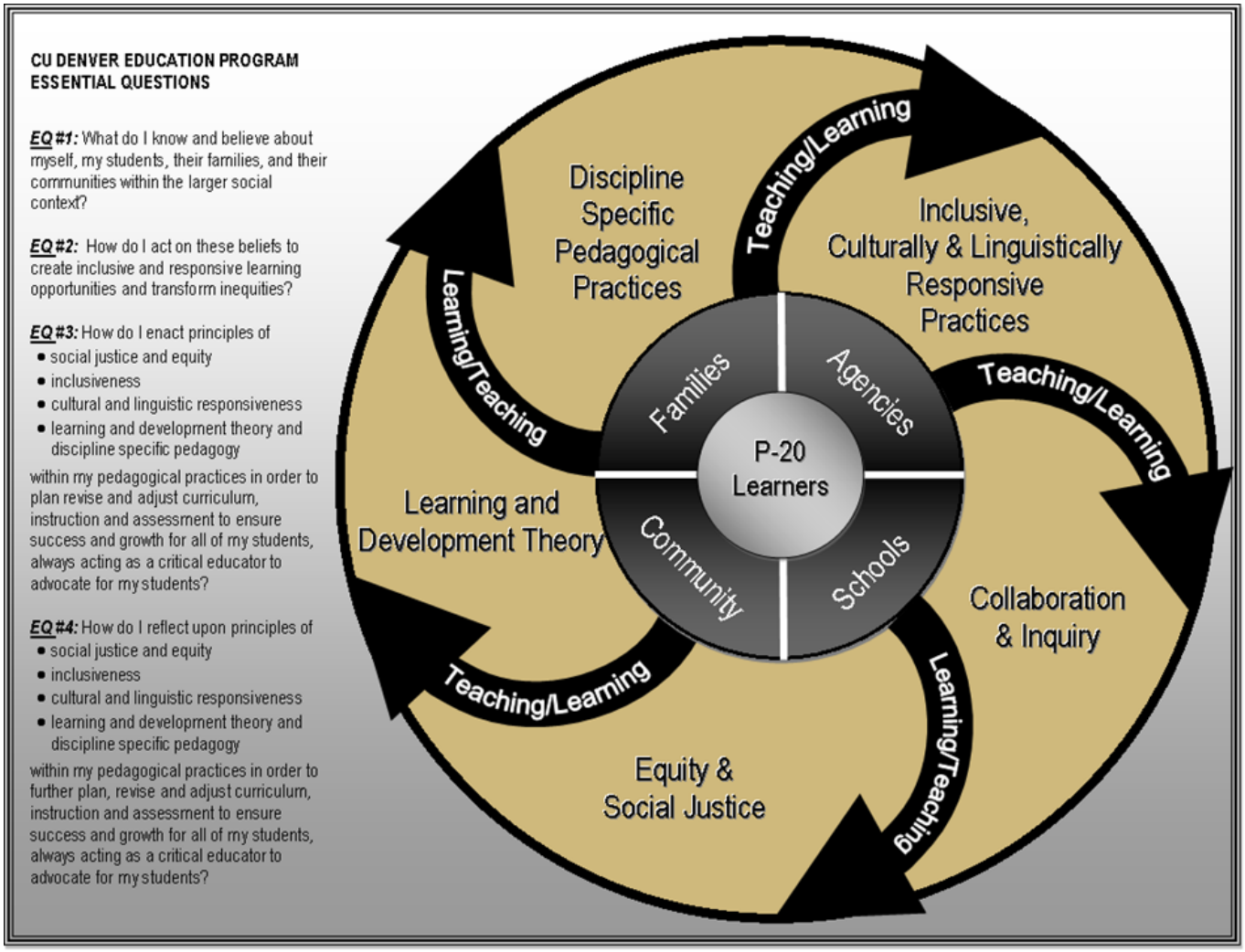
Welcome to the Teacher Education Program at the University of Colorado Denver (CU Denver) in the School of Education and Human Development (SEHD). Our program is committed to contributing to the mission of the SEHD by developing teacher leaders who have the ability, dispositions, and drive to create meaningful, dynamic and engaging learning environments that support the achievement of ALL students in urban and diverse communities. We work collaboratively and closely with our P-12 partner educators in the CU Denver Professional Development School Network comprised of over 20 diverse and urban schools across 4 districts in the Denver metro region. Ultimately our goal is that all teacher candidates—whether elementary, secondary, or special educators—will dedicate themselves to making a positive and significant impact in urban and diverse educational settings. We expect that as teacher leaders, our graduates will act with a sense of urgency to advocate for equity in education for all children.

Teacher Education Program Pathways

The Teacher Education program prepares teacher candidates at both the undergraduate and graduate level for initial teaching licenses in the programs indicated below. As a professional licensure program, all teacher candidates are held to the performance expectations for licensing teachers following the guidelines determined by the state of Colorado, no matter which pathway students achieve their license. Students at both levels work side by side in coursework and internships. There are some slight differences including the course registration numbers – undergraduate students register for 4000 level and graduate students register for 5000 level -- and undergraduates take some licensure courses and early field experiences prior to professional year admission into the program. All pathway program plans can be found under the current students section on the web at www.ucdenver.edu/education.

Graduate Pathway	**Undergraduate Pathways**		
	SEHD BA in Teaching Learning & Development	***CLAS/SEHD Joint Undergraduate Program***	***NxtGEN Student Teacher Residency***
Elementary (K-6) Secondary (7-12) • *Science* • *Math* • *Social Studies* • *English* • *Foreign Language (Spanish or French)* Special Education Generalist (ages 5-21) • Initial Licensure only • Dual Licensure with Elementary or Secondary	Early Childhood (Birth - Age 8) Elementary (K-6) Special Education Generalist (ages 5-21)	Elementary (K-6) Secondary (7-12) • Science • Math • Social Studies • English • Foreign Language (Spanish or French)	Early Childhood (Birth - Age 8) Elementary (K-6) Special Education Generalist (ages 5-21) Secondary Math Secondary Science Secondary Foreign Language Bilingual teacher candidates in Secondary Social Studies & English

Program Conceptualization

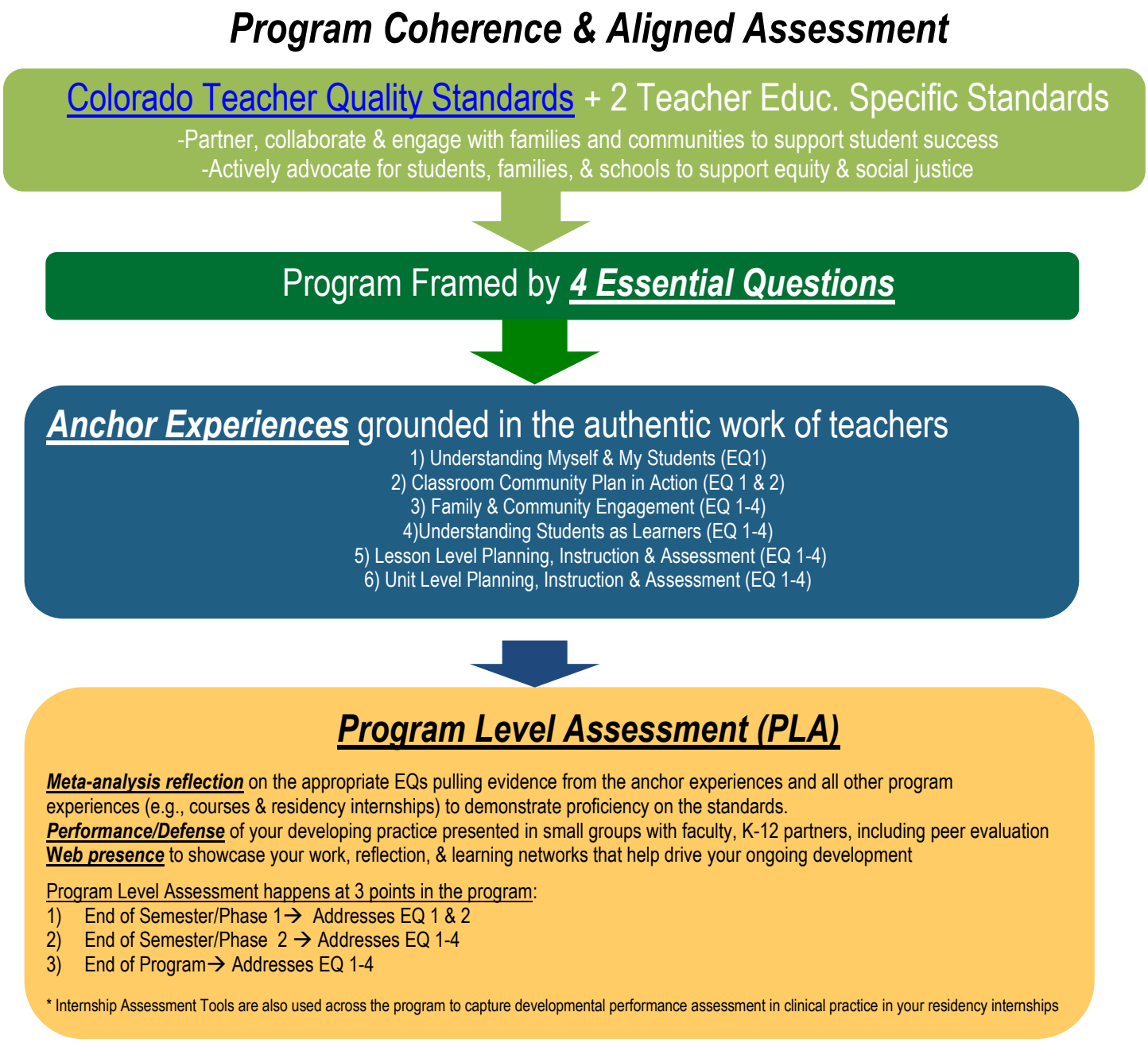


The conceptual framework of the Teacher Education program provides not only a vision for the program, but also the essential framework and perspectives upon which the program is developed. At the center of our framework are P-12 students—highlighting the main purpose of our program, which is to prepare teachers who can make a significant impact in the lives of children and youth. We view P-12 students as entering classrooms not as blank slates or vessels to be filled with knowledge, but instead as vibrant and complex individuals. All students bring rich funds of knowledge to the classroom, influenced by their experiences in their families and communities, as well as formal and informal schooling experiences and work with community agencies. We see our role as teacher educators as helping our candidates deeply understand the children and youth with whom they will be working and how that influences the way you teach.

Our aim, then, is to help you, the teacher candidate, develop your knowledge, skills and dispositions as teachers and learners in five areas that are essential to becoming effective urban educators: 1) Collaboration & Inquiry, 2) Equity & Social Justice, 3) Inclusive and Culturally & Linguistically Responsive Practices 4) Discipline Specific Pedagogical Practices and 5) Learning Theories that inform teaching based on what we know about how children from diverse backgrounds learn best. These five areas are interwoven throughout the entire program and are operationalized through a set of “Essential Questions” that guide teacher candidate development throughout the program.

Program Coherence & Aligned Assessment

It is critical that teacher candidates see and experience their preparation as more than just a series of isolated courses and residency internships that they must complete. Understanding the journey you will experience begins first with a clear vision of what teachers must be able to know and do to be successful—we call these "standards". In order to ensure your ability to meet those standards, the program has designed an overarching set of "essential questions" that frame and operationalize the program, leading to a tightly aligned sequence of "anchor experiences", that are grounded in the real work of teachers to help you consistently connect the university coursework and practice in your residency internships in schools together. Along the way, we also embed authentic, process and performance-oriented assessment that allows you to carefully reflect on and demonstrate your knowledge and abilities as an emerging urban community teacher. Each of these aspects are reflected in the following graphic and then further described in detail to give you a better understanding of your teacher preparation journey.



Program Standards

The following standards define the knowledge and skills necessary to be an effective urban community teacher. They encompass both the standards set by the state of Colorado for teacher quality as well as additional aspects of the teaching profession we see as essential to the success of educators working in urban and diverse communities. We encourage you to explore the Colorado Teacher Quality Standards in more detail.

Colorado Teacher Quality Standards (TQS):

I: Teacher demonstrates mastery of and pedagogical expertise in the content they teach.
II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
IV: Teachers reflect on their practice.
V: Teachers demonstrate leadership.
VI: Teachers take responsibility for student academic growth.

Additional Standards unique to UCTE:

- Teachers partner, collaborate & engage with families and communities to support the success of their students.
- Teachers actively advocate for students, families, & schools to support equity and social justice.

Program Essential Questions

The program standards are further framed by Essential Questions that apply to all of the activities of the program. Wiggins & McTighe (2013) refer to essential questions as a way to "open doors to student understanding." Essential questions help to focus learners on what is core, or essential, in terms of the big ideas of a subject. They inspire and engage students to inquire more deeply about their learning and make sense of the connections among important and complex ideas and knowledge. They should be ever present and act as pivotal guide-posts to continually return to, reflect upon, make connections, and pose new questions.

On your journey to become a practicing teacher, you will have multiple opportunities to reflect, make connections and deepen your understandings in relation to the essential questions, as well as to develop your own related questions regarding teaching and learning throughout the program.

EQ #1: What do I know and believe about myself, my students, their families, and their communities within the larger social context?

EQ #2: How do I act on these beliefs to create inclusive and responsive learning opportunities and transform inequities?

EQ #3: How do I enact principles of

- social justice and equity
- inclusiveness
- cultural and linguistic responsiveness
- learning theory and
- discipline specific pedagogy

Within my pedagogical practices in order to plan, revise and adjust curriculum, instruction and assessment to ensure success and growth for all of my students, always acting as a critical urban educator to advocate for my students?

EQ #4: How do I reflect upon principles of

- social justice and equity
- inclusiveness
- cultural and linguistic responsiveness
- learning theory and
- discipline specific pedagogy

within my pedagogical practices in order to further plan, revise and adjust curriculum, instruction and assessment to ensure success and growth for all of my students, always acting as a critical urban educator to advocate for my students?

Program Anchor Experiences Rationales & Purposes

All students in the Teacher Education program will engage in the following six Anchor Experiences, regardless of level or content specialty. The Anchor Experiences are integrated into your coursework and residency internships and are evaluated within those contexts. The artifacts from and reflections on these experiences will be incorporated into the three stages of Program Level Assessment where you will synthesize all of your learning to date into a comprehensive reflection and presentation/defense of your development as an Urban Community Teacher. More detailed descriptions of each of the Anchor Experiences will be provided in the classes where they are introduced and supported. The descriptions below are intended to provide you a "big picture" overview across the program.

Anchor Experience 1. Understanding Myself & My Students (Essential Question 1)

Parker Palmer says, 'we are the life that teaches' - meaning our own experiences and beliefs shape the way we teach and our expectations of learners. As critical educators, it's important that we understand the ways in which our perceptions about schooling, teaching, learning, children, and families have been shaped by our experiences and our socialization in and across different communities. Our beliefs, values, and expectations regarding the "right way" to be as people and teachers, the "right way" to be a student and parent, or the "right way" to teach different subjects shape our intentions, decisions, and actions. When these beliefs and values are left unexplored they become an invisible part of one's pedagogy or "the uninvited guest at the table."

Developing as a teacher who can create powerful teaching/learning experiences for all students necessitates making intentional efforts to get to know your students, their families, and the communities that have shaped them. The content of your students' lives, their dreams, experiences, motivations, interests, strengths, needs, and challenges become part of the fabric of the curriculum and impact the way in which you design learning opportunities and assessment outcomes. In some instances we share many experiences without students and in other instances, our worlds are different in important ways. Learning to become a part of multiple worlds is one of the richest aspects of teaching.

Finally, taking up a commitment to supporting all learners, means engaging in a critique of the larger social world in order to understand the historical, political, social, and economic influences on our educational system and the ways in which these systems benefit some and marginalize others. We are all caught up in this system in different ways. Knowing the ways our behaviors may unknowingly contribute to systems that marginalize our students is the first step in becoming a critically conscious and socially just educator.

Given the importance of understanding yourself and your students, there will be multiple opportunities to explore how your beliefs have been shaped and to learn to account for students' worlds in order to critically deconstruct and deliberately reconstruct a culturally responsive and socially just teaching orientation.

Anchor Experience 2. Classroom Community Plan In Action (Essential Questions 1 and 2)
The foundation of every successful urban community classroom is a safe, engaging, and supportive classroom community—one characterized by meaningful relationships among students and their teachers, where students and teachers know and support one another, both as people and as learners. The rich diversity of their backgrounds is not only welcomed and affirmed, but is also used as a springboard from which to engage in academic learning. Students feel safe to take risks in their learning; teachers hold high expectations for students to achieve success and also have the ability to implement all of the support structures necessary for students to achieve this success. Classrooms such as these are not created by mere happenstance. They are carefully designed and nurtured by the actions of the classroom teacher in concert with his or her students throughout the school year. Teacher candidates will develop a comprehensive understanding of the guiding principles that are at the heart of such a classroom community and will have multiple opportunities to develop, implement, reflect upon and refine techniques and approaches to building and sustaining classroom communities.

