

University of Colorado Denver

School of Education & Human Development

INITIAL PROFESSIONAL TEACHER EDUCATION PROGRAM HANDBOOK

Comprehensive Guide for Teacher
Candidates, Site Coordinators,
Site Professors, and Site Supervisors

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INITIAL PROFESSIONAL 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.

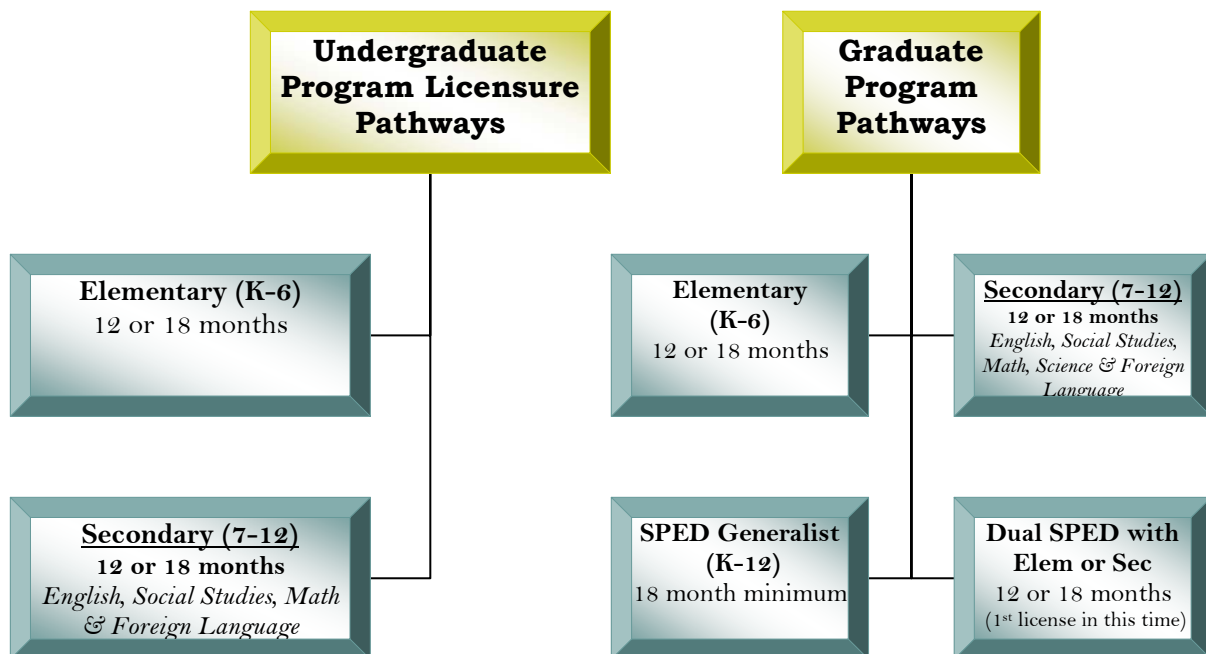
Welcome to the Initial Professional Teacher Education (IPTE) Program at the University of Colorado Denver (UCD) in the School of Education and Human Development (SEHD)! The IPTE program is committed to contributing to the mission of the School by developing teacher leaders who have the ability, dispositions, and drive to create meaningful, dynamic and engaging learning environments that support the achievement of ALL students. We collaboratively engage in this endeavor daily with our K-12 partner educators who work closely with us in the UCD Partner School Network comprised of 27 diverse and urban schools across 6 districts in the Denver metro region. Ultimately our goal is that all teacher candidates—whether elementary teachers, secondary teachers, or special educators—each will be able to have a significant positive impact in urban and diverse

educational school settings and as teacher leaders, will act with a sense of urgency to support equity in education for all children.

Whether you are a Teacher Candidate (TC), Clinical Teacher (CT), Site Coordinator (SC), Site Professor (SP), or Site Supervisor (SS), this handbook is intended to help you understand and navigate the IPTE program. Remember, much of what is here are guidelines. You need to make sure that the program fits your needs as well and we will do what we can to ensure everyone's success as we embark on this path of teacher education.

IPTE Program Pathways

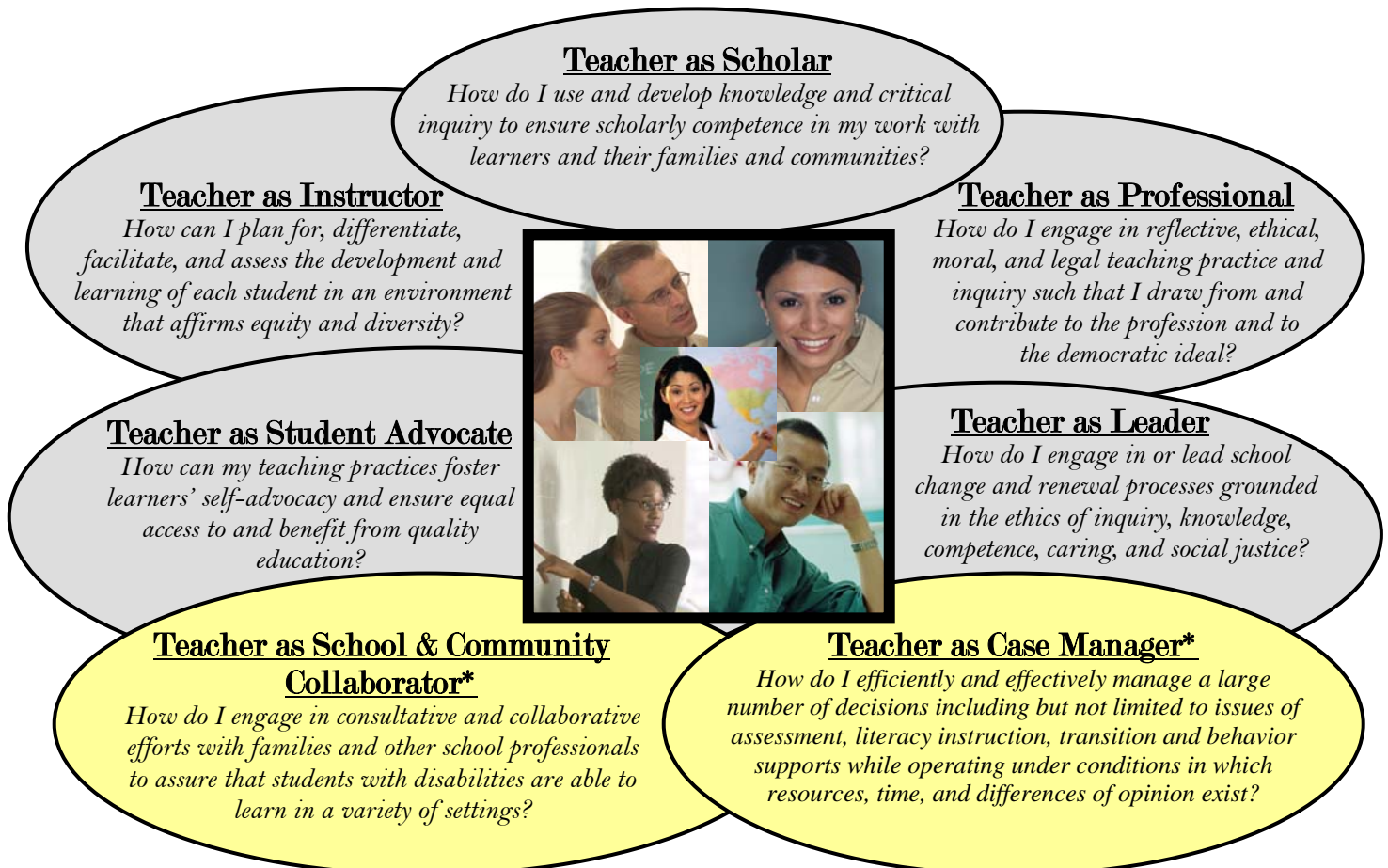
The IPTE program is both an undergraduate and graduate level program for general education licensure. (Special Education is currently only an option at the graduate level, but we encourage undergraduates who want to obtain a Special Education license to consider pursuing their MA in Special Education.) The expectations for performance are identical for both undergraduates and graduates because the expectations for newly licensed teachers in the state of Colorado are exactly the same. Undergraduates and graduates work side by side in coursework and internships. There are very slight differences including the course registration numbers (UGs register for 4000 level; Grads register for 5000 level) and undergraduates take 1-2 licensure courses and one internship prior to admission in the program (see undergraduate course plans in appendices for more details).



Teaching Roles & Essential Questions

How the IPTE Program is Conceptualized?

The conceptual framework of the IPTE program provides not only a vision for the program but also the essential framework or perspective from which the entire program is developed. The IPTE program is conceptualized through several Teaching Roles and associated Essential Questions. These Teaching Roles and Essential Questions represent an educational model that maintains that teaching requires the development of complex, connected knowledge, skills and dispositions regarding students' learning and well-being as well as ongoing professional learning, reflection, and renewal among educators and K-12 schools. There are 5 roles and essential questions for general and special educators and an additional 2 roles* for special educators.



The Teaching Roles and Essential Questions are based on:

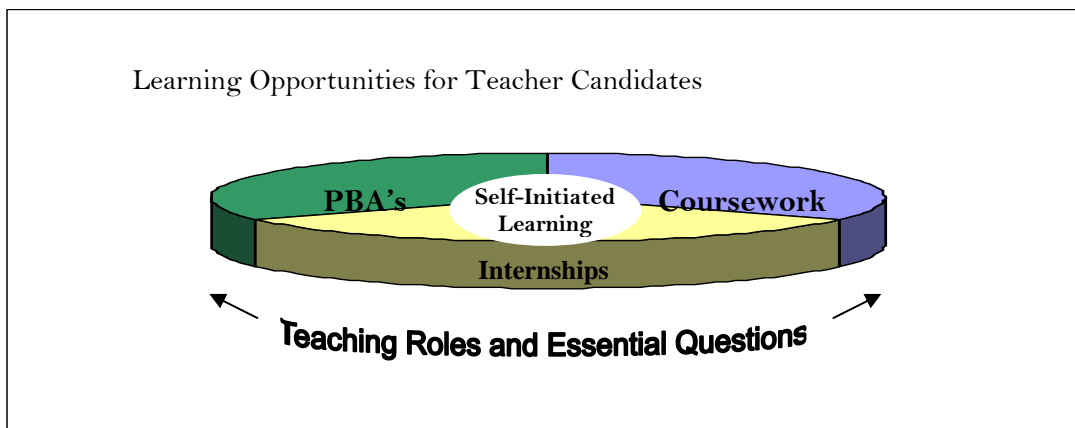
- The characteristics of excellent first year teachers as defined by focus groups composed of master teachers from metropolitan school districts
- The Colorado Performance Based Teaching Standards
- The goals of the National Network for Educational Renewal which include to:
 - provide access to knowledge for all children (“equity and excellence”);
 - educate the young for citizenship in a social and political democracy (“enculturation”);
 - base teaching on knowledge of the subjects taught, established principles of learning, and sensitivity to the unique potential of learners (“nurturing pedagogy”); and
 - take responsibility for improving the conditions for learning in the entire school and university community (“stewardship”).

- The overall mission of the School of Education and Human Development to prepare leaders for professional practice in schools
- The accreditation standards of the National Council for Accreditation of Teacher Education (NCATE) as well as affiliated professional organizations such as the Council for Exceptional Children (CEC), ACEI, and content organizations in English, Social Studies, Math, and Science.

Preparing Candidates to Assume Teaching Roles

How the IPTE Program is Structured

In order to prepare teacher candidates to assume the various Teaching Roles, the program provides multiple learning opportunities that are closely connected. These include: performance based assessments, coursework, and school based internships. These foundations combined with a teacher candidate's self-initiated learning prepare teacher candidates who can confidently and skillfully assume all teaching roles.



Performance-Based Assessments (PBAs)

PBA stands for performance based assessment. In 2000, Senate Bill 154 required all Colorado teacher education institutions to become performance based. We created PBAs that correspond to many of the IPTE courses and concurrent practice in the series of internships. In doing so, we can evaluate your knowledge as a result of your coursework and your performance in schools simultaneously. As teacher candidates progress through the program, they will be introduced to Performance Based Assessments (PBAs) and will be guided and supported in both coursework and internships. Students seeking dual licensure are responsible for four additional PBAs associated with their second endorsement in Special Education.

The PBAs are:

1. Literacy Instruction & Assessment (elementary and secondary versions)
2. Mathematics Instruction & Assessment (elementary)
3. Subject Matter Content (secondary)
4. Student Profile
5. Classroom Management
6. Student Academic Performance Sample (SAPS)
7. Internship Performance Rubric (used at the end of each internship)

The four additional PBAs that all Teacher Candidates in the special education program are expected to proficiently complete include:

1. Assessment
2. Collaboration & Positive Behavior Supports
3. Literacy Instruction for Students with Identified Special Needs
4. The Individualized Education Program (I.E.P.) Process

Coursework

The IPTE program is a “merged” program to support the development of both general educators and special educators simultaneously. Thus some courses have IPTE prefixes while other courses have SPED prefixes. 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.

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. **Course descriptions as well as advising course plans can be found in the appendices.**

Internships

(also see section on Partner Schools for more detailed information)

Elementary, Secondary and Special Education Teacher candidates engage in a series of 4 internships from the beginning of the program to the end of the program. Dual teacher candidates engage in 5 internships that result in a general education license at the elementary or secondary level and then complete a fifth internship and additional coursework; this can be done during an additional full time semester or can be worked out flexibly as the student assumes their first teaching position to complete their special education license. All internships take place in one of the UCD Partner Schools. Internships are very closely aligned with coursework while the performance based assessments create a direct connection between learning in courses and performance in the internship.

Internships provide teacher candidates with the opportunity to truly “live the life of a teacher” while learning to assume all of the roles of a teacher. This experience is so crucial to teacher candidate learning and development that internships begin even before the university semester with teacher candidates working at their partner school 1-2 full 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 internship” was selected to signal a different model of teacher preparation, 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 in the school and community, especially in school improvement or renewal. For this reason, TC’s will spend their time within school 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 internships, teacher candidates gradually move from participatory observation of the Teaching Roles to full assumption of the Teaching Roles. By the end of the internship sequence, TCs are expected to have developed independence in the Teaching Roles and to have achieved proficiency on all performance-based assessments. It is each TCs responsibility to utilize the opportunities provided in the school internships to the fullest in order to be able to assume the Teaching Roles and to meet the standards embodied in the performance-based assessments. Throughout the 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 internship, TCs along with their site team assess the TC’s performance using the internship performance rubric and subsequently develop goals to guide future internship experiences.

The charts below provide guidelines for the MINIMUM hours spent in each internship depending on which program plan the teacher candidate has chosen (the state of Colorado requires a minimum of 800 hours over the course of a teacher preparation program). **The partner school site team will determine the actual “calendar” and contact days/hours the teacher candidates at that school are required to attend. Each school may be slightly different based on the unique needs and varying context of the school site.**

Internship Progression Tables & Minimum Contact Hours

Graduate Initial Licensure Program (Elementary or Secondary)

Internship Number, Credits, & Minimum Contact Hours	IPTE 5910 (2 credits) 128 hrs/16 days at 8 hrs per day	IPTE 5911 (2 credits) 128 hrs/16 days at 8 hrs per day	IPTE 5912 (3 credits) 192 hrs/24 days at 8 hr per day	IPTE 5913 (6 credits) 352 hrs/44 days at 8 hrs per day
12 Month	<u>Semester 1</u> Wednesdays & Thursdays		<u>Semester 3</u> Wed & Thurs 1 st half 4-5 days/week 2 nd half	
18 Month	<u>Semester 1</u> Thursdays	<u>Semester 2</u> Thursdays	<u>Semester 3</u> Wed & Thurs 1 st half 4-5 days/week 2 nd half	

**Secondary students complete 5910 in one setting (middle or HS), 5911 in the opposite setting, and then 5912/13 in either middle or HS (we try to take student preference into account as best possible).*

Undergraduate Initial Licensure Program (Elementary or Secondary)

Internship Number, Credits, & Minimum Contact Hours	IPTE 4910 (2 credits) 120 Hours Completed PRIOR to IPTE Admission	IPTE 4911 (2 credits) 256 hrs/32 days at 8 hrs per day	IPTE 4912 (3 credits) 192 hrs/24 days at 8 hr per day	IPTE 4913 (6 credits) 352 hrs/44 days at 8 hrs per day
12 Month		<u>Semester 1</u> Wednesdays/Thursdays	<u>Semester 2</u> Wed & Thurs 1 st half 4-5 days/week 2 nd half	
18 Month		<u>Semester 2</u> Wednesdays/Thursdays	<u>Semester 3</u> Wed & Thurs 1 st half 4-5 days/week 2 nd half	

**Secondary students complete 4910 in one setting (middle or HS), 4911 in the opposite setting, and then 4912/13 in either middle or HS (we try to take student preference into account as best possible).*

Graduate SPED Generalist Initial Licensure Program

Internship Number, Credits, & Minimum Contact Hours	SPED 5910 (2 credits) 128 hrs/16 days at 8 hrs per day	SPED 5911 (2 credits) 128 hrs/16 days at 8 hrs per day	SPED 5912 (3 credits) 192 hrs/24 days at 8 hr per day	SPED 5913 (6 credits) 352 hrs/44 days at 8 hrs per day
18 Month	<u>Semester 1</u> Thursdays	<u>Semester 2</u> Thursdays	<u>Semester 3</u> Wed & Thurs 1 st half 4-5 days/week 2 nd half	

Graduate Dual SPED/Elementary or SPED/Secondary Licensure Program

(Gray boxes indicate SPED internships)

Internship Number, Credits, & Minimum Contact Hours	IPTE 5910 (2 credits) 128 hrs/16 days at 8 hrs per day	SPED 5910* (2 credits) 128 hrs/16 days at 8 hrs per day	IPTE 5912 (3 credits) 192 hrs/24 days at 8 hr per day	IPTE 5913 (6 credits) 352 hrs/44 days at 8 hrs per day	SPED 5913* (4 credits) 256 hrs/32 days at 8 hrs per day
12 Month <i>(indicates when the 1st license is completed)</i>	<u>Semester 1</u> Wed & Thurs		<u>Semester 2</u> Wed & Thurs 1 st half 4-5 days/week 2 nd half		<u>Semester 3</u> Arranged with SPED Advisor & Partner School
18 Month <i>(indicates when the 1st license is completed)</i>	<u>Semester 1</u> Thursdays	<u>Semester 2</u> Thursdays	<u>Semester 3</u> Wed & Thurs 1 st half 4-5 days/week 2 nd half		<u>Semester 4</u> Arranged with SPED Advisor & Partner School

**SPED 5910 is completed in the opposite school-level (elementary or secondary) setting of the TC's general education license and SPED 5913 is completed in the same school-level setting to meet the SPED Generalist license age span (K-12).*

Content Licensure Exam Policy (PLACE or PRAXIS II)

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 internships. **If the teacher candidate has not passed the appropriate content exam(s) AND submitted passing scores within 20 days of the final semester of internships beginning, the candidate will have to delay his/her final semester of internships and connected courses until the exam has been passed.** Please be aware that the exams are only offered 4-5 times per year and require advance registration. Also be aware that it typically takes 4-6 weeks to receive the results. In Colorado, most teacher candidates have a choice between the PLACE or PRAXIS II exam. Please see the table on the next page for more detailed information.