Anchor Experience 3. Family & Community Engagement (Essential Questions 1, 2, 3, & 4)
Successful urban community teachers enter into a "developmental alliance" with young people, joining them, their families, and communities to "not only contribute to [the student's] growth but grow as educators through that experience as well" (Nakkula & Toshalis, 2006). Teacher candidates need the opportunity to develop the skills necessary to build relationships with families and communities, recognize and contribute to family and community engagement practices at the school level, and to create networks of support in the community that foster identity and socio-emotional development of students. Yet this is only the beginning. The strongest urban community teachers extend their understanding of families and communities as a bridge in transforming their instruction in ways that are responsive, reflective, and relevant to the lives of the students and the assets of the families and communities where they teach. Teacher candidates will utilize various inquiry-based approaches to learning about and, more importantly learning from the communities and families of their students and utilize that knowledge to build webs of support for their students' success as well as intentionally inform both the content and approaches to how they teach.

Anchor Experience 4. Understanding Students as Learners (Essential Questions 1, 2, 3, & 4)
Creating powerful learning experiences for students begins with an understanding of who they are within the sociocultural context within which they grow and develop. Equally important in planning instruction is an understanding of what students know as learners in any given area. Teachers use many approaches and tools to gather and analyze information to create a holistic understanding of a learner situated within sociocultural context. This analysis is critical in the teaching, planning, learning cycle.

There are many possible approaches to gathering information and conducting formative assessments to create a holistic perspective of a learner. Some you may encounter in your courses and field experiences include:

Community Asset Mapping
Family/student interview or questionnaire
Think Alouds
Observations
Anecdotal records
Interviews
Grades
Formal and Informal Tests
Standardized Assessments
Rubrics
Analysis of Student Work

Over time, teachers develop in their ability to see the learner nested in these circles of influence and impact. Within the program you will develop your abilities to learn about learners across numerous courses and will be supported in using this information to plan for and reflect upon instruction.

Anchor Experience* 5*. Lesson Level Planning, Instruction and Assessment (Essential Questions 1, 2, 3, 4)

At the heart of the Teaching, Learning, Inquiry Cycle is planning for teaching and assessment that leads to student learning. Lesson planning across the teacher education program will reflect discipline specific parameters, as well as aspects of the 6 CREDE standards of effective pedagogy for culturally and linguistically responsive classrooms, Universal Design for Learning (UDL) and Backwards Planning.

Lesson planning is a fact of daily life for teachers at all levels. Successful teachers, even those with extensive experience, plan ahead for how they and their students will interact with the content and each other during lessons. Teachers also plan how they will gather data and provide timely feedback to students about their performance. Lesson plans are used not only to guide instruction, but in many places also as an accountability measure in the evaluation of teachers for retention. The investment of time into planning will result in stronger lessons and increased learning.

Well-formulated plans make it possible to address with forethought the many dimensions of quality teaching and assessment. Successful lessons combine a deep understanding of the content to be taught, discipline specific methodology, as well as knowledge of who the learners are. It is a comprehensive process that encompasses multiple dimensions. Teachers must keep in mind and address in their planning students' cultural identity, levels of language proficiency, literacy skills, academic abilities and background knowledge about the particular topic being taught. Knowing this guides the choice of the most appropriate methods, materials and assessment practices.

Another feature of lesson planning and delivery is reflection. It is essential that teachers take the time to analyze the ways in which the planned lesson did or did not allow all students to demonstrate their learning. This information can then be used to modify, extend or refine upcoming lessons based on students' needs.

***Anchor Experience 6. Unit Level Planning Instruction and Assessment* (Essential Questions 1- 4)**

Unit level planning involves creating a series of learning activities and experiences that will allow all learners to access content over time and develop the skills of 21st century learners. This broader picture planning provides the context within which individual lessons are designed and taught, encompassing a more long-term view of what students will know and be able to do around a particular topic or theme. All the courses in the teacher education program contribute in some way to building the understandings and skills needed to create and implement successful and transformative learning experiences for students. Across the teacher education program unit level planning, like lesson planning, will reflect discipline specific parameters, as well as aspects of the 6 CREDE standards for culturally and linguistically responsive classrooms, Universal Design for Learning (UDL) and backwards planning.

Well-formulated unit plans make it possible to address with forethought the many dimensions of quality teaching and assessment. Successful units combine a deep understanding of the content to be taught especially how content knowledge builds and progresses over time, discipline specific methodology, as well as understanding the students as learners. When successful teachers plan at the unit level, they consider students' cultural identity, levels of language proficiency, literacy skills, academic abilities and background knowledge about the particular topic being taught. This guides the choice of the most appropriate methods, materials and assessment practices.

Within the program, with few exceptions, the formulation of all aspects of the unit, from determining which standards will be addressed, to the essential questions that will be answered, as well as the particular activities and readings that will be included should be based on / informed by and support the content that is being taught in your Clinical Teacher's classroom during your residency internship, as well as the CT's Teacher Effectiveness goals.

As with individual lesson plans, there is no single planning format that is appropriate for all levels, settings, content areas or topics. Basic elements of instruction that should be reflected in any strong unit

plan are the same as at the lesson level: what will be taught, how students will demonstrate their learning, the interactions between the teacher and students, the materials to be used, questions that might be posed and how differentiated instruction will ensure that all students can access, engage with and demonstrate what they are learning about the topic. In formulating your unit plans, it will be essential to articulate both what has preceded and what will follow in the learning sequence. In this process you will include some practical ways of determining students' background knowledge before the instruction and the progress they are making towards meeting the learning targets.

Program Level Assessments

The program level assessments transcend individual courses, assignments and residency internships. They occur at 3 points in the program, at the end of each semester or following the completion of the phases of the program as indicated by the courses completed.

End of Semester 1→Focus is on Essential Questions 1 & 2 and Anchor Experience 1 & 2
End of Semester 2→ Focus is on Essential Questions 1-4 and Anchor Experiences 2, 3, & 4
End of Program → Focus is on Essential Questions 1-4 and all Anchor Experiences

In the Program Level Assessments you will synthesize evidence from your coursework, in particular the anchor experiences and your residency internships to demonstrate your proficiency on the standards. The synthesis can take several forms including written reflections, oral discussions and the sharing of artifacts from your work. You will also be guided to develop a web presence to showcase your work, reflection & learning networks that help drive your ongoing development. The PLAs are conducted in small groups with faculty, K-12 partners & peer evaluation. The Program Level Assessment Rubrics can be found in the appendices.

In addition to the PLAs, you will also experience coherent assessment of your actual teaching practice throughout your residency-based internships that stretch across the program. ***Residency internship-based assessment*** focuses on the candidate's ability to synthesize and confidently implement the many complex elements of effective urban teaching practice. Residency internship performance is guided by and evaluated through a well-developed *Residency Internship Assessment Body of Evidence* that utilizes multiple evaluation and coaching tools to support and assess the development of complex urban teaching practices across the sequence of all residency internships. The tools include the TLIC Teaching Learning Inquiry Cycle (TLIC), the Quality Responsive Classroom (QRC) Observation & Coaching Protocol, and Professional Dispositions Assessment (PDA). For NxtGEN/STR students, the Denver Public Schools LEAP assessment is used in place of TLIC & QRC. These tools are used by teacher candidates as a means of self-assessment, as well as by site professors, site coordinators, and clinical teachers. In addition, the Student Perception Feedback tool is used to involve P-12 student voice in the overall body of evidence *(See section of Handbook on Residency Internship Assessment for more detailed information on all of these tools).*

Finally, all teacher candidates plan, teach, assess, and reflect on a Capstone Unit that is mediated and supported through the Capstone course and final residency internship . This major assessment used enables candidates to synthesize all their learning throughout the program to demonstrate that they can design and implement instruction that ensures student learning and success as well as their ability to monitor and analyze student learning to determine continual adjustments necessary in future planning.

The Role of Special Education in the Teacher Education Program

At the University of Colorado Denver, we place a high value on the collaborative working relationship between general and special education, so we offer our students the option of pursuing dual **endorsement** in both general education (elementary or secondary levels) and special education generalist. The first four courses of all three initial licensure programs are completed by teacher candidates enrolled in heterogeneous groups. This structure permits *all* teacher candidates to acquire a common knowledge base, and supports shared responsibility for all P-12 learners. We believe that

special education offers a set of supportive and complementary competencies that support all teachers to meet the needs of their students.

Philosophy of Special Education

Faculty in the Special Education program at the University of Colorado Denver emphasize the development of reflective practitioners through their commitment to embedding the supportive and complementary expertise of special education within general education. All Urban Community Teacher Education faculty, including those in General Education and Special Education, foster reflective inquiry about teaching and learning, as well as the development of the skills and dispositions necessary to work effectively in elementary and secondary classrooms. Program faculty strive to prepare graduates to meet the needs of an increasingly diverse population of students; and to participate productively in, and lead, school renewal by applying democratic principles in educational settings. In addition to these common values and beliefs, the conceptual framework developed by faculty in the Special Education program incorporate additional components that are specific to special education. These components include advocacy, targeted and intensive pedagogy, collaboration (both direct and indirect), linguistically and culturally responsive supports for literacy, as well as social and emotional development.

The Special Education conceptual framework addresses the complexity within our field while also emphasizing the values that we, as a faculty, share. Through performance based assessments, teacher candidates are challenged in each course and residency internship experience to translate these ideals into reality in schools through a variety of reflective experiences and activities. Reflection and inquiry provide an informed and integrated basis for advocating for all learners. Through this process, University of Colorado Denver teacher candidates develop the knowledge, skills and dispositions to:

- Integrate theory and practice;
- Guide students to construct their own knowledge;
- Understand the contextual nature of learning;
- Collaborate with students, teacher, administrators, parents, policy makers and the community at large; and
- Engage in meaningful inquiry endeavors.

Faculty in the University of Colorado Denver's School of Education and Human Development are committed to foster in the nation's youth the knowledge, skills, and dispositions necessary for effective participation in a social and political democracy; to ensure that the young have access to knowledge required for satisfying and responsible lives; to develop educators who nurture the learning and well-being of every student; and to ensure competence in, and commitment to, serving as stewards of schools. To achieve those lofty aims, individuals choosing the UCD's program will be expected to demonstrate knowledge and competencies in the following areas:

- *Cultural, Ethnic, Linguistic, Sexual, Age, Religious and Ability Differences.* We strongly believe in inclusive practices that honor diversity as we design and support differentiated and universally designed educational programs to meet the needs of all learners.
- *Creating Equitable Student Access to Learning Opportunities.* We are committed to ongoing improvements and enrichments that foster school equity for all learners.
- *Evidence-based Approaches.* We emphasize the collective research and development efforts that span best practices for learners with disabilities from direct instruction (systematic, teacher-led approach) to indirect instruction (learner strives to make meaning from environmental experiences).
- *Transition Planning for Life Long Learning.* Teachers learn to plan for transitions from preschool to kindergarten, elementary, middle, secondary, and eventually to adult life as they help learners develop self-advocacy skills.

- *Standards-based Curriculum.* Students are encouraged to reference the development of curriculum and instruction to the full range of Colorado Academic Standards and to skills that will generalize to the domains of community, family and vocation.
- *Positive Behavioral Interventions and Supports.* Students learn to implement proactive strategies that prevent behavioral challenges. Individualized and whole group planning focus on environmental accommodations as well as prevention strategies. Teacher candidates are also encouraged to teach developmentally appropriate pro-social skills.
- *Family-School Partnerships.* Interaction between family members and school personnel promotes family leadership in developing individualized educational plans
- *Ecological Approaches to Assessment.* Teachers determine student needs through assessments that acknowledge linguistic, cultural, ethnic and economic differences among learners, as well as intra-learner characteristics in cognitive, affective, communicative and physical domains.
- *Consultation and Collaboration Skills.* To work effectively with families, other educators, team members, paraprofessionals, and community agency representatives, special educators learn to function effectively as team members and collaborators.
- *Systematic, Data-Driven Instruction.* Decisions about how to teach are based on the careful and consistent assessment of instructional outcomes for individual learners. Refinements to the teaching and learning process are based on student performance.
- *Leadership for School Renewal.* We emphasize the responsibility of teacher candidates to uphold the principles of social justice and democracy as well as lead school renewal.

Rationale for Integrating General and Special Education

Our program philosophy was influenced by current developments in research in several fields including cognitive and developmental psychology, educational psychology, humanities, sociology, literacy, speech and language, medicine, early childhood education, counseling psychology, as well as general and special education. In addition, Special Education has a strong advocacy and legal foundation, which has shaped our history and current practices. Lastly, the professional standards developed by the Council for Exceptional Children, and those developed by the Colorado Department of Education served as guidelines for the development of our philosophy.

Our programs in Dual licensure and Initial Licensure as a Special Education Generalist reflect an orientation on the part of faculty members that there is more about assessment, curriculum and instruction that is common to students, than there is information or skills that are specific to a disability. Teacher candidates in the Special Education Generalist program complete an intensive plan of study that includes advanced courses in special education, as well as residency internship.

Coursework

The Teacher Education program is supports the development of both general educators and special educators simultaneously. It is our belief that in order to help teacher candidates develop the collaborative and broad-based skills necessary to meet the needs of ALL children, then we must prepare them in courses together so that they understand one another's strengths, needs, and perspectives. Thus some courses have general education prefixes (UEDU) while other courses have content-specific prefixes like SPED or CLDE.

The coursework in the program is designed to engage teacher candidates in critical learning and analysis of both theory and instructional methodology; theory allows candidates to build the solid foundational understanding necessary for them to make decisions regarding the selection, implementation and adaptation of instructional methods based on the ever-changing needs of their students. Because candidates are engaged in a sequence of residency internships throughout the program, then the theory and instructional methodology learned in courses can be immediately applied in clinical practice settings under the close guidance and coaching of university site professors, school-based site coordinators and

the clinical teacher whom with they co-teach. What results is an extremely effective model where theory informs practice and practice informs theory in a synergistic way as candidates gradually learn to become urban community teachers.

Course Substitutions: Students who wish to request that a required course be substituted because they have completed a similar course at another institution must receive written permission from both the course instructor and the student's advisor. If requirements are waived, credit does do not appear on your transcript and the total hour requirement for the degree or endorsement program must still be met. *(See Appendix)*

Residency Internships in the Professional Development Schools Pathway

(also see section on Professional Development Schools in the Handbook for more detailed information)

All Elementary, Secondary, Early Childhood and Special Education Teacher candidates engage in a series of residency internships from the beginning of the program to the end of the program. Elementary, Early Childhood, Secondary & Special Education candidates have 3 residency internships and dual General/Special Education candidates have 4 residency internships. Undergraduate candidates have already participated in additional early field experiences prior to professional year admission into the teacher education program to help them determine that urban teaching as a career was a good match for them. The residency internship sequences are clearly listed on the program plans available on the current student section of the website (www.ucdenver.edu/education). All residency internships take place in one of the CU Denver Professional Development Schools (PDSs). Residency internships are very closely aligned with coursework while the anchor experiences and residency internship assessments create a direct connection between learning in courses and performance in the residency internship. All teacher candidates will engage in the ***Residency Internship Professional Learning Day*** typically 2-4 weeks prior to beginning their first residency internship. This required experience allows you to meet with other candidates who will be at your school as well as the site professor and/or site coordinator. You will learn critical practices related to co-teaching, expectations for the residency internship, as well as understand the residency internship assessment processes that guide your experiences in the residency internship. This Professional Learning Day enables you to make a successful transition into the residency internship.