Both exams cover the same content and use the same format (multiple choice) but there are differences. The PRAXIS II is a national 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 II 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/>. Information about the PRAXIS II can be found at www.ets.org/praxis.

Once the exam is passed, a copy of your test results must be submitted to the SEHD Student Services Center with the accompanying PLACE/PRAXIS Documentation form (located on the SEHD website: www.cudenver.edu/sehd). Graduate students may also elect to waive up to 2 prerequisite content courses identified prior to admission to the program once the exam(s) have been successfully passed.

PLACE/PRAXIS II CONTENT EXAMS FOR LICENSURE		
Licensure Area	Exam(s)	Must Pass Before:
Elementary	<ul style="list-style-type: none"> PLACE or PRAXIS II in Elementary Content 	3rd Internship (IPTE 5912 for graduate students) (IPTE 4912 for undergraduate students)
Secondary	<ul style="list-style-type: none"> PLACE or PRAXIS II in Secondary Licensure Area Content <i>*PLACE only for Foreign Language</i> 	3rd Internship (IPTE 5912 for graduate students) (IPTE 4912 for undergraduate students)
SPED Generalist	<ul style="list-style-type: none"> PLACE or PRAXIS II in Elementary Content PLACE for SPED Generalist 	3rd Internship Graduates only (SPED 5912)
Dual SPED w/ Elementary	<ul style="list-style-type: none"> PLACE or PRAXIS II in Elementary Content PLACE for SPED Generalist 	IPTE 5912 (3rd) Graduates only SPED 5913 (5 th)
Dual SPED w/ Secondary	<ul style="list-style-type: none"> PLACE or PRAXIS II in Secondary Content PLACE for SPED Generalist PLACE or PRAXIS II in Elementary Content 	IPTE 5912 (3rd) Graduates only SPED 5913 (5 th) SPED 5913 (5 th)

LiveText

LiveText is a technology-based tool required for all teacher candidates in the IPTE program. The tool 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. In addition, the LiveText system provides opportunities for teacher candidates to get immediate feedback from instructors about their work. As an instructional tool, LiveText additionally provides teacher candidates access to an extensive library of on-line instructional videos that can be used in teaching lessons in the classroom. All SEHD students will be assessed a one-time fee of \$175 at the beginning of the program. This fee covers a five year subscription to the LiveText system and a 90 minute workshop to help teacher candidates learn how to use the system. For more information about LiveText and workshop times, please visit <http://sehassessment.cudenver.edu/>.

Support & Advising

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

AT THE UNIVERSITY	AT THE PARTNER SCHOOL
<ul style="list-style-type: none"> ▪ <u>IPTE Academic Advisor</u>—located in the SEHD Student Services Center, the IPTE Academic Advisor supports you throughout the program from admissions through licensure including any questions about courses/course plan changes, prerequisites, taking the PLACE/PRAXIS II Exam as well as most any paperwork needed throughout the program, including completing your licensure application. ▪ <u>IPTE Placement Coordinator</u>—located in the SEHD Student Services Center, the IPTE Placement Coordinator provides you with all information needed regarding your partner school placement and registration information for internships. ▪ <u>MA Option Academic Advisors</u>—located in the SEHD Student Services Center, Academic Advisors are available to help you make the transition from the IPTE 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. ▪ <u>IPTE Faculty</u>—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, all of whom are working with K-12 schools either as site professors, researchers, and even as current K-12 educators themselves. ▪ <u>IPTE Director</u>—the director collaborates closely with university faculty and partner school administrators and teachers to continually renew the IPTE program curriculum and partner school experiences for teacher candidates. 	<ul style="list-style-type: none"> ▪ <u>University Site Professor</u>—a university faculty member will spend one full day per week (typically Thursdays) at the partner 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. ▪ <u>Site Coordinator</u>—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. ▪ <u>Clinical Teacher</u>—practicing teachers in the partner 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. ▪ <u>Principal</u>—the principal of the partner 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. ▪ <u>Teacher Candidate Cohort</u>—8-12 teacher candidates are placed at a partner 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 form important relationships with one another throughout the program.

Problem-Solving Protocols within the IPTE Program

Teaching and learning is a collaborative endeavor. University instructors and teacher candidates work together to navigate their teaching journey. Working in Partner Schools fosters relationships among adults in new ways. Sharing a classroom with other adults and sharing decision-making across the university and school is usually rewarding and enriching for all the adults involved.

However, just as any close relationship requires excellent communication and problem-solving skills, so do school relationships. This section is intended to provide a set of protocols that assist Teacher Candidates, Instructors, Site Professors, Clinical Teachers, Site Coordinators and others in solving problems and challenges that are inevitable when adults work closely together in education.

The **principles** underlying these protocols are:

1. Something is not a problem unless you perceive it that way. 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.
3. Most problems are best solved when addressed as soon as possible. Problems that fester are harder to solve.
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.
5. When problems are defined well, resolutions follow more easily. These steps can help define the problem:
 - 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 how you are contributing to the problem.
 - What is within your control and others' control regarding the problem? If the problem is outside of yours and others' control, perhaps you need to figure out how to live with it.
 - Put yourself in the other person's shoes. What do you suppose the other person's perception of the problem is?
 - Now restate the problem. Are you ready to present the problem to those involved now?
6. In approaching another person about a problem, it is usually helpful to be prepared to suggest *several* possible resolutions. In fact, your first idea is not always the most satisfying to all parties.

Helpful Hints When Solving Problems

1. Consider when to meet with the person with whom you are having the problem. It is best to meet in private during a previously agreed upon time. Don't address the problem in front of others or bring it up at an inopportune time. Always ask, "When could I meet with you?" or at least ask, "Is this a good time to talk with you about a problem?"
2. 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 with you.

In what follows you will find **Initial Problem-Solving Protocols** to help you navigate the many twists and turns you may experience in collaborating with others. There is not a protocol for every situation in which you may find yourself as a teacher candidate, site professor, site coordinator, instructor, or clinical teacher. However, it will be easier to improvise problem solving in other situations from the protocols, especially when the previous principles are kept in mind. Finally the **Support Plan Protocol**, provides a multi-tiered approach to supporting the development of teacher candidates in acquiring the knowledge, skills and dispositions necessary to be an effective teacher prepared in this program. This protocol includes the program form to design an **IPTE Professional Action Plan** if necessary.

Initial Problem-Solving Protocols

Protocol for Teacher Candidates

If you are a Teacher Candidate who has a problem with a Site Coordinator, Instructor, Site Professor, Site Supervisor, a Clinical Teacher or another Teacher Candidate in a partner school:

1. Define the problem for yourself. (See previous information.) If the problem concerns your Clinical Teacher, consider whether the problem is "real." That is, could this be a matter of not yet understanding the school culture or norms? If the problem is "real" go to step 2. If the problem concerns a professor or Teacher Candidate, go to step 2.
2. Meet with the professor, Clinical Teacher, or Teacher Candidate to:
 - a) Listen to the perceptions of that person
 - b) Present possible resolutions for the problem
 - c) Negotiate as necessary
 - d) Generate a plan, including locus of responsibilities and timeline
3. If the problem was resolved, acknowledge that to the professor, Clinical Teacher or Teacher Candidate. If the problem continues, repeat the previous steps and try again.
4. If a resolution is not possible after following the previous steps, do one of the following as appropriate:
 - a) If the problem occurred with the professor, request help from the Site Coordinator, the principal, or your advisor as appropriate to the problem.
 - b) If the problem occurred with the Clinical Teacher, request help from the school's professor, Site Coordinator and/or principal as appropriate to the problem.
 - c) If the problem occurred with a Teacher Candidate, request help from the professor, Clinical Teacher, and/or Site Coordinator as appropriate to the problem.

Protocols for Site Professors, Site Coordinators, and Site Supervisors

If you are a Site Professor, Site Coordinator, or Site Supervisor who has a problem with a Teacher Candidate in a school internship:

1. Define the problem for yourself. (See previous information.)
2. If the problem involves or affects a Clinical Teacher and/or other school/university staff, talk with the appropriate people about their perceptions (see inquiry step in Support Plan Protocol below). Determine whether to meet with the Teacher Candidate alone or with the Clinical Teacher and other school/university staff with whom you discussed the problem.
3. As decided in #2, meet with the Teacher Candidate to:
 - a) present the problem
 - b) listen to the perceptions of the Teacher Candidate
 - c) present possible resolutions for the problem
 - d) negotiate as necessary to select appropriate interventions/resolutions
4. If the problem was resolved, acknowledge that to the Teacher Candidate. If the problem continues, repeat previous steps to try again; involve appropriate school personnel (e.g., Site Coordinator, principal) and other professor(s) responsible for the Teacher Candidate's learning. End result should be the development of a Professional Action Plan (see Support Plan Protocol below).
5. If necessary, counsel the Teacher Candidate out of the program.