Residency Internship Graphic Overview in Professional Development Schools

Immersion Week(s) (All internships)	**1st 8 Weeks: Internship 1**	**2nd 8 Weeks: Internship 2**	**3rd 8 Weeks: Internship 3**	**4th 8 Weeks: Internship 3 (Cont.)**
Course Connection from prior semester: 4/5010, 4/5020	4/5931 (W/Th) *(Sec. Integrated Math: Th/F)*	4/5932 (W/Th) *(Sec. Integrated Math: Th/F)*	4/5933 (W,Th,F)	4/5933 (M-F)
	Concurrent Coursework: All TCs—SPED & Ped I Sec—Content Method & Literacy Elem-Literacy, Math, Science	**Concurrent Coursework:** All TCs—SPED & Ped I Sec—Content Meth & Content Lit. Elem-Literacy, Math, Science	**Concurrent Coursework:** All TCs—Ped Capstone Sec—Content Methods Elem- Math & Literacy	**Anchor Experiences:** -Family/Community Engagement -Unit Plan, Inst., & Assess
	Anchor Experiences: -Classroom Comm Plan in Action -Family/Community Engagement -Students as Learners -Lesson Plan, Inst., & Assess	**Anchor Experiences:** -Classroom Comm Plan in Action -Family & Community Engagement -Students as Learners -Lesson Plan, Inst., & Assess	**Anchor Experiences:** -Family/Community Engagement -Unit Plan, Inst., & Assess	

TC Focus:

- Understanding the community assets at the student, school and community levels.
- Observe & participate in semester "start up" & classroom community development

Coaching Focus:

- Student relationships
- Professional Dispositions
- Organization /Time Management

TC Focus:

- Observe and reflect on Tching/ Learning Cycle using the TLIC & QRC in CTs & others' classrooms
- Build relationships & rapport with/among students & CT
- Co-teach with focus on individual & small group as well as practice teaching parts of lessons

Coaching Focus:

- Interacting with students/relationship
- Teacher presence
- Taking initiative
- TC can identify and articulate teaching practice observed (TLIC & QRC)
- Prof Disp/ Org /Time Mgmt

TC Focus:

- Continue individual & small group teaching
- Observe CT then implement later/next day with CT lessons
- Co-plan and co-teach lessons with CT's plans
- Plan and teach lessons specific from UCD courses with CTs feedback

Coaching Focus:

- Highly engaged student interactions/relationship
- Teacher presence
- Beginning classroom management strategies
- Initial full lesson planning and implementation using CREDE Standards
- Identifying connections between teaching & student learning
- Using select QRC domains
- Prof Disp/ Org/Time Mgmt

TC Focus:

- Observe, learn & do administrative tasks
- High level of involvement with CT in all classes
- Co-teach and co-plan with CT regularly
- Decide on Unit Plan: what and when
- Decide on timing of Lead Teaching (2-5 weeks)
- Build up to lead Teaching & Unit Implementation

Coaching Focus:

- Highly engaged student interactions/relationships
- Teacher presence
- Basic classroom management strategies
- Intentional planning for student learning using CREDE & reflection to begin adjusting to meet needs of students
- Using full QRC
- Prof Disp/ Org/Time Mgmt

TC Focus:

- Implement Unit
- Lead Teaching (2-5 weeks) with intentional planning for CT to co-teach with you at times to meet student needs
- Intense focus on Teaching/Learning Inquiry Cycle (TLIC & QRC)

Coaching Focus:

- Highly engaged student interactions/relationship
- Effective/Efficient classroom mgmt
- Intentional planning for student learning using CREDE
- Using full QRC
- Analyzing connections between teaching & student learning and making adjustments
- Collab. w/ colleagues, families, & community
- Prof Disp/ Org/ Time Mgmt

Residency internships provide teacher candidates with the opportunity to truly "live the life of a teacher" while learning to assume gradual responsibility for all aspects of being a highly effective urban teacher. This experience is so crucial to teacher candidate learning and development that residency internships begin even before the university semester with teacher candidates following their PDS school district calendar, working at their PDS 1-2 full weeks (these are called "immersion weeks") before university classes start and often extend beyond the university semester. It is critical that teacher candidates capitalize on every opportunity to be immersed in the authentic world of teaching. The term "school residency internship" was selected to signal a different model of teacher preparation from traditional models like "student teaching", one that not only prepares teacher candidates to teach students well in a classroom but also prepares them to engage in collaborative efforts with adults and youth in the school and community, especially in school improvement or renewal. For this reason, TC's will spend their time within school residency internships in classrooms, in the school, and in the school's community, seeking continuously to develop teaching skills in the broadest sense of the word "teacher."

During residency internships, teacher candidates gradually move from participatory observation to full assumption of the complex practices of an urban teacher. Specific "gradual release of responsibility charts", designed for use by the TC, the clinical teacher, and the site team, support and help to guide the candidate's journey week by week throughout the residency internships. By the end of the residency internship sequence, TCs are expected to have developed independence in implementing these practices and to have achieved proficiency on all course-based assignments and UCTE program assessments. It is each TCs responsibility to utilize the opportunities provided in the school residency internships to the fullest in order to be able to assume responsibility and to meet the standards embodied in the performance-based assignments and program assessments. Throughout the residency internships TC's will be involved in self-assessments and discussions with their site team (Clinical Teachers, Site Coordinator, and Site Professor) about their developing skills. At the completion of each residency internship, TCs along with their site team assess the TC's performance using the tools of the residency Internship Assessment Body of Evidence and subsequently develop goals to guide future residency internship experiences.

Colorado requires a minimum of 800 hours over the course of a teacher preparation program. **The PDS site team will determine the actual "calendar" and contact days/hours the teacher candidates at that school are required to attend based on the district calendar. Remember, your residency internship experience is not about counting hours, but living the life of a teacher and most teacher candidates exceed the 800 minimum hour state requirement. Each school's calendar for teacher candidates may be slightly different based on the unique needs and varying context of the school site and district.**

Residency Internships Outside of PDSs for Special Education Candidates

For Special Education Teacher Candidates who are seeking the Added Endorsement and are already employed as a classroom teacher or Special Education Teacher Candidates on Temporary Teaching Eligibilities, residency internships will be designed in consultation with your Special Education Faculty Advisor.

It is crucial that every TC complete an residency internship at both the primary and secondary levels because of the K-12 nature of the license. Additionally, we require residency internship students to reflect on and rank their personal and professional goals and to submit those in writing prior to their residency internship(s). We encourage them to share these goals with their mentors/supervisors at the start of the internship. To ensure communication and consistency between the university and individual school sites, students are required to secure and submit approval for their residency internship work. *(See Appendix.)*

In-classroom, supervision is a shared responsibility between the University of Colorado Denver program faculty and the school district. In-class supervisors must be knowledgeable about the program goals and course requirements, be proficient in evaluating performance requirements, and will be invited to participate in clinical faculty meetings and encouraged to utilize electronic support system for the programs. Comprehensive syllabi documentation articulates coaching requirements. "In classroom supervision" will typically consist of 2 to 3 visits by university faculty per semester in addition to internal mentoring provided by the school. Additional summer residency internship opportunities will be available. Those opportunities are limited to one local Denver metropolitan school district, hence, on-the job residency internships are not allowed in the summer.

Given that all teacher candidates in the special education endorsement programs must develop and demonstrate skills in working with students of varying age and grade levels, different residency internship experiences will be designed individually with your advisor. Opportunities to complete an alternative residency internship experience are available to TCs working full-time in year-round programs and for those working in private or residential facilities to ensure that at least one experience is in the public school setting. *(See Appendix.)*

Cohort Model

The program utilizes a cohort model to support teacher candidate learning throughout the program. We name our cohorts after "Colorado 14ers" as the journey to become an excellent urban teacher is very similar to climbing a 14,000 foot mountain; it's rigorous, filled with twists and turns, highs and lows, but in the end is nothing short of an extraordinary accomplishment. To be successful on that journey, it is necessary to have the support and companionship of your peers as well as university and PDS faculty and staff guiding you along the way. You will also learn from the wisdom of those teacher candidates who have come before you as you will be in smaller learning cohorts with a mixed group of teacher candidates at your PDS site. In all of this, your ability to be organized, a self-starter, resilient, and to develop an inquiry stance as a true learner in every aspect of your work are qualities we looked for when you were selected and they will continue to be qualities that we coach you on as you develop throughout the program. Because the cohort model is so essential to your learning, once you are admitted into your cohort, you stay with that cohort through all of your classes across the program and *we are unable to accommodate requests for a change in your cohort unless you plan to defer or alter your program plan*. Please recognize that the logistics of organizing multiple courses and faculty for each cohort every semester are astronomical as we have as many as 8-10 cohorts running at any one time.

Content Licensure Exam Policy (PLACE or PRAXIS)

By Colorado State mandate, teacher candidates must pass the content exam appropriate to the license being sought before being allowed to engage in the final semester of residency internships **(UEDU 4/5933, SPED 4/5933, ECED 4933). If the teacher candidate has not passed the appropriate content exam(s) AND submitted passing scores prior to their final semester of residency internships, the candidate will have to delay his/her final semester of residency internships and connected courses until the exam has been passed.**

If you start your program in summer**,** you would need to take and pass the Praxis/PLACE exams **before December 1 of that year.** If you start your program in fall**,** you would need to take and pass the Praxis/PLACE exams **before May 1 of the following year.** Some licensure areas like Special Education Generalist and our Dual elementary and secondary program that combine a general education license with a special education endorsement must pass multiple exams so candidates will need to plan ahead.

Please be aware that the exams are only offered a certain number of times per year and require advance registration. Also be aware that it typically takes 4-6 weeks to receive the results. Also in cases where one must retake the exam, there is a waiting period before reregistering. In Colorado, teacher candidates have a choice between the National Subject Exam Praxis or Colorado PLACE exam (PLACE only up through May 1, 2017). After this date PLACE will be discontinued.

Both exams cover the same content, use the same format (multiple choice) and allow retakes but there are differences. The Praxis is a national online exam and MAY be accepted in other states if you plan to move from Colorado to teach elsewhere (always check with the state department of education where you are considering moving). The Praxis only allows 2 hours to complete the exam. The PLACE is an exam only for Colorado educators but it allows 4 hours to complete the exam. Information about the PLACE test can be found at http://www.place.nesinc.com/. For more information about the PRAXIS, study guides, tests at a glance, and correct exam registration: http://www.cde.state.co.us/cdeprof/Licensure_PRAXIS_info.asp .

You should also keep an electronic copies of the exam scores to share with our internship placement office once admitted, for application for your state license, and to also share with hiring authorities. If you have questions about which exam to take for your content, please contact the academic advisor.

Preparing for Success in On-Line & Hybrid Learning Environments

The Teacher Education program utilizes innovative online and hybrid learning environments in many of the courses. When taking online/hybrid courses, please consider the following characteristics of the successful on-line student:

- Self-directed, independent learner.
- Does not need face to face contact (with either the professor or peers) for success.
- Reads and comprehends written instructions well.
- Consistently demonstrates the ability to advocate for self whenever there is a question, concern or frustration.
- Strong long range planning skills.
- Effective time management skills.
- Does not procrastinate.
- Committed to reading the materials without the weekly accountability of an on-campus class.
- Competent skill level with computer technology – or willing to seek out sources of information to learn.
- Has consistent, dependable access to computer with on-line capability.

As with any university course, the time expectation for outside work is two hours for every hour spent in class. In a traditional on-campus 3 credit course the student attends a three hour class once per week and then is expected to spend at least six hours (2 hours for each of those 3 hours in class) working on assignments and other course-related activities. An online class has similar expectations. Students in the on-line course (or portion of the course that is hybrid) have interactive online learning activities to take the place of the three hours spent in class. The major assignments are the same. For a 3 credit on-line class, you should expect to spend approximately nine hours per week. In other words, the expectations for time for the online section are the same (it just looks a bit different). Please note for every special education course that is offered in an online format it is also offered in a traditional face-to-face format.

LiveText

The School of Education and Human Development uses an assessment system called LiveText that includes student development of an electronic portfolio and electronic performance-based assessments, which are being widely used across the country by professional programs. Details on how SEHD students obtain their subscription as well as important training workshops and other resources are available on the SEHD assessment website at: http://sehdassessment.ucdenver.edu. Student will use their LiveText accounts to upload assessments that show student progress through their program. This account also provides students with the opportunity to build a portfolio which can be used for annual reviews as well as the proposal defenses and dissertation reviews. All Teacher Candidates must have their subscription activated by the time they are in the second course of the program (CLDE 4/5020).

Support & Advising

There are many people supporting teacher candidates in the Teacher Education program. Here is a brief overview.

AT THE UNIVERSITY	AT THE PDS
▪ **Teacher Education Coordinator & Academic Advisor**—located in the SEHD Academic Services Center, the Coordinator/Academic Advisor supports you throughout the program from admissions through licensure including any questions about courses/course plan changes, prerequisites, taking the PLACE/PRAXIS Exam as well as most any paperwork needed throughout the program, including completing your licensure application.	▪ **University Site Professor (SP)**—a university faculty member will spend one full day per week (typically Thursdays) at the Professional Development School coaching teacher candidates, working with practicing teachers, engaging in curriculum renewal and inquiry at the school. The site professor also serves as a professional advisor to the teacher candidate to help TCs make sense of what they are learning at the university and applying it at the school setting as well as helping the TC with career skills such as interviewing tips, etc.
▪ **Placement Coordinator**—located in the SEHD Academic Services Center, the Placement Coordinator provides you with all information needed regarding your Professional Development School placement and registration information for internships. ▪ **MA Option Academic Advisors**—located in the SEHD Academic Services Center, Academic Advisors are available to help you make the transition from the program into your selected MA Option (see section on MA Options in this handbook). It's essential that you check with the Academic Advisor for your MA Option before considering signing up for any course in the MA Option. ▪ **Faculty**—our award-winning faculty are committed to preparing only the best new teachers to fulfill our mission of creating teacher leaders for urban and diverse classrooms. All faculty have significant experience in real-world classrooms either as site professors, researchers, and even as current K-12 educators themselves. ▪ **Program Cohort**—you will be admitted into a program cohort with 25-30 of your teacher candidate (TC) peers with whom you will complete the program courses.	▪ **Site Coordinator (SC)**—a master teacher and/or instructional coach who is employed by the school works collaboratively with the university site professor to not only coach and support teacher candidates, but also support the ongoing development of practicing teachers in the school. ▪ **Clinical Teacher (CT)**—practicing teachers in the Professional Development School serve as clinical teachers who mentor and support teacher candidates as TCs work and co-teach side by side with clinical teachers in their classrooms. ▪ **Principal**—the principal of the Professional Development School is committed to the goals of the partnership to create a school that embraces and welcomes teacher candidates and also supports practicing teachers to renew their curricular and instructional practice and engages everyone in the school in ongoing inquiry about best practices. ▪ **PDS Cohort**—8-12 teacher candidates (TCs) are placed at a Professional Development School each semester. This cohort represents TCs just beginning the program to those who are finishing the program to create a peer-support system that enables teacher candidates to learn from one another in collaborative learning communities.

Conflict Resolution Protocol

Teaching & learning are collaborative endeavors. Just as any close relationship requires excellent communication and problem-solving skills, so do professional relationships. **Every teacher candidate will inevitably encounter conflict during their preparation and should expect to encounter conflict in their professional teaching career**. Having the skills and the experience to successfully navigate conflict are an essential part of teacher preparation. We coach TCs to apply "guiding principles" to a helpful "conflict resolution process" that starts with analyzing/defining the problem considering potential solutions and their affects and then deciding on a practical action. The flowchart on the following page can be an extremely useful tool to help you navigate this process; it displays an actual example relating to an instructor issue. A blank flowchart is provided for you to copy & use when needed *(See Appendix).*

The **principles** underlying conflict resolution are:

1. We filter our experiences through our personal lenses. Your standards or norms may be different from the other person, resulting in your perception of a problem.
2. Those who are in the situation can usually best solve the problem, not someone outside of the situation. If at all possible, talk to the person that you perceive to be a part of the problem, rather than to others. If needed, first speak to the academic advisor who can coach you around language & ways to interact with the person.
3. Most problems are best solved when addressed as soon as possible. Problems that fester are harder to solve. Consider setting up a private meeting that works well for both of you.
4. Most people act and talk with good intentions. Try to understand what the other person's intentions might have been and/or assume that they may have been positive even if you didn't perceive them that way. However part of problem solving includes analyzing whether intentions matched the action perceived by the other person.
5. In approaching another person about a problem, it is usually helpful to be prepared to suggest *several* possible resolutions. In fact, your first idea may not always be the most satisfying to everyone involved.
6. We all have a tendency to assume that the other person involved in problem solving with us has not listened when they do not agree with us. Although this is possible, it is not necessarily the case. When you feel that you haven't been listened to, ask the other person to summarize what they have heard you say. You may find that the person has listened but simply doesn't agree.
7. Practice confidentiality! Resist the urge to share the issue with others not involved in the problem, including those in your university class or your PDS peers. Please know, though, that university faculty, PDS site teams, and the academic advisor are helpful mentors and "sounding boards"… they are always willing to help you navigate conflict by coaching you with this protocol!
8. Avoid the tendency to make generalities regarding the situation (i.e." everyone in our class feels this way"; "all of these students think and act alike").
9. When problems are well defined, resolutions follow more easily. To help define the problem consider the following process:
    - Suspend judgment.
    - Define the problem for yourself as clearly as you can at the point where you recognize that something is bothering you.
    - Consider who/what is contributing to the problem. Consider your role in this issue.
    - What is within your control and others' control regarding the problem? If the problem is outside of yours and others' control, practice acceptance.
    - What do you suppose the other person's interpretation of the problem is? Put yourself in the other person's shoes.
    - Now restate the problem. Are you ready to present the problem to those involved now?

WORK THROUGH A PROBLEM USING THIS **FLOWCHART**

DEFINE PROBLEM HERE:	**ANALYZE THE PROBLEM**
I don't like my Sociology instructor	*We have different styles and personality types—I'm not comfortable working in groups and being vocal.* *I'm not interested in being there, and my grades are suffering from my lack of motivation.*

Use boxes below to list possible solutions:

POTENTIAL POSITIVE EFFECTS	**SOLUTION #1**	**POTENTIAL NEGATIVE EFFECTS**
List for each solution: *Don't have to deal with that instructor* *Less stress*	*Drop the course.*	List for each solution: *Grade gets entered on my transcript* *I'll have to take the course eventually; it's required for my major*
Getting credit for the course *Feeling like I've honored a commitment*	**SOLUTION #2** *Put up with it until the end of the semester*	*Stress every time I'm there* *Lowered motivation* *Probably not such a good final grade*
A chance to express myself *Could get good advice* *An opportunity to ask direct questions of the instructor*	**SOLUTION #3** *Schedule meetings with advisor and instructor*	*Have to face instructor one-on-one* *Might just make things worse*

Now choose the solution you think is best — circle it and make it happen.

ACTUAL POSITIVE EFFECTS	**PRACTICAL ACTION**	**ACTUAL NEGATIVE EFFECTS**
Got some helpful advice from advisor *Talking in person with the instructor actually promoted a fairly honest discussion* *I won't have to take the course again.*	*I scheduled and attended meetings with both advisor and instructor and opted to stick with the course.*	*Still have to put up with some group work* *I still don't know how much learning I'll retain from this course*

FINAL EVALUATION: Was it a good or bad solution?

The solution has improved things. I'll finish the course, and I got the chance to fulfill some class responsibilities on my own or with one partner. I feel more understood and more willing to put my time into the course.

Source: Based on heuristic created by Frank T. Lyman Jr. and George Eley, 1985.

Support Plan Protocol Concerning Teacher Candidate Performance

The Support Plan Protocol provides a collaborative multi-tiered approach to supporting the development of teacher candidates who may be struggling to develop the knowledge, skills, and dispositions necessary to be an effective urban teacher. Organized around four levels of intervention, each level describes the processes by which university and school-based faculty collaborate with the teacher candidate to improve the TC's performance in the program, or when necessary counsel a candidate into a career pathway better suited to their strengths. The levels are described below. Support Plan and Action Plan forms are separate documents.

Level I: Proactive Embedded Support

The Teacher Education program has embedded multiple proactive measures within the program to create a supportive environment for Teacher Candidates (TCs) to develop the knowledge, skills and dispositions necessary to be an effective urban teacher including:

- high admission standards
- professional education course sequence aligned closely with internship experiences
- documented early formal and informal coaching from site professors, site coordinators, and clinical teachers during internships
- clear expectations and frequent feedback from course instructors; and
- problem-solving protocols for individuals to try and address early concerns.

Level II: Inquiry Phase (Optional)

If a TC is struggling to further develop the professional knowledge, skills, and dispositions necessary for effective teaching despite the proactive embedded support provided, the site professor, site coordinator, or university instructor can initiate an **inquiry** to gain insight and feedback from other instructors or Professional Development School individuals who are currently supporting the TC. This is done in effort to better understand the TC's performance. This model is reflective of similar processes in P-12 schools (e.g. Student Study Team; Child Support Team, etc.) as they work collaboratively to problem-solve and meet the needs of students.

1. E-mail the name of the student and a brief professional objective description of your concern to the Teacher Education Coordinator and cc the Office of Partnerships Director, if a field based issue.

2. Teacher Education Coordinator will log the inquiry and then forward the concern to all other instructors and/or Professional Development School site team members supporting the teacher candidate that semester.

3. All individuals who respond do a "reply all" so that the Teacher Education Coordinator can again log inquiry responses to the student file.

The feedback and insight gained from the inquiry phase may resolve the concern and result in different embedded support measures or it can provide data to help develop a Teacher Education Support Plan (next phase).

Level III: Collaboratively Develop Support Plan

If a TC is still struggling, a **Support Plan** will be collaboratively developed with the TC and the appropriate university and or Professional Development School individuals using the program form. A

signed copy (either hard copy or affirmed via email) should be given to all individuals involved as well as emailed to the Teacher Education Coordinator to be logged into the TC's file.

Typically, the Support Plan phase should be initiated no later than mid-course or mid-internship. An email will go out to all site teams and faculty in mid fall and spring from the Teacher Education Coordinator as a reminder if there are any issues to start a Support Plan immediately.

After evaluating the **Support Plan** based on the timelines identified in the plan, the following outcomes and actions can be taken:

1. ***Teacher Candidate Successfully Completes Student Support Plan***. The teacher candidate continues on with the program with the expectation that the areas identified for improvement while on the plan are sustained.

2. ***Teacher Candidate Does Not Successfully Complete Student Support Plan.*** The teacher candidate will be placed on a Professional Action Plan. Failure to successfully complete a Professional Action Plan could result in dismissal from the program.

The faculty or site team involved in evaluating the plan will provide an update to the Teacher Education Coordinator and Office of Partnerships Director regarding the outcome so it can be logged in the TC's file.

If a Support Plan is developed at the end of one internship and the student will be changing schools, a copy will be emailed to the new PDS site team as well as instructors as needed.

Level IV: Collaboratively Develop Professional Action Plan

If a TC is still struggling after implementation of a Support Plan, or if the initial performance concerns warrant it based on the level of concern or if a TC is very close to the end of their program, a **Professional Action Plan** will be collaboratively developed with the TC and the appropriate university and or Professional Development School individuals and the Teacher Education Coordinator using the program form. A Professional Action Plan may also be used in the case of an abbreviated extended final internship.

A signed copy (either hard copy or affirmed via email) should be given to all individuals involved as well as emailed to the Teacher Education Coordinator to be logged into the TC's file.

If an Action Plan is developed at the end of one internship and the student will be changing schools to begin the next internship, a copy will be emailed to the new PDS site team as well as instructors as needed

.

Level V: Professional Action Plan Review & Program Continuation Decision

After evaluating the Professional Action Plan based on the timelines identified in the plan, the following outcomes and actions can be taken:

1. ***Teacher Candidate Successfully Completes Action Plan***
   E-mail the Teacher Education Coordinator and the Director of Partnerships, if applicable. The

teacher candidate continues on with the program with the expectation that the areas identified for improvement while on the plan are sustained.

2. ***Teacher Candidate Does Not Successfully Complete Professional Action Plan***
   E-mail the Teacher Education Coordinator and Director of Partnerships to review the student's progress towards meeting the action plan.

   a. If significant progress is being made towards the areas of focus on the plan and the expectations of the course/internship, the Teacher Education Coordinator and university/Professional Development School individuals can decide to extend and/or revise the Professional Action Plan in collaboration with the teacher candidate and other appropriate individuals. This may include giving the teacher candidate an incomplete in the course/internship with extended time in the program. The decision and the Revised Professional Action Plan should be signed (hard copy or email confirmation) and copies made for all parties, including e-mailing signed copy to the Teacher Education Coordinator.

   b. If significant progress is not being made towards the areas of focus on the plan and the expectations of the course/internship, demonstrating a widening gap in the teacher candidate's ability to develop the necessary knowledge, skills, and dispositions of a licensed teacher, the teacher candidate will be dismissed from the program. The teacher candidate has the right to appeal this decision through the School of Education and Human Development Academic Appeals Committee. If the teacher candidate decides to appeal, he or she will not be able to continue in program coursework or internships pending the outcome of the appeal. For appeal information, the teacher candidate should contact the Academic Services Center. Any teacher candidate dismissed from the program will not be able to return to the program or reapply to the program at a later date; this also applies to any student who appeals the decision and is denied.

Teacher Education Policies and Legal Issues

Grading Policy

All teacher candidates are required to earn a **"B-" grade or above in all required courses and residency internships** within the licensure program. Any Teacher Candidate that receives a grade below a "B-" will be asked to repeat the course or internship as well as be put on a professional action plan Also, an Incomplete may only be given in extreme circumstances and the teacher candidate must have completed at least 75% of the work. An Incomplete Form must be filled out and signed by both the instructor and student and submitted to the Academic Services Center. *(See Appendix.)*

Deferral Process

You may defer up to one year from the time you are admitted to the program if major complications arise that do not allow you to begin for the timeframe you applied. Please be advised that we cannot guarantee the same program pathways will be in place nor guarantee any offers of funding. After one year, you will need to submit a new application. If you wish to defer, you must submit an Admissions Deferral Form by April 1 for a Summer program start and July 1 for a Fall program start.

Admit paperwork **IS** required by the admission paperwork deadline listed above to hold your deferred status. You will be invited via email to New Student and Cohort Orientations for your appropriate deferred term. For this reason, it is important that you are checking this email address.

PLACE/PRAXIS Content Exam Policy

By Colorado State mandate, teacher candidates must pass the content exam appropriate to the license being sought before being allowed to engage in the final semester of residency internships **(UEDU 4/5933, SPED 4/5933, ECED 4933). If the teacher candidate has not passed the appropriate content exam(s) AND submitted passing scores prior to their final semester of residency internships, the candidate will have to delay his/her final semester of residency internships and connected courses until the exam has been passed.**

If you start your program in summer**,** you would need to take and pass the Praxis/PLACE exams **before December 1 of that year.** If you start your program in fall**,** you would need to take and pass the Praxis/PLACE exams **before May 1 of the following year.** Some licensure areas like Special Education Generalist and our Dual elementary and secondary program that combine a general education license with a special education endorsement must pass multiple exams so candidates will need to plan ahead.

Please be aware that the exams are only offered a certain number of times per year and require advance registration. Also be aware that it typically takes 4-6 weeks to receive the results. Also in cases where one must retake the exam, there is a waiting period before reregistering. In Colorado, teacher candidates have a choice between the National Subject Exam Praxis or Colorado PLACE exam (PLACE only up through May 1, 2017). After this date PLACE will be discontinued.

Both exams cover the same content, use the same format (multiple choice) and allow retakes but there are differences. The Praxis is a national online exam and MAY be accepted in other states if you plan to move from Colorado to teach elsewhere (always check with the state department of education where you are considering moving). The Praxis only allows 2 hours to complete the exam. The PLACE is an exam only for Colorado educators but it allows 4 hours to complete the exam. Information about the PLACE test can be found at http://www.place.nesinc.com/. For more information about the PRAXIS, study guides, tests at a glance, and correct exam registration: http://www.cde.state.co.us/cdeprof/Licensure_PRAXIS_info.asp .

You should also keep an electronic copies of the exam scores to share with our internship placement office once admitted, for application for your state license, and to also share with hiring authorities. If you have questions about which exam to take for your content, please contact the academic advisor.

Residency Internship Placements in the UCD Professional Development School Network

Because of the research-based design of the Teacher Education program to build significant collaborative relationships with K-12 schools to prepare teacher candidates, all Teacher Candidates will complete their internship in a CU Denver Professional Development School. Professional Development Schools are selected based on their commitment to wanting to work with the university and support teacher candidates. The university devotes significant time and resources in developing supports and a close working relationship with the district, principal, and practicing teachers in each of the Professional Development Schools in order to benefit teacher candidates. These schools know the reputation and structure of our program and they want to be part of the exciting work thus they welcome teacher candidates to support their development as future teacher leaders.

Teacher candidates may not choose their placements for their internships as placements are determined based on the need of each Professional Development School and the availability of qualified clinical teachers. Although we recognize the challenges associated with transportation and commuting in a large metropolitan region as university and K-12 faculty alike deal with these challenges on a daily basis, we cannot guarantee that your Professional Development School will be only 10-15 minutes from where you live. We have a commitment to working with urban and diverse schools, so the majority of our Professional Development Schools are in the central and northern part of the metro region.

Placement of Teacher Candidates is one of the most difficult logistical feats we do. Placements are based on the needs of schools and the number of clinical teachers available. This often changes from semester to semester and year to year. Most of our Professional Development Schools are in the central

and northern part of the city because of our dedication to urban, diverse schools. We are always negotiating with school districts to maintain the schools we have and start new ones when appropriate. Last minute placements are not unusual and we take great care to make sure that every Teacher Candidate is in a supportive environment.

In very rare instances a teacher candidate may be placed outside of the UCD Professional Development School Network if every effort to place the candidate inside the network has been exhausted or if the teacher candidate has been hired full-time in a school prior to completion of the program based on collaborative decision between the school, Director of Office of Partnerships, and other university faculty (see in your own classroom policy). If this placement should happen, the Director of Office of Partnerships will coordinate the placement between the school and the teacher candidate and the teacher candidate may have to enroll in a different series of internship courses that will enable the university to provide a site supervisor to coach and evaluate the teacher candidate's performance.

Required Time in Your Residency Internship

All Teacher Candidates follow the school district calendar for their internships. The site team at each school work collaboratively with school leadership and the teachers to determine the start and finish dates for each semester at their school. You will also be expected to follow the teacher contract hours before and after school as well as allowing for enough time for extended planning time with your clinical teacher which may go beyond the regular school hours.

It is critical that your personal plans DO NOT conflict with your expected time in your residency internship. Our schools, and ultimately your students are depending on you to be there. This includes vacations, weddings, doctor's appointments, and other personal needs. In general, you should expect to begin internships at the beginning of August and January each semester and at a minimum continue in internships through the end of finals week at the university, although some school district calendars extend beyond finals week.

Residency Internships in a Professional Development School with a Relative

Teacher Candidates may not do internships in schools where a relative is employed or where a relative is a student. Teacher Candidates are responsible for advising the Placement Coordinator who assigned your internship if this has inadvertently happened.

In Your Own Classroom Policy

From time-to-time, our Professional Development Schools or districts may want to hire teacher candidates prior to completion of the licensure program. Teaching fulltime and completing coursework can be difficult. Taking a paid teaching position prior to licensure comes with challenges that are unique and demanding. University course work assignments and teaching responsibilities must be managed very carefully. Although Teacher Candidates will receive mentoring and support while teaching in their classroom, the amount and intensity will differ from that provided in our Professional Development School program. However, we also recognize that students need teachers and some Teacher Candidates may be ready for this challenge.

PRIOR to taking any position or the Professional Development School offering a position to the teacher candidate, the **Teacher Education Coordinator and the Director of the Office of Partnerships must be consulted** to ensure that not only the teacher candidate is considered ready for this opportunity, but also that state and national licensure policies will be met and the teacher candidate can be adequately supported by both the school and the university. Candidates offered teaching positions outside of our Professional Development school network will need to switch over to our alternative licensure program, ASPIRE.

Liability Issues and the Legal Status of Student Teachers

As part of the "Cooperative Teacher Education Act of 1973" (22-62-105. Authority and Status of Student Teachers), Colorado law states:

> Any student teacher, during the time that such student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the "Colorado Governmental Immunity Act", article 10 of title 24, C.R.S. The duties and responsibilities of the student teacher shall be determined by mutual agreement between the school district and the authorized representative of the college.
>
> The student teacher, during his field experience, shall be deemed an employee of the school district pursuant to the provisions of sections 81-2-2 and 81-2-7, C.R.S. 1963, for the purpose of workmen's compensation and liability insurance as provided for other district employees.

The legal status of Teacher Candidates in the first three school internships is unclear because it is not specifically addressed by the above legislation. In view of this, it is important that Teacher Candidates in the first three internships have a licensed/certified teacher in their classroom or at close proximity within the building at all times or become a state authorized substitute teacher. A three-year substitute authorization requires a college degree, security clearance, and an application fee. Applications are available as part of the licensure packet from the Colorado Department of Education (www.cde.state.co.us) or may be picked up in the Academic Services Center Office. The extent of liability coverage for public employees in Colorado is $150,000 per incident or $400,000 for multiple incidents. Students involved with "student teaching" are covered for alleged negligence, provided the accused was acting within the scope of his or her duties as prescribed by the university or the school at the time of the incident.

Governmental coverage is the student teacher's primary source. In addition, the University of Colorado has its own general liability insurance coverage ($1,000,000 per occurrence or $2,000,000 for aggregate occurrences) that would come into play after governmental coverage is exhausted.

It should be emphasized that each Teacher Candidate is responsible for his/her own acts unless it can be proved that university or public school personnel are materially negligent in defining and supervising the student teacher's school activities. Neither state nor university insurance provides liability protection for intentional acts such as striking a student, sexual abuse, etc. Clinical Teachers could also be deemed negligent in defining and supervising the Teacher Candidate's school activities.

Students desiring their own liability coverage should check with a private insurance agent. The Colorado Education Association (CEA) offers $1,000,000 liability coverage with their student membership. Dues for student members are very reasonable and can be located on the CEA website: www.coloradoea.org. Again, no insurance protects students for intentional acts (e.g., involving physical, sexual, psychological abuse). Punitive damages may also be awarded in such cases, also not covered by insurance.

Transportation Liability Coverage: Automobile liability coverage follows the vehicle. Teacher Candidates driving their own cars are financially responsible for property damage or injury to others that they may cause by negligent driving. The individual's personal insurance is the primary coverage. After this is exhausted, the university policy would provide additional coverage, if required.

Absences from School Internships

Attendance during internships, including timeliness of arrival and departure, is a strong indication of professional behavior and commitment. Consider the internships an important teaching job in which you act in ways that you would hope that teachers of your own children would act. The number of absences, late arrivals, and early departures, the reasons for them, and the manner in which these are handled affect recommendations written by school and university staff as well as internship grades. Teacher Candidates will be in their assigned school on the days and times scheduled by the Professional Development School and at a minimum must observe the hours established for teachers in the building. An absence will be counted anytime a Teacher Candidate misses a partial or full day. Partial and full day absences are governed by this policy.

Teacher Candidates who are absent during internships (or who substitute in the Professional Development School on a regular internship day; see below) may make up the time on other days of the week when they are not already scheduled for internships or university coursework (usually Fridays). Teacher Candidates who are absent during the final internship will make up the missed days on days arranged with the Site Coordinator and Site Professor. At a minimum on make-up days, the Teacher Candidate will engage in the activities that are outlined for the specific internships. More responsibility may be required, depending on the number and timing of absences. A Teacher Candidate who is absent is responsible for notifying the Clinical Teacher, site professor, and/or Site Coordinator as appropriate (phone call and/or e-mail) as well as notifying the school secretary and/or clinical teacher, providing them with as much advance warning as possible under the circumstances. Make sure that you clarify what the expected protocol for notification is at your PDS site.