If you are a Site Professor or Site Coordinator who has a problem with a Clinical Teacher:

1. Follow steps related to Teacher Candidates in above protocol but substitute Clinical Teacher for Teacher Candidate.
2. If a resolution is not possible, inform the principal of the problem and seek a resolution with his/her assistance.

If you are a Site Professor who has a problem with a Site Coordinator or a Site Coordinator who has a problem with a Site Professor:

1. Follow steps related to Teacher Candidates in above protocol but substitute the specific role.
2. If a resolution is not possible, inform the principal and/or Director of Teacher Education of the problem appropriate and seek a resolution with his/her/their assistance.

Protocols for Clinical Teachers

If you are a Clinical Teacher who has a problem with a Teacher Candidate in a school internship:

1. Define the problem for yourself. (See previous information.)
2. If you view the problem as minor, continue with the remaining steps on your own. If you view the problem as major, talk with the school's professor(s), Site Coordinators and/or others as appropriate about their perceptions. Determine whether to meet with the Teacher Candidate alone or with others.
3. As decided in #2, meet with the Teacher Candidate to:
 - a) present the problem
 - b) listen to the perceptions of the Teacher Candidate
 - c) present possible resolutions for the problem
 - d) negotiate as necessary and select interventions/resolutions
4. If the problem was resolved, acknowledge that to the Teacher Candidate. If the problem continues, consult the Site Professor and Site Coordinator to develop a Professional Action Plan as part of the Student Support Plan Protocol.

If you are a Clinical Teacher who has a problem with a Site Professor or Site Coordinator:

Follow previous steps 1, 3 and 4 but substitute professor or Site Coordinator for Teacher Candidate.

If a resolution is not possible, inform the principal and/or Director of Teacher Education of the problem and seek a resolution with his/her/their assistance.

Protocol for Requesting a Change in Internship

This protocol addresses a situation in which the Teacher Candidate requests a different internship placement within the school. *If the Teacher Candidate requests a new internship DURING a school internship, the current Clinical Teacher needs to be involved in the discussions that ensue.*

1. The Teacher Candidate informs the school's Site Professor and Site Coordinator of his/her thinking about the necessity of a new school internship. (The Teacher Candidate does not approach another school or teacher first.)
2. If the Site Professor and Site Coordinator agree that there may be merit in a new placement, the appropriate Clinical Teacher(s) are informed about the decision and consulted. In some cases, it may also be helpful to include the principal in the discussions. If these people do not agree to a new placement, the Teacher Candidate may decide to accept that decision or appeal it to the Director of Teacher Education.

3. If the school's Site Professor and Site Coordinator agree that a new placement may be explored, the Teacher Candidate makes an appointment to observe and interview in the new classroom that s/he and the professor agree upon. (All following steps assume that this step has occurred.)
4. The Site Professor and Site Coordinator talks with the observed teacher and the Teacher Candidate following the observation and interview. The Site Professor and Site Coordinator provide the teacher with information that s/he requests about the Teacher Candidate's previous experiences.
5. If the group agrees that the new placement is likely to be successful, the change is made at a time agreed upon by the parties involved.

Support Plan Protocol Concerning Teacher Candidate Performance

Level I: Proactive Embedded Support

The IPTE 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 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 partner school individuals who are currently supporting the TC to better understand the TC's performance. This model is reflective of similar processes in K-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 IPTE Academic Advisor and cc the IPTE Director.
2. The IPTE Academic Advisor will log the inquiry into the Student Services Center (SSC) Data Warehouse¹ and then forward the concern to all other instructors and/or partner school site team members supporting the teacher candidate that semester.
3. All individuals who respond, please do a "reply all" so that the IPTE Academic Advisor can again log inquiry responses into the SSC Data Warehouse¹.

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 an IPTE Professional Action Plan (next phase).

Level III: Collaboratively Develop IPTE Professional Action Plan

**Typically, this phase should be initiated no later than mid-course or mid-internship*

If a TC is still struggling, an **IPTE Professional Action Plan** will be collaboratively developed with the TC and the appropriate university and or partner school individuals using the program form (found in the appendices of this handbook). E-mail a copy of the plan to the IPTE Academic Advisor and cc the IPTE Director. This will be

logged into the SSC Data Warehouse¹. A hard copy of the completed plan should be given to all individuals involved in the plan.

Level IV: Professional Action Plan Review & Program Continuation Decision

After re-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 IPTE Academic Advisor and cc the IPTE Director. This will be logged into the SSC Data Warehouse¹. The teacher candidate continues on with the IPTE program.
2. **Teacher Candidate Does Not Successfully Complete Action Plan**
E-mail the IPTE Director 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 director and university/partner 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. The decision and the new IPTE Professional Action Plan should be e-mailed to the IPTE Academic Advisor and cc the IPTE Director. This will be logged into the SSC Data Warehouse¹.
 - 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 teacher candidate's inability 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 their IPTE program coursework or internships pending the outcome of the appeal. For appeal information, the teacher candidate should contact the Student Services Center.

¹Data Warehouse is an electronic database advising system that is used to log all important advising contacts and information for students in the School of Education and Human Development. This allows all instructors, academic advisors, and other key individuals to provide personalized support for students as they progress through their program.

IPTE Policies and Legal Issues

Grading Policy

All teacher candidates are required to earn a **"B" grade or above in all required courses and internships** within the licensure program. Any Teacher Candidate that receives a grade below a "B" will be asked to repeat the course or internship. Also, an IW 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 Student Services Center. The form is available on the Student Services Center website at www.cudenver.edu/sehd

PLACE/PRAXIS II Content Exam Policy

As stated previously in the handbook, all teacher candidates must pass the appropriate content exam for state licensure and submit results to the Student Services Center prior to the final semester of internships (IPTE 4/5912 or SPED 5912). Failure to successfully complete and submit exam results prior to IPTE 4/5912 or SPED 5912 will result in a delay in the teacher candidate's program. Please see the previous section on PLACE/PRAXIS II Content Exam Policy for more detail.

Internships in a Partner 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 IPTE Placement Coordinator who assigned your internship if this has inadvertently happened.

Internship Placements in the UCD Partner School Network

Because of the research-based design of the IPTE program to build significant collaborative relationships with K-12 schools to prepare teacher candidates, all Teacher Candidates will complete their internship in a UCD Partner School. Partner 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 partner 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 partner 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 partner 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 partner schools are in the central and northern part of the metro region.

In very rare instances a teacher candidate may be placed outside of the UCD Partner 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 (see in your own classroom policy). If this placement should happen, the Director of Teacher Education 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.

In Your Own Classroom Policy

From time-to-time, our partner 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 partner 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 partner school offering a position to the teacher candidate, the **Director of Teacher Education 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.

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 Student 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 partner 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 partner 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 must be absent is responsible for notifying the Clinical Teacher 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.

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 partner 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. Teacher Candidates who are interested in earning as much money as possible through substitution should register for evening classes that best permit time for substitution.
- 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 Partner 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 the Fourth School Internship (IPTE 4/5913)

During IPTE 4/5912, a pre-4/5913 screening is done of student's records in order to determine if s/he has met all the prerequisites for IPTE 4/5913. In particular, Teacher Candidates must have:

- Undergraduate Students--Completed ALL CLAS and CORE requirements associated with your degree
- 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 (according to current Graduate School Rules) completed (not just taken) ALL courses in the IPTE Program that were to be taken prior to IPTE 5913 according to your course plan
- Successfully completed any IW/IP in IPTE program courses
- Earned at least a B in every licensure course and each of the prior school internships

Teacher Candidates who begin IPTE 5913 without having met these requirements will be administratively dropped from the fourth school internship, IPTE 5913.

80% Student Contact Time in the Fourth Internship

Partner schools have agreed to provide Teacher Candidates in their fourth internship with 20% release time from student contact in order to plan, reflect, and work on school responsibilities beyond the classroom. That is, Teacher Candidates in their fourth internship are expected to work with students 80% of the time that Clinical Teachers work with students. In some schools, Teacher Candidates are expected to fulfill the 80% contact time with students on Monday through Thursday while at other schools, Teacher Candidates work Monday through Friday with a schedule that includes additional plan time.

Teacher Candidates are expected to adhere to the 80% schedule set by the individual school in which they do their internships. In schools where a full week with a lengthened plan time is required, it is a good idea for Teacher Candidates to locate a workspace for their “extra period” and use it to devote time to those things the time is intended for. It may be that Teacher Candidates will also work at schools during their fifth day because it is the best place for planning and working on other responsibilities such as performance-based assessments, the school legacy project, or leadership roles, including action research, that the Teacher Candidate has undertaken. Some Teacher Candidates seem to want more time with students and choose to teach during their 20% time. Although it is the TC's choice to exceed the 80% time with students, please consider that it is often as much or more important for a TC to spend time to plan well and think about what they are doing when first learning to teach. Teacher Candidates may not shorten their final school internship by spending 100% of their time with students unless the partner school requests it for specific circumstances; it is important to experience as much of the school year as possible.

This agreement was made in consideration of the greater amount of time that it takes for new teachers to plan well, to fulfill school-wide responsibilities, and to reflect on their teaching. Teacher Candidates should not view or refer to the 20% release time as “time off” or “days off” and should use the time allotted (or equivalent time on the weekend if they choose to substitute on Fridays) in the way that it was intended. To do otherwise will put the agreement in jeopardy for future cohorts of Teacher Candidates.