In the event of an illness or emergency, it is the Teacher Candidate's responsibility to notify the school site team personally (or, if necessary, leave a message with the school secretary) BEFORE the beginning of the school day. (At a minimum, leave an e-mail or voice mail message for the professor at the university.) No later than one week following an absence, the Teacher Candidate completes a written agreement, obtains the signature of the Clinical Teacher, and gives the form to the Site Professor or Site Coordinator for the final signature and the school's records. (The "Agreement to Make Up Absences" form found in the Handbook Appendices will be used for this purpose)

On occasion, it may be necessary for Teacher Candidates to seek approval for pre-planned absences, especially for major events such as weddings, funerals, or religious holidays not observed by the schools. In such cases, prior to the absence, the Teacher Candidate is responsible for getting a written agreement from the school's Site Professor or Site Coordinator and Clinical Teacher (in that order) describing how and when the absence will be made up. Absences will not be agreed to in order to allow the Teacher Candidate to complete university coursework, to work, to substitute for pay, to attend appointments, and the like during school internship time. If a Teacher Candidate requires an extended leave from a school internship due to unforeseen circumstances, s/he must make arrangements with the school's Site Coordinator and Site Professor to make up the time. Depending on circumstances and timing, this may require a delay in completion of a school internship, even extending into another semester or school year.

All "Agreement to Make Up Absences" forms should be kept on file by the school's Site Coordinator. If the total number of absences exceeds five days, the Teacher Candidate may be required to repeat the internship. Incompletes will only be given in cases where the number of absences was due to a medical problem or a major event seriously affecting the Teacher Candidate's life.

Schedule Variation Policy for Internships

Teacher Candidates are expected to be in their school internship sites on the days and times scheduled for a minimum total of 800 hours at the end of the internship sequence (this does not include the 5th internship for dual candidates; the 5th internship is above and beyond the 800 hours as it results in a second license). Any variation in this schedule, no matter who initiates it, must be pre-approved in

writing by all parties involved. The "Variation in Agreement" form will be used for this purpose. The school's Site Professor or Site Coordinator will keep on file all "Variation in Agreement" forms (forms found in the Handbook Appendices)

Substitute Teacher Policy

Teacher Candidates are urged to obtain substitute licenses; the school's Site Coordinator will review the short-term and long-term advantages to this during the beginning of the teacher candidate's program. During the school year, some Professional Development Schools will establish systems to utilize Teacher Candidates as paid substitutes during internships under the following circumstances:

- Teacher Candidates may not substitute on partial or full days when they have university coursework that they would have to skip in order to substitute.
- If Teacher Candidates substitute for pay on days that are regular internship days at the request of the principal or Site Coordinator, they must make up those internship days. Completion of an "Agreement to Make Up Absences" form is required.

Substituting for Clinical Teachers Engaged in Professional Development

In Professional Development Schools, Teacher Candidates occasionally substitute for licensed teachers without pay on scheduled internship days so that the licensed teachers may participate in professional development activities, including peer coaching, the renewal of curriculum and instruction, and/or inquiry and research. Teacher Candidates substitute for licensed teachers who are participating in professional development activities under the following circumstances:

- The Teacher Candidate, Clinical Teacher, Site Coordinator, and Site Professor agree that the Teacher Candidate is ready to accept such responsibility;
- The Clinical Teacher makes teaching plans available in advance and ensures that the Teacher Candidate understands the plans;
- The Site Coordinator, another certified teacher, or an administrator is designated to be immediately available to the Teacher Candidate and the designated personnel check with the Teacher Candidate frequently during the day;
- As much as possible, the Teacher Candidate substitutes in classrooms where s/he knows the routines and the students.

Prerequisites for UEDU or SPED Final 4/5933 Internship

During UEDU 4/5933, screening is done of student's records in order to determine if s/he has met all the prerequisites. In particular, Teacher Candidates must have:

- Undergraduate Students--Completed ALL CLAS or EDHD and University Core course requirements associated with your degree. This includes very limited exceptions and must be made in advance in collaboration with the Teacher Education Coordinator and Undergraduate Academic Advisor (e.g. cancellation of a required course in CLAS).
- Graduate Students—Completed or concurrently enrolled in all prerequisite content courses identified during pre-requisite advising upon admission into the program
- Have transcripts on file for liberal arts courses completed at other institution(s).
- Successfully completed (not just taken) ALL courses in the Teacher Education Program that were to be taken prior to UEDU 4/5933 according to your course plan
- Successfully completed any incompletes in program courses
- Earned at least a B- in every licensure course and each of the prior school internships

Teacher Candidates who begin UEDU 4/5933 without having met these requirements will be administratively dropped from this final school internship.

Understanding Professional Development Schools & Residency Internships

Professional Development Schools

PDSs are innovative places of learning and teaching for everyone involved—teacher candidates, practicing teachers, university faculty, administrators, and most notably, P-12 students. They are designed around the notion of simultaneous renewal where schools and universities work in partnership to improve the quality of teacher preparation and at the same time improve the quality of teaching and learning in schools. All schools and districts involved in the CU Denver Professional Development School Network along with CU Denver share a ***common goal of improving P-12 student growth and achievement***; collectively we strive to achieve this common goal through the following four initiatives:

- high quality teacher preparation
- flexible, differentiated professional learning for practicing teachers
- research & innovation directed at the improvement of practice both in K-12 schools and teacher education; and
- simultaneous renewal of school and university systems

Professional Development Schools are often compared to teaching hospitals, which are also hybrid institutions created in the early twentieth century. As practicing professions, both teaching and medicine require a sound academic foundation and intense clinical preparation. The teaching hospital was designed to provide such clinical preparation for medical students and interns; Professional Development Schools serve the same function for Teacher Candidates and in-service faculty. Both settings provide support for professional learning in a real-world setting in which practice takes place.

CU Denver has one of the longest standing Professional Development School networks across the country and has been engaging in this model of teacher preparation since 1993. Based on current research, we know that by placing cohorts of Teacher Candidates in Professional Development Schools for long periods of time with support from a site professor, site coordinator, and clinical teacher, we produce Teacher Candidates that perform better than regularly prepared teachers, stay in the profession longer than regularly prepared teachers, and prepare experienced teachers that exhibit higher levels of teaching skills and go on to assume leadership at local, state and national levels in education. In addition, student achievement in Professional Development Schools often exceeds expectations as the culture of the school is one of constant improvement of teaching and learning. At the same time, we also know that there is no such thing as a "utopian" school environment where everything is perfect. All of our PDSs face the same complexities and challenges as other urban schools; when candidates see and face these similar challenges during teacher preparation while they have significant support from the university and school, they are far more prepared to handle those challenges in their own future classroom.

The Site Team

Who is the site professor (SP)?

The site professor is a university faculty member (can be full time or part time) who spends one full day per week (typically Thursdays) at the Professional Development School coaching teacher candidates, working with practicing teachers, engaging in curriculum renewal and inquiry at the school. The site professor also serves as a professional advisor to the teacher candidate to help TCs make sense of what they are learning at the university and applying it at the school setting as well as helping the TC with career skills such as interviewing tips, etc.

Who is the site coordinator (SC)?

The site coordinator is a master teacher and/or instructional coach who is employed by the school works collaboratively with the university site professor to not only coach and support teacher candidates, but also support the ongoing development of practicing teachers in the school.

Who is the clinical teacher (CT)?

The clinical teacher is a dynamic practicing teacher in the Professional Development School who mentors and supports teacher candidates as TCs work and co-teach side by side with clinical teachers in their classrooms. They are selected by the principal, site coordinator, and site professor. We do the best we can to make sure clinical teachers meet our TCs needs and provides a co-teaching experience that will help our TCs and students. Teacher candidates work with different clinical teachers over the course of their experiences as they journey through their internships in order to gain exposure to different teaching styles and age levels of students based on their area of licensure.

Residency Internship Timing & Placement

In order to truly "live the life of a teacher", candidates must spend extensive time in schools throughout the program, not only when students are there, but also when teachers are engaging in important work in preparing to best support students (e.g. planning, professional learning, community events, etc.). Thus, teacher candidates follow the school district calendar when it comes to residency internships. Candidates receive a welcome letter directly from the school site team who has selected them to be a TC at their PDS at the beginning of the year indicating these dates for both the start and end dates of each semester. Please be aware that candidates must also follow the school's calendar when it comes to holidays and breaks (e.g., if the school has a different spring break than UCD, the TC will be expected to be at their school site during the UCD spring break). Elementary TCs stay at the same PDS throughout their program; ECE candidates may be in the same school the entire year or may split time between a different preschool and an elementary school if the elementary school does not have preschool classrooms; secondary candidates experience both a middle and a high school; while SPED candidates have K-12 experiences in PDSs across the network, all in accordance with state licensure requirements.

What are Immersion Weeks?

In order to accelerate your learning at your PDS and help you make connections with students, your clinical teacher, and other key members of the community, ***you will spend the first few weeks at the beginning of each semester immersed full time as designed by the site team***. This enables you to experience professional learning along-side your clinical teacher, help them set up the classroom, explore the larger community surrounding the PDS. In addition, this provides you with an opportunity to spend the first full week of school when students attend so that you can quickly begin building relationships with them and establishing your presence as another teacher in the classroom. Once UCD courses begin each semester, then you will move into your regular scheduled days as follows:

Internship	***1 & 1 ½ Year Program Plans***	***2 Year Integrated Program Plans***
UEDU or SPED 4/5931: Internship I	W & TH, 1st 8 Weeks of Semester *Sec. Math Students attend on Th & F	W & Th, all semester
UEDU or SPED 4/5932: Internship II	W & TH, 2nd 8 Weeks of Semester *Sec. Math Students attend on Th & F	W & Th, all semester
UEDU or SPED 4/5933: Internship III	-W, Th, & F, 1st 8 Weeks of Semester -M-F, 2nd 8 Weeks of Semester	-W, Th, & F, 1st 8 Weeks of Semester -M-F, 2nd 8 Weeks of Semester
Additional SPED 5933 Internship for Dual Candidates	6 Full weeks uniquely arranged between SPED Advisor and Site Team based on TC's SPED coursework.	6 Full weeks uniquely arranged between SPED Advisor and Site Team based on TC's SPED coursework.

Co-Teaching & Gradual Release of Responsibility

Co-teaching is a significant feature of school internships. Not only does co-teaching benefit Teacher Candidates, more importantly, it benefits students in the K-12 classrooms. In traditional teacher education programs, K-12 students are taught by a novice student teacher assuming full responsibility for the classroom for an entire semester. In any classroom, this may have a negative impact on student learning. In Professional Development Schools the use of a well-developed co-teaching model between the clinical teacher and teacher candidate allows the experienced clinical teacher to remain in the classroom, thus ensuring a positive impact on students' learning while adding another adult resource (the teacher candidate) to the classroom. As a result, the student-to-teacher ratio decreases and students receive more learning support.

Below the section on gradual release of responsibility is a brief description about co-teaching formats that should be widely implemented during internships. Teacher candidates are trained on these formats during their first Professional Learning Day in the program. Clinical teachers are introduced to these formats by the site team and provided more extensive training through the *Online Clinical Teacher Learning Community* (see site team for more details).

Gradual Release of Responsibility supports Teacher Candidates as they move through their school internships and gradually assume the many responsibilities of an urban teacher, develop more sophisticated knowledge, skills, and dispositions, and demonstrate proficiency on performance-based assignments and program assessments. We employ a "gradual release of responsibility" model that utilizes co-teaching between Teacher Candidates and Clinical Teachers to ensure that Teacher Candidates gradually assume these many responsibilities. **Very detailed Gradual Release of Responsibility Charts are designed to support site teams, clinical teachers and teacher candidates for each residency internship** and will be shared at each PDS site. But, in general, gradual release often occurs as follows:

1. The Teacher Candidate observes a teacher who is teaching a type of lesson that the Teacher Candidate will later co-teach.
2. The Teacher Candidate co-teaches portions of a lesson like those previously observed, using plans prepared by the Clinical Teacher.
3. The Teacher Candidate and Teacher co-teach a variety of lessons, using the CT's plans.
4. The Teacher Candidate and teacher co-teach a wide variety of lessons, using plans the teacher and the Teacher Candidate have collaboratively developed.
5. The Teacher Candidate and teacher co-teach lessons, using plans the Teacher Candidate has developed.
6. The Teacher Candidate teaches alone with coaching and other support as needed from a Clinical Teacher.

Co-Teaching Formats

One Person Teaches, One Gathers Data or Coaches

One person has instructional responsibility while the other gathers student assessment information, research data, and/or coaches the instructor. Either person may take either role or switch roles at any time.

One Person Teaches Group, One Person Teaches Individuals

One person provides individual help and guidance to students while the other provides instruction to the group.

Simultaneous Teaching

The content is divided and each person provides instruction to half the students at a time. Students then switch places and the instructor provides the same content to the second half of the class.

Parallel Teaching

Both people teach the same content to portions of the larger group of students.

Re-Teaching
One person instructs students who have learned the material while the other one works with students who have not learned the material and either re-teaches or adapts the material in some way so those students learn it.

Tag Team Teaching
Presenters take turns, one on, one off. The person who is not presenting at the moment may fill a variety of roles (from data collection to individual assistance).

Speak and Add Teaching
Both presenters are "on stage" at the same time. One leads, the other supports. The lead person is in charge of the content and makes process decisions. The support person adds examples, humor, or other perspectives.

Speak and Chart Teaching
This format extends "speak and add" in that the support role consists of recording ideas on an easel, overhead projector or chalkboard. Thus the lesson has a neutral documenter.

Duet Teaching
This format represents the epitome of co-teaching and is only possible with professionals who have done extensive collaborative planning and/or who teach together frequently. Both presenters talk. They alternate or finish sentences for one another. They use physical proximity as a tool. They choreograph the physical space. They avoid blocking the speaker and subtly cue each other with looks, proximity, hand gestures, voice tempo, and intonation. They stay focused all the time, each attentive to the other and to the students.

Adapted from: Sands, D.S., Kozleski, E.B., & French, N.K. (2000). *Inclusive Education for the 21st Century: A New Introduction to Special Education*. Stamford, CT: Wadsworth.

Collaborative Learning Communities (CLC)

Collaborative Learning Communities (CLC) are an important aspect of all internships. CLCs meet on a weekly basis on a schedule arranged by the PDS site team. CLCs provide time for the Site Coordinator and Site Professor to debrief the internship experiences with Teacher Candidates, help candidates make sense of what they are learning at the university and how it looks at the school, provide support for program and internship assessments, introduce TCs to career skills such as interviewing, and familiarize TC's with the culture and resources of their Professional Development School and surrounding community. The CLCs are especially focused on helping TCs develop an inquiry stance into teaching and learning

Coaching

"Coaching" Teacher Candidates is vital to their growth as emerging urban community teachers. The following people may coach Teacher Candidates:

Clinical Teachers	Principals
Site Coordinators	other Teachers & Teacher Candidates
Site Professors	School Administrators

Formal & Informal Coaching

A defining feature of PDS residency internships is significant levels of support & coaching where teacher candidates receive continuous feedback. Our assessment tools (TLIC, QRC, Prof. Dispositions) provide the vision and common language for coaches and TCs to analyze and discuss successful urban community teacher practice.

Informal Coaching: Every week, teacher candidates should be engaging in numerous conversations with their site team, their clinical teacher, and their peers that continually inform the development of their own practice, again guided by the language of the TLIC, QRC, etc. This can include walk-throughs/grand rounds with observation guides, pop-in notes as coaches "pop in" to watch candidates or speak with the clinical teacher, side by side observation conversations where a coach sits with the teacher candidate and helps the TC take notice of particular practices of the clinical teacher, etc.

Formal Coaching: The formal coaching cycle provides the process to engage the teacher candidate in analysis and critical reflection of his or her own practice always through the lens of how their practice impacts student learning. A formal coaching cycle should consist of 1) a preconference, 2) observation & written feedback guided by "coaching look for's" in the earlier internships and the QRC in the final internship, 3) a post-conference, and 4) a professional reflection from the TC.

Minimum Formal Coaching Requirements

Below are the minimum formal observation & coaching requirements. Each school can establish formal coaching requirements that expand upon the following.

Internship I (8 weeks)	Internship II (8 weeks)	Internship III (16 weeks)
Formal Observation ○ 1- Site Professor ○ 1- Site Coordinator (if part of his/her role) ○ 1- Clinical Teacher	Formal Observation ○ 1- Site Professor ○ 1- Site Coordinator (if part of his/her role) ○ 1- Clinical Teacher	Formal Observation ○ 3- Site Professor (1st 8 weeks, Capstone Unit, Lead Teaching) ○ 2- Site Coordinator (if part of his/her role) ○ 2 Clinical Teacher (1st 8 wks; 2nd 8 wks)

Lead Teaching Weeks

During the second half of the final 4/5933 internship, teacher candidates should assume major responsibility for all planning, teaching, and assessing for a period of 2-5 full weeks. This should include all preps that have been assigned by the site team/clinical teacher. During lead teaching weeks, the teacher candidate should still be engaging in collaborative planning with their clinical teacher to obtain feedback as well as plan for the clinical teacher to co-teach at meaningful times during the day based on student needs. Teacher candidates should plan carefully with their clinical teacher to gradually take on more responsibility in anticipation of lead teaching weeks as well as gradually turning responsibilities back over to the clinical teacher after lead teaching weeks. The minimum length of lead teaching is 2 weeks; the maximum length and exact dates of lead teaching weeks should be planned collaboratively with the clinical teacher and site team to meet the context of the school curriculum and calendar, clinical teacher needs, as well as strengths and developmental needs of the teacher candidate. Lead teaching weeks can coincide with the implementation of the Capstone Unit or they can also come at different times, again based on context of the school, clinical teacher, and teacher candidate. Ultimately, the purpose of lead teaching is to ensure the teacher candidate can demonstrate proficiency (i.e., the TLIC & QRC indicators) and is prepared for their first year of teaching all while not compromising student

learning and achievement as teacher candidates are still novices. Teacher candidates should work collaboratively with their clinical teacher and site team to gradually build up to lead teaching weeks (e.g., taking on 1-2 preps a week) as well as phasing out of lead teaching weeks at the end.