Partner Schools

Partner Schools, also called Professional Development Schools (PDSs), are innovative institutions formed through partnerships between teacher education programs and P–12 schools. Partner school partnerships have a four-fold mission:

- the preparation of new teachers
- the ongoing professional development of practicing teachers
- inquiry directed at the improvement of practice and curriculum; and
- enhanced student achievement.

Partner 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; partner 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.

UCD has one of the largest partner school networks across the country and has been engaging in this model of teacher preparation since 1993. Based on current research, we believe that by placing cohorts of Teacher Candidates in partner 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 candidates, stay in the profession three times 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 partner schools often exceeds expectations as the culture of the school is one of constant improvement of teaching and learning.

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 partner 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.

The Site Team

Who is the site professor?

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 partner 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?

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?

The clinical teacher is a dynamic practicing teacher in the partner 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 TC's needs and provides a co-teaching experience that will help our TC's and students.

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 a period of six to nine weeks. In any classroom, this may have a negative impact on student learning. In partner schools where Teacher Candidates are continuously present, the possible negative impact of such a model would reoccur semester after semester, year after year. Co-teaching 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.

Gradual Release of Responsibility

As Teacher Candidates move through their school internships, they gradually assume all Teaching Roles, develop more sophisticated knowledge, skills, and dispositions, and demonstrate proficiency on performance-based assessments. The IPTE program employs a "gradual release of responsibility" model that utilizes co-teaching between Teacher Candidates and Clinical Teachers to ensure that Teacher Candidates gradually assume Teaching Roles. For example, in the area of Teacher as Instructor, 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 and Clinical Teacher co-teach lessons like those previously observed, using plans prepared by the Clinical Teacher or provided/prepared under a professor's direction in university classes.
3. The Teacher Candidate and Clinical Teacher co-teach a variety of lessons, using the Clinical Teacher'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.

Site Seminars

A site seminar is an important aspect of all internships. Site seminars meet for approximately 3-5 hours monthly on a schedule arranged by the school. Site seminars 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 the PBAs, introduce TCs to career skills such as interviewing, and familiarize TC's with the culture and resources of their partner school.

Site seminar topics might include:

- Issues of class/culture/race/gender
- State/Federal Accountability
- Classroom Management
- Problem Solving Self-Efficacy
- English Language Learner Strategies
- Teacher Leadership
- Community/Parent Relations
- Portfolio Development
- Employment (Resumes, Interviewing, etc.)
- Book Talks/Journaling
- Using Data to Drive Instructional Practices
- Performance Based Assessment
- Co-Teaching
- Conversations with School Leadership
- Conversations with other school faculty
- PLACE/PRAXIS II Exam
- Integrating Technology
- Specific District Programs/Curriculum
- Integrating Special Education

Legacy Projects

Teacher Candidates plan a legacy project with their colleagues as a “Make a Difference” project for the school. A legacy is something that a Teacher Candidate leaves behind to make the school a better place. When the opportunity presents itself, legacy projects are begun during the first two internships but they are most often finished during the final internship. Engaging in a legacy project typically provides Teacher Candidates with a significant opportunity to use and develop their leadership abilities in a school setting as they collaboratively plan and implement such a project. In any case, Teacher Candidates should work with long-timers and administrators in the school to ensure that what they plan and implement will make a difference.

Coaching

“Coaching” Teacher Candidates is vital to their growth as teachers. The following people may coach Teacher Candidates:

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

Formal coaching should be supplemented with frequent informal feedback that is provided by those who work with the Teacher Candidate. This feedback may be based on classroom observations, including brief drop-ins, discussions with the students of the Teacher Candidate, and observation of the Teacher Candidate during teaching, in discussions, conversations, meetings, parent-teacher conferences, and the like. Feedback and coaching should reinforce each other and Teacher Candidates should seek and value both. *Teacher Candidates are responsible for taking initiative to ensure that they receive sufficient coaching and feedback.* Teacher Candidates may obtain informal feedback by initiating conversations about performance with Site Coordinators, Site Professors and Clinical Teachers. Teacher Candidates may request more than the minimum formal coaching established below:

Minimum Formal Coaching Requirements

Minimum formal coaching for IPTE 5910:

- two times from a Site Coordinator or Site Professor

Minimum formal coaching for IPTE 4/5911 or SPED 5910:

- two times from a Clinical Teacher, Site Coordinator or Site Professor

Minimum formal coaching for IPTE 4/5912 and 4/5913 combined:

- three times during 4/5912 from a Clinical Teacher, Site Coordinator or Site Professor
- weekly during 4/5913 from the Clinical Teacher and four times from the Site Coordinator or Site Professor

Formal Coaching Process

The **formal coaching process** is cyclical and typically includes the following steps:

1. *Pre-conference:* The Teacher Candidate and teacher coach discuss the candidate’s lesson plans; the Teacher Candidate tells the coach the purpose of the lesson, how it will be achieved, documentation for achievement, and what s/he wants the coach to observe. (In the third and fourth internships, the pre-conference may become a natural part of the time that the Clinical Teacher and Teacher Candidate spend co-teaching and talking about their goals in teaching.) (Reserve at least 20 minutes for the pre-conference.)
2. *Observing:* The teacher completes the coaching form as s/he observes the candidate’s lesson, keeping in mind the Teaching Roles as defined in the program and what the Teacher Candidate specifically wanted the coach to observe. Elementary coaches should coach the Teacher Candidate in a variety of subject areas while secondary coaches should coach Teacher Candidates during various periods of the day.

3. *Post-conference*: The coach asks the Teacher Candidate about his/her reactions and observations about the lesson, relating to the specific thing that the coach was asked to observe. For example, was the purpose of the lesson achieved, why or why not? Then the coach shares and elaborates on his/her notes and engages the Teacher Candidate in dialogue about the lesson and what the coach observed. In IPTE 5913, these conferences are likely to reflect backwards on prior lessons and forward to planning new lessons that the Clinical Teacher and Teacher Candidate will co-teach. (Reserve at least 20 minutes for the post conference.)

Formal Coaching Forms

Coaching forms are required for all formal coachings. Coaching forms created by your partner school are available from the Site Coordinator and Site Professor. The decision about the coaching form to use is the domain of the coach although the Teacher Candidate may request that his/her coach consider a particular form, especially if specific coaching forms must be turned in along with a performance based assessment (i.e., SAPS).

Variations on the Coaching Process

1. Professors and Site Coordinators may ask another Teacher Candidate to join in observation and post conference. Most teaching issues that arise are applicable to other Teacher Candidates and the post conference dialogue is often richer with another candidate's point of view.
2. Consider asking a professor or Site Coordinator to coach the same lesson that you coach so that two sets of perspectives are available during the post conference.
3. Feel free to ask to be included in any pre and/or post conference when others have done an observation, especially when you were present in the classroom during the lesson that was observed.
4. When a Teacher Candidate and a Clinical Teacher are comfortable in doing so, both can coach each other rather than only the Clinical Teacher coaching the Teacher Candidate.
5. Clinical Teachers can coach each other while they leave Teacher Candidates in sole charge of a classroom.

Assessment of TC Performance Using the Internship Rubric

One of the major IPTE program performance-based assessments (PBAs) is the internship rubric. Using teacher education standards, university and K-12 faculty involved in the program have backwards mapped the proficiency indicators that articulate what proficient performance looks like for each teacher candidate across all four internships. Besides being an assessment tool, the identified proficiency indicators at each internship level on the rubric provide a road map for teacher candidates and partner school site teams to help guide each internship experience. Teacher candidates should become very familiar with the proficiency indicators for their current internship early on in the internship so they know what they are expected to do by the end of that internship.

It is also important to use the internship rubric as a self-assessment tool. Teacher candidates are encouraged to continually refer to the rubric periodically over the internship and document evidence that indicates their proficiency over the course of the internship. This should be done in LiveText. Evidence can include multiple sources including reference to lesson plans you create, formal and informal coaching feedback you receive from your site professor, site coordinator, or clinical teacher, etc. Approximately 2-3 weeks prior to the end of your internship, you will formally submit through LiveText your self-assessment of your performance during the internship using the appropriate rubric. Your site team will then use this self-assessment to engage you in an *Exit Review* regarding your strengths and areas for growth as you move to the next internship. Your site team will then use your self-assessment to provide a final evaluation of your internship which will be used to determine your grade for the internship. Each partner school may have other requirements as part of their internship syllabus that also factor into your final internship grade.

The internship rubrics are available electronically on the LiveText system. They are also available in MS Word format to have a paper "working" copy to guide your internship experience.

Internship Guidelines

All internships are completed in partner schools unless the Teacher Candidate is fully employed by a school district (see Own Classroom Teacher Candidates). If the teacher candidate begins in the spring cohort, (January) the first week of the first internship will occur as students come back to school following winter break. If the teacher candidate begins in the summer/fall cohort, the first week of the internship will occur in August typically when teachers begin prior to students starting the school year. In these first few weeks of the internship each semester, teacher candidates will attend their partner school nearly full time (5 days a week) until the university semester starts and courses begin. At this point, teacher candidates will continue in their internship at the school on the days assigned by their program plan. A letter is sent to each Teacher Candidate in a partner school with specific dates, times, and activities.