Residency Internship Assessment

Assessing teacher candidate performance (general and special education) over the course of the UCTE program is a highly complex endeavor. It is essential that:

1. ***Assessment is aligned with our Program Conceptual Framework*** so that we are able to have a complete portrait of what a teacher candidate can do in relation to the practices required of highly effective urban teachers.
2. ***Assessment is aligned to the concurrent teacher education courses*** that a teacher candidate is taking and reflects a developmental model in order to scaffold teacher candidate practice.
3. ***Assessment comes from multiple perspectives*** as a teacher candidate's experience in the internship involves so many other individuals: students, clinical teachers, site professors and site coordinators.
4. ***Assessment is authentic and relevant*** such that it deepens teacher candidate performance and supports common understandings in Professional Development Schools regarding urban teacher practice.

In designing the elements of internship assessment for the teacher education program, we have tried to consider all of these complexities to create a holistic approach resulting in the development of the **INTERNSHIP ASSESSMENT BODY OF EVIDENCE** described below and also provides opportunity for meaningful self-assessment and reflection by the teacher candidate.

Assessment Tools & Experiences	*Description*	*Used By*	*When/how used*
Tools/Experiences Specific to ALL Internships			
Teaching/ Learning Inquiry Cycle (TLIC)	The daily work of a teacher can be framed through a Teaching/Learning Inquiry Cycle (TLIC) that includes four phases: 1. Planning to Teach 2. Teach 3. Monitor & Adjust 4. Reflect & Develop Next Steps Thus, this same cycle is used to frame assessment in the Internship Assessment Body of Evidence. In each phase, proficiency indicators describe the practices a teacher engages in during each phase as well as how TCs gradually come to understand and implement each practice across all internships moving across 4 levels: *awareness*, *emerging*, *basic*, to *proficient practice*. A fifth level, *advanced practice*, is reserved to indicate a TC performing beyond the expectations of an initially licensed teacher. Additional indicators are specified for any candidate completing licensure related to Special Education. All regular indicators apply to all teacher candidates.	-**TC** completes Self-Assessment Template on LiveText at the end of the internship. -**CT** completes TLIC on paper and gives to Site Team (CT & TC can also work collaboratively on the TC's self-assessment) -**Site Team** examines CT assessment and TC self-assessment and uses both to determine final assessment of the	Formatively: *The TLIC should be used **formatively** throughout the internship through CLCs, guided observation and helping the TC reflect so that they build a deep understanding of the practices and work of effective urban community teachers.* Summatively Internship I, II & III (and additional SPED Internship for Dual Candidates) to inform internship grade

Assessment Tools & Experiences	*Description*	*Used By*	*When/how used*
		TLIC on Live Text.	
Quality Responsive Classroom (QRC) Observation Protocol *QRC names the practices of the "**TEACH**" **portion** of the Teaching/ Learning Inquiry Cycle (**TLIC**)*	The QRC* identifies practices that can be observed in classrooms characterized by a highly diverse group of students from different cultures, races, socio-economic status, and language. In the UCTE program, this tool is used by site teams to help teacher candidates develop a common language about effective practice and an eye for seeing this practice in classrooms as they work to develop those practices themselves. During formal observations, the QRC is used to collect data about the candidate's practice, along with other observations indicated by internship coaching forms. The data collected can then become part of the debrief and coaching after the lesson to help the TC continue developing his/her practice in the classroom. The QRC is connected to the TLIC as the it names the practices of the "Teach" portion of the Teaching/Learning Inquiry Cycle. **The QRC (formerly called Quality Urban Classrooms) was initially developed with Denver Public Schools and 9 Denver metro area teacher preparation programs; since 2010 it has been further developed by UCD, CU-Boulder, and Univ. of Denver.*	-**Site Team** inputs data collected on QRC during formal coachings during the FINAL INTERNSHIP onto LiveText; TCs do not have to do anything with QRC on LiveText	Formatively: -All internships to serve as a guided observation tool in CT's and other classrooms - During Internship I & 2, The *Classroom Community Focus* is specifically used in the Classroom Community Plan in Action Anchor Experience. Summatively -Internship II: used during formal observations by site team on SELECT domains and/or indicators that make sense for the lesson -Internship III: used in formal observations by site team on all domains at the following points: • 1st 8 Weeks • Lesson from the Unit Plan Anchor Experience • Lead Teaching
Professional Behaviors & Dispositions	Teacher candidates are expected to quickly develop and consistently demonstrate professional dispositions that are reflective of highly effective urban teachers—principals in our PDSs and across the metro area look closely for these dispositions in making hiring decisions in their schools. These professional dispositions are clearly articulated in this assessment and used by site teams and CTs, university faculty (as well as self-assessed by TCs) throughout the program. **If concerns about any of these dispositions are observed by anyone at the PDS or the University, the TC will be notified and coached about this concern and it will be determined whether a Support Plan or Professional Action Plan should be developed to address this concern.**	1. TC completes Self-Assessment Template on LiveText 2. CT completes TLIC on paper and gives to Site Team 3. Site Team examines CT assessment and TC self assessment and uses both to then consider final marking of the TLIC "rubric" on Live Text.	Formatively: -TCs should continually reflect on how they are demonstrating and embodying the Prof. Dispositions. Site Teams may include in CLCs. Summatively: Internship I, II & III ***At the end of Internship I, ALL Prof Disp. Must be at the developing level to PASS. They must be consistently displayed during Internship II & III to PASS.***
Student Perception	Gathering student feedback in a systematic way is critically important to allow P-12 students to have voice and share how they	-TC administers to students in internship	-The Student Perception Feedback Tool should be administered to at least one class (the one for your Unit Plan)

Assessment Tools & Experiences	*Description*	*Used By*	*When/how used*
Feedback Tool (For Final Internship TCs ONLY)	perceive themselves as learners as well as how they perceive their relationships with teachers and peers in the overall classroom community. It is essential that TCs become comfortable with the process of collecting feedback from their students and, more importantly, using that feedback to inform their decision-making about facilitating classroom community and instruction. The use of student perception surveys are also quickly becoming a part of district teacher evaluation processes so it is important to experience this process in teacher preparation. TCs should also plan to intentionally utilize this feedback data in the design and analysis of their Unit Plan in their final internship. There are versions created for: primary (K-2); intermediate (3-6); and secondary (7-12).	classroom (TC would collaborate with CT to give the survey; a TC can make modifications to the Class Maps Survey tools based on feedback from the CT and Site Team given each school's unique context)	approximately 3-5 weeks into the THIRD internship. -The TC tallies the data and brings it to a CLC session to dialogue and collectively consider implications for instruction. -The tool should be administered again with the same students as the TC is phasing out of lead teaching weeks. -Site teams should plan to use a CLC or other gathering to support TCs in making sense of the data and implications for their practice. -The TC uploads the data from the FINAL administration of the Student Perception Feedback Tool in the online form link provided by the UCTE program. This data is used by faculty to examine trends and determine strengths in the UCTE program and areas of improvement.

Reflective Internship Conferences

At the end of each internship, TCs meet with their site teams to engage in a reflective internship transition conference, reviewing elements of their Assessment Body of Evidence and setting goals as TCs prepare to move to the next internship or into their first year of teaching. TCs will complete self-assessments on the internship assessment tools (TLIC & Professional Dispositions) prior to the Transition Conference.

Selection of Clinical Teachers in Professional Development Schools

The roles and responsibilities of a PDS Clinical Teacher reflect CU Denver's commitment to a shared goal of enhanced student growth and achievement with our P-12 professional development schools. The clinical teacher serves as a mentor to teacher candidates, opening up their classroom to co-plan and co-teach with teacher candidates during their internships, to facilitate both student learning and teacher candidate development.

Clinical teachers are <u>selected jointly</u> by the site coordinator, site professor, and principal (or administrator designee) <u>based on the following criteria</u>:

- Demonstrated effective instructional practice that supports student learning (evidence can include observations by the team, teacher evaluations that are part of the school's teacher effectiveness initiatives, etc.)
- Collaborative/supportive disposition and actions with colleagues
- Openness to continuous learning and improvement of practice
- Expressed interest to support, co-teach, and mentor a teacher candidate

Each school develops processes for the identification & selection of clinical teachers that align with their context but meets the expected criteria & joint decision-making by the site professor, site coordinator, & leadership of the school.

Clinical Teacher Specific Roles/Responsibilities

- Provides effective instruction for students and articulates/makes explicit for the teacher candidate how and why the methods used support student learning and success
- Encourages teacher candidate to take initiative to support student learning and daily classroom routines, participate in collaboration with other teachers, as well as other school-wide experiences that support students (see gradual release or responsibility chart specific to the internship of the TC).
- Co-teaches with the Teacher Candidate as a means to encourage and facilitate student learning, teacher candidate learning, and the renewal of curriculum and instruction within the classroom (see co-teaching matrix for list of all co-teaching approaches that can be flexibly used)
- Schedules regular and frequent conferences (weekly in the first two internships; daily in the final 3rd internship) with the Teacher Candidate in order to provide feedback, debrief experiences and continually co-plan to meet the learning needs of students.
- Provides opportunities in the classroom (and larger school community when necessary) as well as access to resources and school curriculum materials necessary for the Teacher Candidate to complete university course assignments connected to the internship (e.g., teaching lessons from methods classes, conducting assessments, designing a unit, etc.)
- Communicate with the site professor & site coordinator early if concerns arise about teacher candidate performance and or challenges in the classroom/ professionalism. If necessary, collaborate with the site team to create a support plan for the candidate.
- Provides input to the Site Professor & Site Coordinator related to the Teacher Candidate's progress/performance at the end of each internship utilizing the UCTE Program Internship Assessment Tools (TLIC & Professional Dispositions)
- Participates actively in the development of personal mentoring/coaching/co-teaching skills as well as the development of the UCD partnership at the school, working with others collaboratively to do so (e.g., clinical teacher meetings with site team, engaging in opportunities for ongoing professional learning, etc.).

Program Support for Clinical Teachers

The CU Denver PDS Learning Studio provides many supports & unique professional learning to support CTs.

- All clinical teachers receive an interactive bi-monthly e-newsletter, The CT Corner, e-mailed directly to them with strategies and tools to support coaching, mentoring, and co-teaching with their TC.
- All clinical teachers can engage in the online learning community, *CTs: Leaders & Learners,* during the semester they are serving as a clinical teacher. This professional learning experience is strategically aligned to a teacher leadership framework that enhances clinical teachers' ability to mentor, co-teach, coach, as well as develop an inquiry focus on improving their own practice.

The PDS Learning Studio also offers other opportunities including teacher research mini-grants, training on facilitation strategies for enhancing teams/professional learning communities, and many others.

Completing the Program: Licensure, Job Search & MA Option

Licensure

As you come to the completion of your program, you will be eligible for licensure and will need to complete the Colorado Department of Education (CDE) application for initial licensure. Initial licensure in the state of Colorado requires the completion of an approved teacher education program and passing the appropriate content subjext assessment exam(s). Towards the end of your UEDU 4/5933 and/or SPED 5933 internships, you will receive information from the Academic Services Center (via e-mail)

regarding the process for completing your licensure application and the signatures you will need to obtain from the Teacher Education Academic Advisor.

Job Search **Supports**

CU Denver Career Center

The following information and materials are designed to help provide a smooth "school to work" transition. The Career Center, located in Suite 267 in the Tivoli Student Union, has developed many of these materials. (Phone: 303-556-2250). The Center offers many services aimed at helping Teacher Candidates find a teaching position. The list below provides an overview of their services and functions.

- **Resume assistance:** The Center has resume writing sessions and critiques individual resumes on request.

- **Education Fair (Job Fair):** Educational Job Fairs: The Career Center and The Academic Services Center will forward job fair information via email each semester. Also please visit https://colorado.teachers-teachers.com/ for the most current listing of Colorado's educational positions.

- **Campus career library:** The Career Center has a library that includes school district personnel office addresses, information about in-state, out-of-state and overseas teaching positions, brochures and applications from school districts, etc.

- **Interviews:** Interviewing tips are available and school district personnel conduct mock interviews with Teacher Candidates. Ask your Site Coordinator and Site Professor to do mock interviews with you during site seminars.

Resume Tips from our Partner District HR Representatives

1. Your resume is the first major impression you have to make when a district is sorting through the many possible applicants they will encounter! Many districts utilize their HR staff to screen and rate applicants before forwarding them on to principals for specific job openings.

2. Two pages with the most pertinent and meaningful detail is preferred to one-page.

3. Organize it using bullet points that are easy to scan for information.

4. List contact information where you can be reached immediately—use or create an e-mail address that is professional (e.g., NOT crazychic2@hotmail.com)

5. Make sure to include the following information:

- Licensure area, status, & institution (e.g., Secondary Science, Urban Community Teacher Education Program, University of Colorado Denver—completion May 2011)
- Licensure exam area and status (e.g., Passed PRAXIS II, Elementary Education, June 2010)
- Undergraduate & Graduate Degree Major(s) and Institutions—if you have a strong GPA, list it
- Schools and grade levels in which you completed licensure internship(s); make sure to include:
    - dates completed
    - identify school and district
    - identify if it was a Title I school, served at-risk youth, and/or had a significant population of English Language Learners—your experiences in UCTE with urban schools will be a huge benefit
    - list any schools you have done a substantive amount of substitute teaching

- Showcase under your internships major instructional activities and/or projects you have participated in or led. Make sure to include your Legacy Projects, especially if you wrote a grant!
- List volunteer/community activities with dates of participation
- Language skills (please note level of fluency)

Interview Tips

Most Professional Development Schools provide site seminar(s) to help you learn how to apply for teaching positions as well as how to prepare for interviews. Many school districts we partner with also provide our teacher candidates with advance opportunities to interview, learn more about the district application process, etc. Your site coordinator will share more information with you. The questions listed in this section are some that may be asked during a job interview. When you answer the questions, be true to yourself—let who you are shine through. Answer the questions but don't go overboard with detail.

- Tell us about yourself and about your experiences related to this position.

- Why do you want to be a teacher?
- How do you want your students to view you?
- Our district is placing great emphasis on cultural diversity. What does cultural diversity mean to you? How would you foster respect for and learning about diversity in your classroom?
- Describe your classroom management style and techniques you use.
- Give me an example of how you prepare lesson plans using a standards-based curriculum. How far ahead did you plan this lesson and what was the time frame for its implementation?
- What do you know about SBE (Standards-Based Education) and the state content standards?
- How do you accommodate for different learning styles and intelligences among your students?
- Have you been involved in a situation where you had to deal with a hostile parent? What did you do/say and what was the outcome?
- Did you ever have a student tell you that he/she failed to complete an assignment because of problems outside of school? How did you handle this and what was the outcome?
- What experience do you have with alternative assessment?
- Describe an aspect of your teaching situation that you find stressful. How do you deal with it?
- What do you know about this district's philosophy (goals, objectives, etc.)?
- What will you do to meet the needs of special needs students?
- What are you looking for in a school in which you would like to teach?
- How do you motivate students to learn?
- What responsibilities will your students have for their learning in your classroom?
- How will you evaluate your teaching performance?
- How will you determine if your students are learning?
- Describe how will you teach reading? (elementary or middle)
- Many students in this school have significant literacy needs. Although you will be teaching Social Studies (or some other content area), you will be expected to support their literacy development. How will you address these needs in your Social Studies classroom?
- What do you think are your teaching strengths? Weaknesses?
- How do you plan to keep educationally current?
- What are your sources of ideas for teaching?
- What are your expectations of teaching as a profession?
- What is your philosophy of education?
- Why would you like to teach in this district and in this school?

- Why should we consider hiring you?
- Do you have any questions you'd like to ask us? (Get them to talk if they ask you this so you can use the information to determine whether this is a place you want to teach.)
- What kind of supports do they have for beginning teachers in this district?

Other Interview and Job Tips

- Knowledge about the school itself and the district in which you are seeking employment is advantageous in an interview. Prior to interviewing, do a mini-school/community study. Drive around the school's neighborhood, stop by the school to pick up materials about the school (e.g., the packet of materials usually available for parents, a brochure about the school), arrange a visit to classrooms to observe students and instruction when possible, talk with people you happen to know in the community or school, etc. Interviewees who have done their "homework" are impressive and show that they care about working in that school and district.

- Although you may be interviewing for a specific position at a school, remember that the district is hiring you. A change in the numbers of enrolled students or other circumstances may result in a sudden change of teaching assignment, even transfer to a different school in the district. First year teachers are the teachers who are mostly likely to be moved to another grade level or another school when circumstances warrant. Appear flexible in your interview if you are flexible. (For example, don't say that you'll never teach first grade if in fact, you would be willing to do so if it's the only position offered you.) If you are not flexible, be honest (but also be prepared to be flexible anyway!).

- Accept a contract only if you are sure that you will stick with your decision. Do not accept a contract and then back out of it because something that appears better has come along meanwhile. It is not an ethical action and leaves principals, teachers, and students in a poor position for the school year.

Masters Degree Options

Licensure is only the beginning of your learning as a teacher. It is essential that all teachers continue to pursue new knowledge and skills to continually be able to adapt and meet the needs of their students. For graduate students who entered the Teacher Education program, their professional year courses count towards their final Master's Degree whereas for undergraduate students, the professional year courses count towards the senior year requirements of their bachelor's degree. As teacher candidates come to the close of their licensure program, advising staff will visit with students about how they can complete an MA. Undergraduate students will have the ability for a stream-lined application process to an MA program within the School of Education & Human Development, while graduate students are already admitted to an MA program and will select an MA Option that that allows them to specialize in a particular area of study related to teaching. This process is simple and can be done in a matter of minutes with the Graduate Teacher Education Academic Advisor. We encourage students to complete the MA option to make them more marketable to school districts and to continue to advance their salary.

UNDERGRADUATE TEACHER EDUCATION STUDENT MA DEGREE OPTIONS

Undergraduates are also welcome to apply for a Personalized Professional MA program upon completion of their BA degree and licensure. They should contact Academic Services about the MA degrees available from the SEHD.

GRADUATE TEACHER EDUCATION STUDENT MA DEGREE OPTIONS (Contact the Graduate Teacher academic advisor for more details)

*Lead to an additional endorsement from the Colorado Department of Education

Curriculum & Instruction (12-15 credit hours)

- Cultural & Linguistically Diverse Education*
- Information and Learning Technologies*
- Literacy Leadership*
- School Library
- Special Education
- Teacher Leadership in Math and/or Science

Education & Human Development (3 cr. hours)

- Emphasis in Teaching in Diverse Contexts

University of Colorado Denver Contacts

www.ucdenver.edu/education

Teacher Education Coordinator/ Advisor / State Licensure Officer
Meredith Lopez 303.315.4980
meredith.lopez@ucdenver.edu

Director of the Office of Partnerships
Cindy Gutierrez 303.315.4982
cindy.gutierrez@ucdenver.edu

Office of Partnerships Placement Coordinator
Rachel Cornelius 303.315.6309
rachel.cornelius@ucdenver.edu

Undergraduate Education Advisors/Undergraduate Licensure Officers
Academic Services Center
Patrick Fink
Rosalinda Martinez
Lawrence Street Center, Suite 701
303.315.6300

Glossary: Terms & Acronyms

Key Roles:

Clinical Teachers (CTs). Teachers in Professional Development Schools who work directly with Teacher Candidates in school internships.

PDS Principals (PP). A group of all the Professional Development Schools principals and School of Education administrators who meet monthly to discuss issues related to work in Professional Development Schools.

SEHD Contract Teacher. Urban Community Teacher Education students who are selected for first year teaching positions in Professional Development Schools under a contract with the university to support simultaneous renewal and allow for a full-time site coordinator in the school. This model is in place in only a few schools in the PDS Network.

Site Coordinator (SC). A master teacher, instructional coach, or administrator who collaborates closely with the site professor and UCD to ensure implementation of the Professional Development School initiatives.

Site Professor (SP). University faculty from the University who work in Professional Development Schools at least one day each week to support teacher candidates and ensure implementation of the Professional Development School initiatives.

Site Team. How the Site Professor and Site Coordinator are often referred to as they lead the initiatives at their school associated with the UCD partnership: urban teacher preparation, ongoing professional learning, research and innovation around student learning and educator effectiveness, and the simultaneous renewal of school and university practices and systems.

Teacher Candidates (TCs). Students enrolled in UCD's Urban Community Teacher Education Program. Also referred to as interns.

District Professor in Residence (DPR). Tenured/Tenure Track Professor that provides leadership in collaboration with a district and its professional development schools to facilitate innovation, professional learning, and research around a common problem of practice.

Other Terms:

Cohort Model. Teacher candidates experience highly collaborative preparation. They are assigned to a "program cohort" with 25-30 peer teacher candidates with whom they take most of their university coursework together. They also experience a smaller "PDS cohort" (typically 6-12 TCs) where they learn to work as a professional learning community together to develop their practice. The PDS cohort includes teacher candidates at all levels of the program to allowing site teams to create meaningful peer mentoring relationships among TCs.

Collaborative Council. Site Coordinators, Site Professors, and other UCTE faculty who come together to collaborate on continuous improvement, collaborative decision-making about the program and facilitate the admissions process for upcoming candidates. The council meets 3 days over the academic year.

Collaborative Learning Community (CLC). Teacher candidate cohorts at the PDS meet weekly as a Collaborative Learning Community. Designed to apprentice students into working collaboratively in a professional learning community format, CLCs utilize essential questions to help TCs develop an inquiry stance about the relationship between teaching and learning. The site team facilitates the CLCs. Approximately half of the CLC Essential Questions come from the UCTE Internship Curriculum while the

other half can be flexibly identified by the site team based on the observed needs of the TCs and the context of the school.

Co-Teaching. Instructional approach when two teachers are in the classroom to intentionally support student learning. Co-teaching is used throughout all internships to support the learning of P-12 students as well as teacher candidate's as they learn to gradually assume more responsibility in the classroom. There are multiple ways or formats to co-teach (see section on co-teaching in the handbook).

Dual Licensure. In addition to a general education license in either elementary or secondary education, Teacher Candidates can elect to pursue a special education Generalist license. Teachers completing the SPED Generalist program are trained to work with students (5-21) who have special education needs across all disability areas.

Gradual Release of Responsibility. As teacher candidates enter internship classrooms, they bring varying levels of knowledge and experience depending on where they are in their program. Very specific *Gradual Release of Responsibility Charts* are provided by the site team to guide clinical teachers and teacher candidates in each internship.

Immersion Weeks. These are the first 1-2 weeks at the beginning of each semester where teacher candidates are immersed at their professional development school full-time in order to accelerate their learning and develop strong relationships with both school faculty and students. Immersion week experiences include critical opportunities to experience school-wide professional development alongside clinical teachers, help set up classrooms, explore the school community and the larger surrounding community, as well as engage in the first full week with P-12 students.

Internships. There are three school internships in the program that are required to total a minimum 800 hours in schools where teacher candidates engage in clinical practice. Dual teacher candidates complete an additional 4th internship. All teacher candidates follow the school's calendar and engage in immersion weeks at the beginning of each semester prior to regular internship days commencing.

- Internship I (UEDU or SPED 4/5931): 8 weeks, Wed & Th*
- Internship II (UEDU or SPED 4/5932): 8 weeks, Wed & Th*
- Internship III (UEDU or SPED 4/5933): 16 weeks; 1st 8 weeks: W/Th/F; 2nd 8 weeks: M-F
- Dual 4th Internship (SPED 5933): Immersion Weeks + min. 30 days flexibly scheduled with site team

**Secondary Math TCs completing integrated math program attend Internship Th & F*

Internship Assessment Body of Evidence. Outlines the major internship assessment tools that guide the developing practice of teacher candidates and the coaching of those practices by site teams. It includes:

1. TLIC (Teaching/Learning Inquiry Cycle);
2. QRC (Quality Responsive Classrooms) Observation & Coaching Protocol;
3. Professional Disposition Assessment;
4. Class Maps (final internship); and
5. Teacher Manifesto (after 2nd internship)

Lead Teaching Weeks. During the second half of the final 4/5933 internship, teacher candidates should assume major responsibility for all planning, teaching, and assessing for a period of 2-5 full weeks. This should include all preps that have been assigned by the site team/clinical teacher. During lead teaching weeks, the teacher candidate should still be engaging in collaborative planning with their clinical teacher to obtain feedback as well as plan for the clinical teacher to co-teach at meaningful times during the day based on student needs. Teacher candidates should plan carefully with their clinical teacher to gradually

take on more responsibility in anticipation of lead teaching weeks as well as gradually turning responsibilities back over to the clinical teacher after lead teaching weeks. The minimum length of lead teaching is 2 weeks; the maximum length and exact dates of lead teaching weeks should be planned collaboratively with the clinical teacher and site team to meet the context of the school curriculum and calendar, clinical teacher needs, as well as strengths and developmental needs of the teacher candidate. Lead teaching weeks can coincide with the implementation of the Teacher Work Sample (TWS) or they can also come at different times, again based on context of the school, clinical teacher, and teacher candidate. Ultimately, the purpose of lead teaching is to ensure the teacher candidate can demonstrate proficiency (i.e., the TLIC & QRC indicators) and is prepared for their first year of teaching all while not compromising student learning and achievement as teacher candidates are still novices.

Legacy Projects/Legacy Project Mini-Grants. Legacy projects are "service projects" designed and completed by the cohort of teacher candidates at a professional development school. They are a way to give back to the school as a "thank you" for allowing the candidates to intern there. Legacy projects should be carefully designed and aligned to school priorities in a way that will provide added value and meet a true need of the students, families, and/or teachers in the building. Teacher candidates who are Americorps members can also serve as the liaison at the school to help write a $500 mini-grant (submitted through UCD's Americorps program) to support the design and implementation of the legacy project.

LiveText. A web-based tool required for all teacher candidates in the Urban Community Teacher Education program that allows teacher candidates to complete performance-based assessments in the program as well as develop an on-line portfolio demonstrating their abilities to showcase to potential employers

PDS Network Learning Studio. Supports clinical teachers and other educators within the PDS network by providing flexible, differentiated, relevant professional learning opportunities.

Professional Development Schools (PDSs). Public K-12 schools which work with UCD in fulfilling four functions: new teacher preparation, professional development, research/inquiry, and the renewal of curriculum and instruction in the university and the public schools. The label is sometimes shortened to partner school or PDS.

Professional Learning Days. Professional Learning Days are full-day professional learning opportunities for each set of UCTE program cohorts that are designed to further support teacher candidate's self-initiated learning at critical junctures across the program as candidates transition between internships and blocks of courses. Professional Learning Days are facilitated by both UCTE faculty and PDS site teams.

School of Education & Human Development (SEHD). The name of the school that handles all education-related programs at CU-Denver

Students for Equity & Justice in Education (SEJE). This student organization is designed to support teacher candidates and other UCD students committed to bringing about change for equity and justice in education.

Teacher Work Sample (TWS). This culminating UCTE program assessment originates in the UEDU 4/5050 Pedagogy II course. Teacher candidates are required to design and deliver a unit of instruction in their final internship (selection of unit topic is done collaboratively with clinical teacher based on school/district curriculum). The unit uses a backwards design process, includes pre/post and formative assessment, and a sequence of lessons that reflect the candidate's ability to deliver engaging, differentiated, transformative, culturally responsive instruction that ultimately results in increased student achievement.

Graduate Teacher Education. The name of the UCD program that prepares new teachers for elementary, secondary (English, Foreign Languages, Math, Science, Social Studies) and special education.

Appendices

The most recently updated versions of each of these appendices are found on the School of Education and Human Development website (www.ucdenver.edu/education; click on "Current Students"). The website is also where you will find all tools that are part of the Internship Assessment Body of Evidence as well.

Appendices 49
Program Level Assessment Rubric 50
Essential Question #1: 50
Essential Question #2: 51
Essential Question #3: 52
Essential Question #4: 53
Agreement to Make Up Absence & Internship Variation Agreement 54
Change of Status Form 55
Incomplete Agreement Form 56
Teacher Education Conflict Resolution Flowchart 58
Teacher Education Professional Support Form 59
Teacher Professional Action Plan 60
Schedule Adjustment Form 63
Course Waiver Form 64

Program Level Assessment Rubric

Essential Question #1:

What do I know and believe about myself, my students, their families, and their communities within the larger social context?

- Situate oneself within various social contexts along different dimensions of identity including different aspects of identity such as race, class, gender, ability, language, sexual orientation, immigration status, culture, national origin, religion, age, appearance, etc.
- Recognize contemporary and historical distributions of power and privilege within those social contexts.
- Identify ways individual identity may impact one's teaching.
- Connect understanding of self to themes in the scholarly literature and apply those understandings to one's teaching.

Advanced	Proficient (PLA 3)	Basic (PLA 1 / 2)	Emergent (PLA 1)	Not Observed
Skillful demonstration of a plan for integration into the classroom.	*Comprehensive demonstration of understandings and justifications.*	*Basic demonstration of understandings and justifications.*	*Emergent demonstration of understandings and justifications.*	*Not Observed.*
The TC's actions, discussions and submitted product(s) reflect an advanced understanding of the multiple aspects of identity and how identity is constructed within power relations in the larger social context. The TC also demonstrates skillful integration of multiple indicators simultaneously.	The TC's actions, oral expression and product(s) demonstrate thoughtful and skillful capabilities to: · Identify self within various social contexts along different dimensions of identity · Recognize contemporary and historical distributions of power and privilege within those social contexts. · Identify multiple ways the individual identity of the TC may impact teaching and learning as demonstrated in their residency internship. · Connect understanding of self to themes in the scholarly literature and apply those understandings to own teaching.	The TC's actions, oral expression and product(s) demonstrate thoughtful developing capabilities to: · Situate self within various social contexts along different dimensions of identity · Recognize contemporary and historical distributions of power and privilege within those social contexts. And an initial attempt to · Identify ways the individual identity of the TC may impact teaching and learning. · Connect understanding of self to themes in the scholarly literature.	The TC's actions, oral expression and product(s) indicate a thoughtful initial attempt with emergent capabilities to: · Situate self within various social contexts along different dimensions of identity · Recognize contemporary and historical distributions of power and privilege within those social contexts.	Little to no demonstration of understanding around the multiple facets of identity; or the superficial use of concepts and terminology without meaningfully demonstrated understandings.

Essential Question #2:

How do I act on these beliefs to create inclusive and responsive learning opportunities and transform inequities?

- Intentionally build a culturally and linguistically responsive classroom community centered on student learning
- Develop mutually beneficial relationships among and between students, teachers, families, and communities
- Create an authentic caring classroom community that satisfies the needs of its members
- Draw on local community assets to support student learning as well as recognize barriers and challenges to teaching and learning in local community issues
- Share power and voice in the classroom with students, their families, and their communities
- Self-reflect on their own and with students regarding beliefs, attitudes, biases and methodologies to improve student engagement and learning
- Utilize the power in the 6 CREDE standards for transforming teaching and learning to a critical socio-cultural endeavor capable of disrupting issues of inequity and social injustice

Advanced	Proficient (PLA 3)	Basic (PLA 2)	Emergent (PLA 1)	Not Observed
Skillful demonstration of a plan for integration into the classroom.	*Comprehensive demonstration of understandings, justifications and plan for integration into the classroom.*	*Basic demonstration of understandings, justifications and plan for integration into the classroom.*	*Emergent demonstration of understandings, justifications and plan for integration into the classroom.*	*Not Observed.*
The TC's actions, discussions and submitted product(s): • Demonstrate an advanced understanding of how to create inclusive and responsive learning opportunities that transform inequities. • Demonstrate skillful integration of multiple indicators of an inclusive and responsive community simultaneously.	The TC's actions, oral expression and product(s) demonstrate thoughtful and skillful capabilities to • Apply multiple items listed above in the general definition. • Connect understanding of building inclusive and responsive communities to themes in the scholarly literature and apply those understandings to own teaching.	The TC's actions, oral expression and product(s) demonstrate thoughtful developing capabilities to: • Apply several of the items listed above in the general definition. • Connect understanding of inclusive and responsive communities to themes in the scholarly literature.	The TC's actions, oral expression and product(s) indicate a thoughtful initial attempt with emergent capabilities to • Apply the items listed above in the general definition.	Little to no demonstration of understanding and plans for enacting an inclusive and responsive classroom practice capable of transforming inequities; or the superficial use of concepts and terminology without meaningfully demonstrated understandings.

Essential Question #3:

How do I plan and enact principles of:

- social justice and equity
- inclusiveness
- cultural and linguistic responsiveness
- learning theory, and
- discipline specific pedagogy

within my pedagogical practices to: plan, teach, revise and adjust curriculum, instruction and assessment to ensure success and growth for all of my students, act as a critical, urban educator/advocate, and promote social justice?

- Teach their content(s) to all students in their diverse classroom and masterfully use content specific pedagogy.
- Create student-centered, inclusive learning environments based on the 6 CREDE Standards of Effective Pedagogy, Backwards Planning and Universal Design for Learning (UDL).
- Use effective assessment practices that involve high expectations for student growth and learning, clear learning targets, feedback and revision, as well as student ownership over their own learning.
- Adjust curricular and instructional practices based on the effective use of formative and summative assessments, as well as critical reflective practice and inquiry.
- Act as teacher leaders and advocate for students and schools
- Collaborate with families and communities to improve student learning and engagement outcomes.