During the first week of the first internship, there is the opportunity to become familiar with the school. Some of these days may involve planning days, professional development, team meetings or faculty meetings. Each partner school will be different; Site Professors and Site Coordinators will provide TC's with an agenda of events and activities that will get them started and help them begin thinking about schools and teaching. *A word of advice from previous Teacher Candidates to new Teacher Candidates: Take lots of notes during the beginning of the school year; they will be invaluable in thinking about how to get started in your own classroom.*

The following questions are very helpful to guide Teacher Candidates' first few weeks in their partner school and reflect on their experiences of that first week and the weeks to follow. Please use or reframe the questions to help facilitate thinking and reflections about these experiences in the classroom. Before arriving at school, Teacher Candidates should review the Teaching Roles so that they can use them as a lens to observe what transpires.

Getting Started

Getting started in the school

1. How did the school staff spend their time? (Consider content and process.) What did they accomplish together and separately? How would you describe the interactions between the administrators and teachers and among the teachers, especially when decisions were made? What evidence is there that the school's operation is founded on democratic principles? What evidence is there that student relationships and issues of equity are important?
2. What are the school's goals and mission? Was this directly addressed and if so, why and how? Do the school's goals and mission directly address student achievement and the well being of all students?
3. If team or department (or some other group) planning occurred, what was the content of the meetings? What were the processes used? How would you describe interactions, especially interactions that resulted in decisions? What evidence is there that teachers work together using democratic principles? What evidence is there that student relationships and issues of equity are important?
4. Were other people involved in the activities? If so, what roles did they play and what influence did they have?
5. If you have not already done so, go back to the questions above and think about them in relation to the Teaching Roles. Specifically, what evidence did you see of teachers assuming the various roles that this program will prepare you to assume?
6. With a focus on a teacher with whom you have become acquainted, what kind of planning did s/he do? What did you learn from him/her about the time required for such planning, the nature of the teacher's efforts, and anything else?

Getting started with students

1. What transpired on the first day of the new school year or the first day back from winter break? Compare what transpired to what the teacher(s) expected and planned.
2. If the students are new to the teacher, what does the teacher do in order to learn about his/her students before they arrive? After they arrive? What do you know about the students and what do you want to find out? (Focus on learning the students' names and something about each of them that makes the student positively unique.)
3. How does the teacher establish or reestablish a positive relationship with the students? How are you establishing a positive relationship with the students? How does the teacher help the students to establish or reestablish positive relationships with each other?
4. What policies, rules and procedures were/are established with the students? How was this done? (You may need to ask about this if it is mid-year.) How does this compare to what your books say about classroom management?
5. What tone and expectations (academic and behavioral) were set with students? How was this done?
6. What does the teacher do to assess, support and develop students' literacy? Do you think literacy is and will be a major or minor focus in the classroom and why? How do you think the classroom environment and the school environment will support students' literacy? (This series of questions can also be asked about any other content area--Math, Science, Social Studies, English, U.S. History, etc. However, make sure you ask it about literacy as well.)
7. Are the school's goals and mission apparent in the classroom? How?
8. How would you describe the decision-making process inside the classroom? What evidence is there that the teacher and students will utilize democratic principles inside the classroom?
9. What critical incidents occurred in the first several days of school? (These are usually the stories you carry home with you.) What did you learn from observing the incident(s)? What did you wonder about? (If you share stories with others, be professional with regard to decisions about which you talk with and conclusions you make; always assume you only know part of the story.)
10. Consider the first several days in light of what you expected would happen. What did you observe that you didn't expect? What did you expect to see/hear but didn't?
11. If you have not already done so, go back to the questions above and think about them in relation to two Teaching Roles, Teacher as Instructor and Teacher as Student Advocate. What evidence did you see of planning instruction (for the short term and long term), delivering instruction (especially of the kind that will have long-term payoff), and student advocacy?

IPTE 5910 Guidelines: Learning in the First School Internship

***Undergraduate students will have already completed IPTE 4910 or History Day prior to admission into the IPTE program.**

Timeline

During the first school internship, IPTE 5910, all Teacher Candidates spend the first week or so of the school term in an assigned partner school. You may experience a combination of teacher planning days and students' first days of school or first days back to school after winter break, but this varies from one school and district to another as well as the time of year a Teacher Candidate enters the program.

For Graduate Teacher Candidates on the 12-month plan, IPTE 5910 is completed approximately halfway through the first semester of your program and requires your participation in the school on Wednesdays and Thursdays after spending the first full week at the school. If you are in a school district or school that has an alternative school calendar, please check with your Site Coordinator about timeline issues. After the first full week at the school, Teacher Candidates on the 18-month plan spend Thursdays for an entire semester in the partner school and complete only the first internship. Check about the specific timeline for your partner school.

Please note that we reserve the right to extend a school internship beyond the minimum required number of hours. This may happen in cases where those involved in the supervision of the internship determine that a TC has not made enough progress towards the performance indicators of the internship and that a longer internship will make a positive difference in your preparation as a teacher.

IPTE 5910 Experiences

During all school internships, be keenly aware of the Teaching Roles that are foundational to the IPTE program. By the end of the first school internship, the teacher candidate should have *a working knowledge* of these Teaching Roles through engaging in various activities in the internship as well as in coursework and portfolio preparation. The unique experiences and background of each Teacher Candidate as well as the classroom context affects the degree of responsibility that you will assume as a teacher in the first internship. However, all Teacher Candidates are encouraged to take initiative (in communication with appropriate people) in order to learn as much as possible.

The goal in the first and second internship is to gain experience broadly across age ranges (middle and high school or primary and intermediate) and in general and special education. From the beginning of IPTE 5910, the TC is encouraged to engage in less demanding forms of co-teaching as previously described. Clinical Teachers will encourage TCs to actively engage in classroom and school activities that require less responsibility for planning (e.g., to work with a small group that has an assignment planned by the teacher) and to utilize the classroom to complete university course assignments that require planning and teaching as part of the teacher candidate's performance based assessments. Through discussing the how's and whys of classroom activities, Site Coordinators, Site Professors and Clinical Teachers provide TCs feedback on their growth toward assuming the Teaching Roles. At least one time during the first internship, the Site Professor and/or Site Coordinator coaches the TC formally, thus adding formal feedback to the informal feedback they will get along the way. Teacher Candidates who are ready for more responsibility are encouraged to assume more demanding co-teaching responsibilities and to request more coaching.

Besides using the proficiency indicators of the IPTE 5910 Internship rubric, the following list of experiences can also help to guide the teacher candidate's learning in the internship:

- Assess students using techniques and instruments learned in SPED 5111 & 5112 (e.g. the Qualitative Reading Inventory (QRI) and share the information with the students' teacher.
- Observe in the classroom and take notes about connections between what is observed and university classes.
- Interact with and support small groups of students working on specific tasks. Document what you notice about student-to-student interactions within the small group.

- Conference or work with individual students on schoolwork. Ask students to self-assess their work. Document their comments for discussion in a site seminar or a class.
- Read to a group or the whole class. Consider what you learned from how the students responded to the read-aloud.
- Prepare or organize instructional materials, displays, bulletin boards and the like. What kinds of things did you need to think about? How did you get students involved and how would you let them know that the information is important to them?
- With guidance, provide feedback to students' work orally or in writing. What issues did it raise? How did it feel? How did students react?
- Gather and record assessment information on individual students. What does it tell you? Where would you go from here in teaching them what they need to learn?
- Participate in teachers' meetings and in-services and reflect on how they went, the value to teachers, and the participation and reaction of teachers.
- Participate in school events (back to school night, conferences, co-curricular activities) and reflect on how they went and who participated. Did you feel they were successful? Why or why not?
- Co-teach or teach a lesson or portion of a lesson that you have observed the teacher teach in a previous period or on a previous day. Reflect on your own instructional practice and the students' reactions.
- Co-teach or teach a lesson for which you have written a lesson plan for one of your university classes. Reflect on your ability to manage students and keep their attention.
- Teach a lesson planned by the teacher while the teacher engages in professional development meetings. Reflect on your ability to manage students and keep their attention.
- Shadow a special educator for a day, documenting the types of experiences and activities in which you observe them engaging.
- Shadow a related services faculty member (School Psychologist, Title I teacher, Occupational Therapist, Vision or Hearing Specialist, Child Advocate, School Nurse). Document the types of experiences and activities in which you observe them engaging.
- Select a student that has been identified as a student with disabilities. Complete a thorough review of their educational records. Reflect on how the information in the student's file creates a "first impression" of the student. Reflect on how this impression could either support positively your work with that student or create artificial barriers to the teaching/learning process.
- Select three students who have differing disabilities and levels of need for special education support services. For example, select a student with profound needs, with moderate to severe needs and with mild needs. Shadow each student for half a day. Write a reflection that compares and contrasts these students' school experiences. On what basis might there be legitimate reasons for their days to be similar or different?
- Select a student whose first language is not English. Shadow this student for a half-day. Document the types of accommodations that are being made for this student.
- Observe literacy instruction that includes one or more second language learners. Reflect on how the teacher accommodates for the language abilities of the student(s).

IPTE 5910 Assessment

By the end of the first school internship and *before* beginning the second school internship (IPTE 4/5911), *the Teacher Candidate is responsible for:*

1. Being coached the minimum number of times and obtaining regular informal feedback,
2. Completing requirements in the respective performance-based assessment as outlined in each of the PBA documents and as is introduced in corresponding coursework,
3. Submitting a self-evaluation of your performance using the IPTE 5910 Internship Rubric through LiveText and preparing for an exit review with your site team that will take place at the end of the internship to reflect on strengths and areas of growth for IPTE 5911. The site team will use your self-assessment along with their own evaluation to determine your grade for the internship.
4. Other as determined by the Site Professor and/or Site Coordinator

IPTE 4911 or 5911 Guidelines: Learning in the Second School Internship

*Graduate students completing the dual licensure program will complete SPED 5910 as their second internship instead of IPTE 5911. See SPED 5910 Essential Experiences.

Timeline

For Graduate Teacher Candidates on the 12-month plan, the second school internship, IPTE 5911, begins approximately at the half-point of the first semester in the program, involves you in a full week in the school at the beginning of the internship (while university courses are suspended for a week), then involves you in the school on Wednesdays and Thursdays until the final week before the school's summer or winter break. If the TC is in a school district or school that has an alternative school calendar, please check with the Site Coordinator about timeline issues.

For Graduate Teacher Candidates on the 18-month extended plan, the second school internship, IPTE 5911, begins with a full week in the school at the beginning of the partner school semester, then involves you in the school on Thursdays until the final week before the school's summer or winter break. Check with your partner school about the specific timeline.

For Undergraduate Teacher Candidates on the 12 or 18-month plan, the second school internship, IPTE 4911, begins with a full week in the school at the beginning of the partner school semester, then involves you in the school on Wednesdays and Thursdays until the final week before the school's summer or winter break. Check with your partner school about the specific timeline.

Please note that we reserve the right to extend a school internship beyond the minimum required number of hours. This may happen in cases where those involved in the supervision of the internship determine that a TC has not made enough progress towards the performance indicators of the internship and that a longer internship will make a positive difference in your preparation as a teacher.

IPTE 4/5911 Experiences

During IPTE 4/5911, the teacher candidate will gradually taking on greater co-Teaching Roles. Briefly, Teacher Candidates enrolled in IPTE 4/5911 increase their work with students, increase the planning that they do for students, and engage in more demanding co-teaching formats with Clinical Teachers. As was true in the first internship, your goal in the second internship is to ensure that the two internships have helped gain experience across age ranges (middle and high school or primary and intermediate) and in general and special education.

Besides using the proficiency indicators of the IPTE 4/5911 Internship rubric, the following list of experiences can also help to guide the teacher candidate's learning in the internship:

- Plan instruction for and teach a small group over the course of the internship. Reflect on student-to-student interaction and how it supports learning. What can you do to shape the interactions so more learning occurs?
- Plan and conduct individual student conferences. How did the student react? How did you work together to plan for future achievement? How did you allow the student to self-assess and have input?
- Plan and conduct a discussion to follow the reading of a text, the viewing of a film, or a speaker presentation. How can you find out what students learned? How can you find out what students want to know more about?
- Conduct a preplanned "mini-lesson". Use a media/technology form you have never used before and reflect on how it was used and how it benefited student learning.
- Co-teach preplanned lessons for the whole class. Identify the type of co-teaching you used. How was it beneficial to you as a teacher? How was it beneficial for the experienced teacher? How was it beneficial for the students?
- Use assessment information to plan instruction. How was the information beneficial? How did the information help you to plan for instruction?

- Participate in meetings with other teachers. What are the group dynamics of the meeting? What are the apparent group norms? How do the teachers handle conflict or disagreement? How do you participate in the meetings and how would you like your participation to evolve?
- Observe a special education staffing. Make notes about the participants, the roles they assumed in the meeting and their level of participation. What topics were discussed? Was the student present? In what ways did the discussion relate to curriculum and instruction strategies that would support the student's needs? Overall, did the meeting focus on the student's strengths or weaknesses? To what degree was the parent able to participate and voice opinions? If you had been the student's teacher, would the staffing have been helpful to you? How would you characterize the overall tone of the meeting?
- Review a student's Individualized Education Plan (IEP). Then observe a series of lessons in which the student is a participant. To what degree do you see an alignment between the recommendations on the IEP and the lessons that you observed?
- Read with a child who has an Individualized Literacy Plan (ILP). Then, review that student's ILP and reflect on the congruence of what you observed with the student and what you read in the plan. Work with the child again now that you have the ILP information and see what else you can observe.
- Interview three students who have different special education labels. Determine the degree to which these students understand their disabilities, the reason they are in special education and their satisfaction with their educational programming.
- Interview at least one family member who has or cares for a child with disabilities or who has a child who is learning English as a second language. Determine the impact on the family across multiple factors – social, economic, educational, and community involvement. Ask questions that are appropriate to the child's situation in school: "How do you advocate for your child?" "What community and school resources are available to you and your family?" "In what ways do you influence your child's education?" "How do you feel about special education staffings with school personnel?" "How do you believe your child's teacher(s) accommodate for his/her learning needs?" "What rights do you have as a parent of a person with disabilities?"
- Describe how special education services are delivered in your building. To what degree are students with disabilities educated alongside their general education peers? Does the service delivery system allow equal access to education and is it equitable?
- Research the community resources that are within two miles of the school that support the special needs of children and families—economic, linguistic or disability needs.

IPTE 4/5911 Assessment

By the end of the second school internship, the Teacher Candidate is responsible for:

1. Being coached the minimum number of times and obtaining regular informal feedback,
2. Completing requirements in the respective performance-based assessment,
3. Submitting a self-evaluation of your performance using the IPTE 4/5911 Internship Rubric through LiveText and preparing for an exit review with your site team that will take place at the end of the internship to reflect on strengths and areas of growth for IPTE 4/5912. The site team will use your self-assessment along with their own evaluation to determine your grade for the internship.
4. Other requirements as provided by the Site Professor and/or Site Coordinator.

Timeline

For all Graduate and Undergraduate Teacher Candidates on either the 12 or 18 month plan, the third school internship, IPTE 4/5912, involves spending a full week in the school at the beginning of the internship, then involves you in the school on Wednesdays and Thursdays for approximately the first half of the semester. At “switch week” the teacher candidate will transition into IPTE 4/5913 but will stay with the same clinical teacher and group(s) of students into the fourth internship. If the teacher candidate is in a school district or school that has an alternative school calendar, ask the Site Coordinator about timeline issues.

IPTE 4/5912 Experiences

In IPTE 4/5912, Teacher Candidates will continue responsibilities from IPTE 4/5911 while gradually taking on even greater co-Teaching Roles. Briefly, Teacher Candidates enrolled in IPTE 4/5912 increase their responsibility for student learning, increase the planning that they do for students, and engage in more demanding co-teaching formats with Clinical Teachers. Teacher Candidates will also begin the development of their Student Academic Performance Sample (SAPS) PBA in this internship as they begin to build an essential understanding of their students’ unique strengths and areas for growth to plan their SAPS unit.

Please note that we reserve the right to extend a school internship beyond the minimum required number of hours. This may happen in cases where those involved in the supervision of the internship determine that a TC has not made enough progress towards the performance indicators of the internship and that a longer internship will make a positive difference in your preparation as a teacher.

Besides using the proficiency indicators of the IPTE 4/5912 Internship rubric, the following list of experiences can also help to guide the teacher candidate’s learning in the internship:

- Begin to plan differentiated assessment and instruction for whole class and small groups over the course of the internship. Reflect on student-to-student interaction and how it supports learning. What can you do to shape the interactions so more learning occurs?
- Begin to plan and conduct individual student conferences. How did the student react? How did you work together to plan for future achievement? How did you allow the student to self-assess and have input?
- Plan and conduct a discussion to follow the reading of a text, the viewing of a film, or a speaker presentation. How can you find out what students learned? How can you find out what students want to know more about?
- Conduct a preplanned “mini-lesson”. Use a media/technology form you have never used before and reflect on how it was used and how it benefited student learning.
- Co-teach preplanned lessons for the whole class. Identify the type of co-teaching you used. How was it beneficial to you as a teacher? How was it beneficial for the experienced teacher? How was it beneficial for the students?
- Use assessment information to plan instruction. How was the information beneficial? How did the information help you to plan for instruction?
- Participate in meetings with other teachers. What are the group dynamics of the meeting? What are the apparent group norms? How do the teachers handle conflict or disagreement? How do you participate in the meetings and how would you like your participation to evolve?
- Observe a special education staffing. Make notes about the participants, the roles they assumed in the meeting and their level of participation. What topics were discussed? Was the student present? In what ways did the discussion relate to curriculum and instruction strategies that would support the student’s needs? Overall, did the meeting focus on the student’s strengths or weaknesses? To what degree was the parent able to participate and voice opinions? If you had been the student’s teacher, would the staffing have been helpful to you? How would you characterize the overall tone of the meeting?
- Review a student’s Individualized Education Plan (IEP). Then observe a series of lessons in which the student is a participant. To what degree do you see an alignment between the recommendations on the IEP and the lessons that you observed?