Advanced	Proficient (PLA 3)	Basic (PLA 2)	Emergent	Not Observed
Skillful demonstration of a plan for integration into the classroom.	*Comprehensive demonstration of understandings, justifications and plan for integration into the classroom.*	*Basic demonstration of understandings, justifications and plan for integration into the classroom.*	*Emergent demonstration of understandings, justifications and plan for integration into the classroom.*	*Not Observed.*
The TC's actions, oral expression and product(s) demonstrate an advanced understanding of how to enact effective practice as a teacher for social justice and equity capable of transforming inequities. The submitted product also demonstrates skillful integration of multiple indicators of the planning and revision of curriculum, instruction and assessment simultaneously.	The TC's actions, oral expression and product(s) demonstrate thoughtful and skillful capabilities to: • Apply multiple items listed above in the general definition. • Connect understanding of the planning and revision of curriculum, instruction and assessment to themes in the scholarly literature and apply them to own teaching.	The TC's actions, oral expression and product(s) demonstrate thoughtful developing capabilities to: • Apply several of the items listed above in the general definition. • Connect understanding of planning and revision of curriculum, instruction and assessment to themes in the scholarly literature.	The TC's actions, oral expression and product(s) indicate a thoughtful initial attempt with emergent capabilities to: • Apply the items listed above in the general definition.	Little to no demonstration of understanding and plans for enacting effective practice as a teacher for social justice and equity capable of transforming inequities; or the superficial use of concepts and terminology without meaningfully demonstrated understandings.

Essential Question #4:

How do I reflect upon principles of:

- social justice and equity
- inclusiveness
- cultural and linguistic responsiveness
- learning theory and
- discipline specific pedagogy

in my pedagogical practices in order to further revise and adjust curriculum, instruction and assessment to ensure success and growth for all of my students, act as a critical, urban educator/advocate, and promote social justice?

- Utilize reflection and inquiry to improve the teaching of their content(s) to all students in their diverse classroom and masterfully use content specific pedagogy
- Utilize reflection and inquiry to create and improve student-centered, inclusive learning environments based on the 6 CREDE Standards of Effective Pedagogy, Backwards Planning and Universal Design for Learning (UDL)
- Utilize reflection and inquiry to engage in effective assessment practices that involve high expectations for student growth and learning, clear learning targets, feedback and revision, as well as, and student ownership over their own learning
- Utilize reflection and inquiry to adjust curricular, instructional and assessment practices based on the effective use of formative and summative assessments as well as critical reflective practice and inquiry
- Utilize reflection and inquiry as a basis for teacher leadership and advocacy for students and schools
- Utilize reflection and inquiry to plan and adjust collaboration with families and communities to improve student learning and engagement outcomes.

Advanced	Proficient (PLA 3)	Basic (PLA 2)	Emergent	Not Observed
Skillful demonstration of a plan for integration into the classroom.	*Comprehensive demonstration of understandings, justifications and plan for integration into the classroom.*	*Basic demonstration of understandings, justifications and plan for integration into the classroom.*	*Emergent demonstration of understandings, justifications and plan for integration into the classroom.*	*Not Observed.*
The TC's actions, oral expression and product(s) demonstrate an advanced understanding of how to engage in reflection and inquiry to teach for social justice and equity in order to transform inequities. The TC's behavior, discussions and submitted products also demonstrate skillful integration of multiple indicators simultaneously.	The TC's actions, oral expression and product(s) demonstrate thoughtful and skillful abilities to: • Apply multiple items listed above in the general definition. • Connect understanding of the role of reflection in planning, teaching and assessment to themes in the scholarly literature and apply them to own teaching	The TC's actions, oral expression and pro demonstrate thoughtful developing capabilities to • Apply several of the six items listed above in the general definition • Connect understanding of the role of reflection in planning, teaching and assessment to themes in the scholarly literature.	The TC's actions, oral expression and product(s) indicate a thoughtful initial attempt with emergent capabilities to: • Apply the items listed above in the general definition.	Little to no demonstration of understanding and plans to engage in reflection and inquiry to teach for social justice and equity in order to transform inequities. Or the superficial use of concepts and terminology without meaningfully demonstrated understandings.

Agreement to Make Up Absence & Internship Variation Agreement

Agreement to Make Up Absence UEDU Internships

To make up for a (an)_____ absence on _____,
all day/no. of hours date
_____ will engage in school internship activities
Teacher Candidate

on _____ from _____ to _____.
date time time

The above is agreed to by:

_____ _____
Teacher Candidate Date

_____ _____
Clinical Teacher Date

_____ _____
Site Professor or Site Coordinator Date

Variation in Agreement Form UEDU Internships

Instead of the following schedule or assignment, _____

_____,

_____ will _____
Teacher Candidate

_____.

The above variation in schedule/assignment is agreed to for _____.
time/dates

_____ _____
Teacher Candidate Date

_____ _____
Clinical Teacher Date

_____ _____
Site Professor or Site Coordinator Date

Change of Status Form

UEDU Program Change of Status Form – SUBMIT ONLY IF MAKING CHANGES

Name: _____ Student ID#: _____

Semester Accepted: _____ Teaching Field: _____

I would like to make the following changes to my status:

_____ **Change my name/address/phone with the Urban Community Teacher Education Program**:

New Name: _____

New Address: _____ New phone: ( ) _____
Street

_____ Work phone: ( ) _____
City, State Zip

To make changes to the University of Colorado system, please go to www.cudenver.edu.

_____ **Defer enrollment** and begin the program in:
(please circle one) fall spring summer _____ (Year)

I am aware that I must complete a new Part I application and Residency form. _____ (Initial here).

_____ **Withdraw from the program**:

Reason for Withdrawing: _____

I am aware that if I want to return to the Urban Community Teacher Education program I must reapply to the school.
_____ (Initial here)

Incomplete Agreement Form

Course Completion Agreement for IF or W

Student must complete form in conjunction with instructor and obtain instructor's signature BEFORE submission to SEHD Academic Services Center

Student Last Name | First Name | Student ID

Student Program | Student's Faculty Advisor

Course Number/Section | Course Title | Term/Year

Course Instructor Name _____

Reason for granting Incomplete: _____

Grade: (please circle) W or IF (W or IF will stay on the student transcript) IP for SPED 5021 only

☐ Check if you plan to graduate this semester and/or complete licensure this semester

(IMPORTANT: In order to make the graduation lists, student must complete IW, IF, or IP not later than 2 weeks after the last day of classes of the semester in which he/she intends to graduate. This must include leaving enough time for your instructor to grade your work and submit the grade. Licensure paperwork cannot be signed and submitted to the Colorado Department of Education until all courses have a final grade posted on your transcript.)

Please describe below or attach a document describing the specific requirements the student must complete in order to complete the course and have the IW, IF or IP changed to a grade.

All requirements must be met by _____
Date

_____ _____

Student Signature Date Faculty Signature Date

Signed form must be submitted to Academic Services Center prior to the end of the term the IW, IF, or IP is granted. Instructor and student must each keep a copy of this form.

SEHD Incomplete Policy
Incomplete grades (IW or IF) are not given to replace low grades. To be eligible for an incomplete grade, students must (1) have successfully completed 75% of the course requirements, (2) have special circumstances (verification required) that preclude the student from attending classes and/or completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor before more than one year has elapsed since the end of the semester in which the course was taken. IW and IF remain on the student's official transcript even after a grade is assigned.

SEHD Incomplete Process
Faculty may assign students an incomplete grade of IW or IF to signify that special circumstances beyond the student's control prevented the student from completing a small portion of the course and that a final grade cannot yet be assigned. Upon completion of the missing course work, a Change of Record Form is completed by the original instructor to change the IW or IF to a letter grade. Faculty should work with the Faculty Services Center to complete the Change of Record Form.

The instructor who assigned an IF or IW sets the conditions under which the course work can be completed and the time limit for completion. The student is expected to complete the requirements within the established deadline. If the missing assignments are not completed within the allotted time, the IW converts to a W and the IF converts to an F on the student's transcript. The original incomplete grade remains on the student's transcript even after a letter grade is assigned.

Students making up an incomplete should not re-register for the course.

Frequently Encountered Situations:

1.) *Student asks for an incomplete grade to satisfy financial aid requirements*.
Financial aid requires students to successfully complete certain semester hours by the end of the semester.
Grades of IW, IF, W, NC and F do not satisfy financial aid requirements.

2.) Student asks for an incomplete grade to allow time to complete a course assignment.
In the absence of special circumstances, extending the semester for a student is a form of extra credit not
allowed by school policies.

3.) Faculty deliberate about the use of an IW vs. an IF grade for student who meets incomplete grade policies.
Faculty control is the advantage of the IF. Transcript appearance (avoids connotation of failing performance to the student) is the advantage of the IW. *Given the SEHD Incomplete Policy that 75% of the course requirements must be successfully completed when assigning an incomplete, an IW is recommended.*

Teacher Education Conflict Resolution Flowchart

WORK THROUGH A PROBLEM USING THIS **FLOWCHART**

DEFINE PROBLEM HERE:

ANALYZE THE PROBLEM

_____

_____

_____

_____

_____

Use boxes below to list possible solutions:

POTENTIAL POSITIVE EFFECTS

List for each solution:

_____

_____

_____

_____

SOLUTION #1

POTENTIAL NEGATIVE EFFECTS

List for each solution:

_____

_____

_____

_____

SOLUTION #2

_____

_____

_____

_____

_____

_____

_____

_____

SOLUTION #3

_____

_____

_____

_____

_____

_____

_____

_____

Now choose the solution you think is best — circle it and make it happen.

ACTUAL POSITIVE EFFECTS

_____

_____

_____

_____

_____

PRACTICAL ACTION

ACTUAL NEGATIVE EFFECTS

_____

_____

_____

_____

_____

FINAL EVALUATION: Was it a good or bad solution?

Source: Based on heuristic created by Frank T. Lyman Jr. and George Eley, 1985.

Teacher Candidate Professional Support Plan Form

The Teacher Education program at the University of Colorado Denver utilizes a collaborative model between the university and Professional Development School partners to provide teacher candidates with numerous opportunities to gradually move from participatory observation to full assumption of the many responsibilities and practices of a highly effective urban community teachers. The purpose of this **Teacher Candidate Support Plan** is to ***optimize the strengths of the Teacher Candidate in order to address identified areas that need focused attention and improvement***. This plan will be developed collaboratively with the teacher candidate with the support of key partner school and university individuals. When the plan is fully developed, all individuals at the university and at the partner school involved in the plan will receive a copy. Also a copy should be submitted (e-mail or hard copy) to the Teacher Education Coordinator and the Director of Partnerships.

Teacher Candidate:	Partner School & District:	Internship # & Grade Level/Subject:	Support Plan #:	Date Plan Developed:
Other Individuals Involved in the Support Plan *(Please list names and roles):*			Date Plan Will Be Reviewed:	
Teacher Candidate's Strengths:				
Circumstances/History that Have Led to the Development of this Support Plan:				

Support Plan			
Area of Focus from the TLIC, Professional Dispositions and/or QRC	***Recommended Practices for TC (What it will sound like & look like) & Accompanying Support from Site Team and or Instructor (i.e. coaching, etc.)***	***Timeline***	***Progress***

Final Recommendation After Review

- ❑ All areas of the plan have been successfully addressed
- ❑ Extend/Monitor/Revise the plan
- ❑ Proceed to Professional Action Plan

Signatures (include all signatures of appropriate individuals involved in the plan)

Teacher Candidate Date Site Professor Date Site Coordinator Date

Clinical Teacher Date Principal Date University Representative Date

Teacher Candidate Professional Action Plan Form

The UCTE program utilizes a highly collaborative model between the university and it's Professional Development School partners to provide teacher candidates with numerous opportunities to gradually move from participatory observation to full assumption of the many responsibilities and practices of a highly effective urban community teachers. The purpose of this **Teacher Candidate Professional Action Plan** is to ***optimize the strengths of the Teacher Candidate in order to address identified areas that need focused attention and improvement when a support needs further action***. This plan will be developed collaboratively with the teacher candidate with the support of key partner school and university individuals. When the plan is fully developed, all individuals at CU Denver and at the partner school involved in the plan will receive a signed copy. Also a copy should be submitted (e-mail or hard copy) to the Teacher Education Advisor and Director of Partnerships.

<table>
<tr><td>Teacher Candidate:</td><td>Partner School & District:</td><td>Internship # & Grade Level/Subject:</td><td>Support Plan #:</td><td>Date Plan Developed:</td></tr>
<tr><td colspan="3">Other Individuals Involved in the Action Plan (Please list names and roles):</td><td colspan="2">Date Plan Will Be Reviewed:</td></tr>
<tr><td colspan="5">Teacher Candidate's Strengths:</td></tr>
<tr><td colspan="5">Circumstances/History that Have Led to the Development of this Support Plan:</td></tr>
</table>

Plan of Action			
Area of Focus from the TLIC, Professional Dispositions and/or QRC	***Recommended Practices & Actions steps for TC (What it will sound like & look like) & Accompanying Support from Site Team and or Instructor (i.e. coaching, etc.)***	***Timeline***	***Progress***

Final Recommendation After Review

- ❑ All areas of the plan have been successfully addressed
- ❑ Extend/Monitor/Revise the plan
- ❑ Dismissal from the UCTE Program

Signatures (include all signatures of appropriate individuals involved in the plan)

_____

Teacher Candidate Date Site Professor Date Site Coordinator Date

_____

Clinical Teacher Date Principal Date University Representative Date

Schedule Adjustment Form

(Part I)

CU-Denver Schedule Adjustment Form

Please read the instructions on the reverse before completing this form. Print using black or blue ink.
COMPLETE PARTS I and II IF YOU ARE ADDING OR DROPPING SOME OF YOUR COURSES;
PARTS I AND III IF YOUR ARE WITHDRAWING FROM ALL OF YOUR COURSES.

Last Name _____ First Name _____ M.I. _____ Student Number _____ Term/Year _____

Graduate_____
Undergraduate_____
Circle appropriate school/college

Arts & Media
Arch & Planning
Business
Education
Engineering
Liberal Arts
Non-Degree
Public Affairs

I understand that I am academically and financially responsible for the course adjustments I request. I am responsible for knowing schedule adjustment deadlines and signature requirements as published in the Academic Calendar for this term. I am required to submit this form within 5 working days after obtaining the required signatures.

Student Signature _____ Date _____

(Part II)

Action: A = Add; D = Drop; TC = Time Conflict; OV = Overload; WL = Waitlist; P/F = Pass/Fail; NC = No Credit (see instructions on reverse)

Action	Subject and Course Number	Section	Hours	Faculty Signature and Date	Deans/Advising Office Signature and Date
Example: A	CHEM 2811	001	3.0		

(Part III)

Request for Withdrawal Form

(complete only if dropping ALL courses for the term)

I request permission to be withdrawn from all classes. I acknowledge responsibility for any tuition and fees.

Student's Signature _____ Date _____ Dean's Signature _____ Date _____ Financial Aid Office Signature _____ Date _____

Form must be complete before submitting to the Service Center (North Classroom 1003) or Records Office (Annex 100). The date the form is received in the Service Center or Records Office is the effective date of the action requested.

Office Use Only

Date Processed on SIS: _____ Records Clerk: _____

Course Waiver Form

Course Waiver Request Process

Documentation and Conditions

1. A graduate level education course, completed within the past five (5) years, with the same or similar title and credit value to a required course, may be accepted by the student's advisor without the completion of a waiver form. The advisor will generally question the student regarding the course content and may request further documentation. The student must have at least a "B" grade in the course.

2. Students must complete a course waiver form for their request. A regular faculty member who teaches the course (not an honoraria faculty) and the student's advisor has the discretion to approve this. In addition to the course syllabus, the student may be asked to discuss the course and demonstrate mastery of the course content.

3. Courses older than 5 years will not generally be waived. Students who feel they have strong supporting evidence should still submit a waiver request for consideration.

Procedures:

1. Complete a course waiver form and attach required documentation, including an official grade slip or transcript indicating the grade received in the course.

2. Make an appointment with the faculty member who teaches the course to discuss your request. Bring your waiver form and supporting documents. If you need assistance, the staff in the Faculty Services Office (Lawrence Street Center 724) can direct you to the appropriate faculty member. If approved by the course instructor, the next step is getting your advisor to approve.

3. Meet with your faculty advisor and request permission to waive the course. Bring your signed waiver form and support materials.

4. Submit your signed waiver form to the Academic Services Office in Lawrence Street Center, Suite 701 and ask that it be placed into your file. (Be sure to retain a copy for your records)

Note: Final determination of the waiver request is at the discretion of the School of Education faculty.

Course Waiver Form

Name: _____Student ID_____

Address:_____

Phone:_____Email: _____

The course for which I am requesting a waiver is a required course in:

____Master's degree program.
____Teacher licensure program.
____Other (Please explain)_____

Course number, title, and credits of the course for which a waiver is being requested:
_____
I, _____ request that the School of Education accept the following course as meeting the requirements of the above CU-Denver course:

Course Title _____Course #_____

Number of credit hours_____ Grade received_____

Textbook used _____

Course taken in the department of _____College/Univ._____

Additional comment:
_____

_____

(For Office Use)

The request to waive the above course is:
Approved ( ) Denied ( )

_____
Course Instructor Date

Approved ( ) Denied ( )

_____
Advisor Date

Please Note: If either your advisor or the course instructor denies the request, the waiver is denied.