- Read with a child who has an Individualized Literacy Plan (ILP). Then, review that student’s ILP and reflect on the congruence of what you observed with the student and what you read in the plan. Work with the child again now that you have the ILP information and see what else you can observe.
- Interview three students who have different special education labels. Determine the degree to which these students understand their disabilities, the reason they are in special education and their satisfaction with their educational programming.
- Interview at least one family member who has or cares for a child with disabilities or who has a child who is learning English as a second language. Determine the impact on the family across multiple factors – social, economic, educational, and community involvement. Ask questions that are appropriate to the child’s situation in school: “How do you advocate for your child?” “What community and school resources are available to you and your family?” “In what ways do you influence your child’s education?” “How do you feel about special education staffings with school personnel?” “How do you believe your child’s teacher(s) accommodate for his/her learning needs?” “What rights do you have as a parent of a person with disabilities?”
- Describe how special education services are delivered in your building. To what degree are students with disabilities educated alongside their general education peers? Does the service delivery system allow equal access to education and is it equitable?
- Research the community resources that are within two miles of the school that support the special needs of children and families—economic, linguistic or disability needs.
- Attend and participate in parent/student/teacher conferences. Throughout the internship build a body of evidence to support the demonstration of student learning that you have facilitated as a student teacher.

IPTE 5912 Assessment

By the end of the second school internship, the Teacher Candidate is responsible for:

1. Being coached the minimum number of times and obtaining regular informal feedback,
2. Completing requirements in the respective performance-based assessment,
3. Submitting a self-evaluation of your performance using the IPTE 4/5912 Internship Rubric through LiveText and preparing for an exit review with your site team that will take place at the end of the internship to reflect on strengths and areas of growth for IPTE 4/5913. The site team will use your self-assessment along with their own evaluation to determine your grade for the internship.
4. Other requirements as provided by the Site Professor and/or Site Coordinator.

IPTE 4913 or 5913 Guidelines: Learning in the Fourth School Internship

During IPTE 4/5913, the Teacher Candidate will continue responsibilities from IPTE 4/5912 in the same setting with the same Clinical Teacher while gradually taking on greater Teaching Roles. Briefly, Teacher Candidates enrolled in IPTE 4/5913 increase their work with students, increase the planning that they do for students, and engage in more demanding assessing and teaching formats with Clinical Teachers. As was true in the previous internships, the goal in the last internship is to ensure that the four internships have helped the Teacher Candidate gain experience across age ranges (middle and high school or primary and intermediate) and in general and special education.

Timeline

The final school internship is scheduled for approximately 100% of student contact time (typically Monday – Friday or at the discretion of the site professor/site coordinator). This internship is the culmination of the 800 hours in all four internships. If you are in a school district or school that has an alternative school calendar, please check with your Site Coordinator about timeline issues.

Please note that we reserve the right to extend a school internship beyond the minimum required number of hours. This happens in cases where those involved in the supervision of the internship determine that a TC has not made sufficient progress to be an independent beginning teacher or that a longer internship will make a positive difference in your preparation as a teacher.

The following fourth internship week by week outline is designed to provide guidelines for a “gradual release of responsibility” to the Teacher Candidate during IPTE 4/5913. The outline can and should be adjusted to meet the strengths and needs of the teacher candidate as well as the needs of the Clinical Teacher and the school calendar. The site team along with the teacher candidate will determine how to adjust this outline. This is an accelerated responsibility list because the Teacher Candidate has been working with the Clinical Teacher and these students during IPTE 4/5912.

- Week 1-3 TC co-plans and co-teaches with the Clinical Teacher often using more TC plans.
- Week 3-7 (**Lead Teaching Weeks—typically 3-5 weeks**) TC teaches alone using his/her own plans while still planning for co-teaching opportunities with the clinical teacher or other building specialists at various points in the day as determined by the TC. Clinical Teacher develops a plan with the Site Coordinator and/or principal about use of time outside of the classroom. This is an excellent time to do focused work with students, visit other partner schools, coach others, and/or do something of value for the teachers in the school.
- Week 7-10 (if applicable) TC begins to phase out of lead teaching weeks and co-teaches with Clinical Teacher, using collaboratively developed plans.

Besides using the proficiency indicators of the IPTE 4/5913 Internship rubric, the following list of experiences can also help to guide the teacher candidate’s learning in the internship:

- Continue and refine planning for differentiated assessment and instruction for whole class and small groups over the course of the internship. Reflect on student-to-student interaction and how it supports learning. What can you do to shape the interactions so more learning occurs?
- Continue and refine planning and conducting individual student conferences. How did the student react? How did you work together to plan for future achievement? How did you allow the student to self-assess and have input?
- Plan and conduct a discussion to follow the reading of a text, the viewing of a film, or a speaker presentation. How can you find out what students learned? How can you find out what students want to know more about?
- Conduct a preplanned “mini-lesson”. Use a media/technology form you have never used before and reflect on how it was used and how it benefited student learning.
- Continue to co-teach preplanned lessons for the whole class. Identify the type of co-teaching you used. How was it beneficial to you as a teacher? How was it beneficial for the experienced teacher? How was it beneficial for the students?

- Continue and refine using assessment information to plan instruction. How was the information beneficial? How did the information help you to plan for instruction?
- Continue to participate in meetings with other teachers. What are the group dynamics of the meeting? What are the apparent group norms? How do the teachers handle conflict or disagreement? How do you participate in the meetings and how would you like your participation to evolve?
- Observe another special education staffing. Make notes about the participants, the roles they assumed in the meeting and their level of participation. What topics were discussed? Was the student present? In what ways did the discussion relate to curriculum and instruction strategies that would support the student's needs? Overall, did the meeting focus on the student's strengths or weaknesses? To what degree was the parent able to participate and voice opinions? If you had been the student's teacher, would the staffing have been helpful to you? How would you characterize the overall tone of the meeting?
- Review another student's Individualized Education Plan (IEP). Then observe a series of lessons in which the student is a participant. To what degree do you see an alignment between the recommendations on the IEP and the lessons that you observed?
- Read with another student who has an Individualized Literacy Plan (ILP). Then, review that student's ILP and reflect on the congruence of what you observed with the student and what you read in the plan. Work with the child again now that you have the ILP information and see what else you can observe.
- Interview three additional students who have different special education labels. Determine the degree to which these students understand their disabilities, the reason they are in special education and their satisfaction with their educational programming.
- Interview at least one family member who has or cares for a child with disabilities or who has a child who is learning English as a second language. Determine the impact on the family across multiple factors – social, economic, educational, and community involvement. Ask questions that are appropriate to the child's situation in school: "How do you advocate for your child?" "What community and school resources are available to you and your family?" "In what ways do you influence your child's education?" "How do you feel about special education staffings with school personnel?" "How do you believe your child's teacher(s) accommodate for his/her learning needs?" "What rights do you have as a parent of a person with disabilities?"
- Describe how special education services are delivered in your building. To what degree are students with disabilities educated alongside their general education peers? Does the service delivery system allow equal access to education and is it equitable?
- Research additional community resources that are within two miles of the school that support the special needs of children and families—economic, linguistic or disability needs.
- Attend and participate in parent/student/teacher conferences. Throughout the internship build a body of evidence to support the demonstration of student learning that you have facilitated as a student teacher.

IPTE 4/5913 Assessment

By the end of the second school internship, the Teacher Candidate is responsible for:

1. Being coached the minimum number of times and obtaining regular informal feedback,
2. Completing requirements in the respective performance-based assessment,
3. Submitting a self-evaluation of your performance using the IPTE 4/5913 Internship Rubric through LiveText and preparing for an exit review with your site team that will take place at the end of the internship to reflect on strengths and areas of growth as a first-year teacher (or SPED 5913 for dual teacher candidates). The site team will use your self-assessment along with their own evaluation to determine your grade for the internship.
4. Other requirements as provided by the Site Professor and/or Site Coordinator.

Dual Licensure Candidates: SPED 5910 & SPED 5913 Guidelines

For teacher candidates seeking Dual Licensure in general and special education, they will complete a series of five internships, three in general education and two in Special Education. The second (SPED 5910) and fifth (SPED 5913) internships are designated as experiences through the lens of a special educator. The following pages provide guidelines for essential experiences in those two internships.

SPED 5910: Essential Experiences for First Dual Internship

Teacher candidates (TC) in the first dual internship, SPED 5910, complete 16 days (128 hours) in a partner school. This is the teacher candidate's first exposure to the world of special education, although the teacher candidate has had extensive experience in the general education classroom during his or her first internship.

The table below outlines a timeline for the essential experiences that should be a part of this first internship. **These are suggested guidelines.** To meet the needs of the partner school as well as the unique needs of each teacher candidate, **innovation and tailoring the experience is highly encouraged.** This internship is meant to introduce dual TCs to the various roles of a special education teacher, while building on the strengths of the dual TC as a general education teacher and providing him/her the opportunity to support co-teaching, collaboration and inclusionary practices in the general education classroom as part of the overall RTI model.

Formal Coachings: 2 formal coachings are required by the site professor/site coordinator. The formal coachings must include a co-teaching situation.

Days	Essential Experiences	Date Completed	Role of Site Professor (SP), Site Coordinator (SC), and Clinical Teacher(s) (CT)
1-4 Survey of Continuum of Services	<p>TC should spend time shadowing/observing as many of the following aspects of the special education continuum of services offered in the partner school:</p> <ul style="list-style-type: none"> ▪ Specialty center programs in the school ▪ A “day in the life” of a special education teacher that demonstrate direct and indirect services. ▪ Other building specialists such as the ELL teacher, gifted and talented, school psychologist, speech and occupational therapists, etc. ▪ Other RtI interventions (e.g., PBS plan, small group instruction, etc.) ▪ Observe/participate in a pre-staffing conference (e.g., Child Study Team) ▪ Observe an IEP staffing 		<ul style="list-style-type: none"> ▪ SP and SC should collaborate with special education team and other specialists to coordinate a schedule for the TC to shadow and observe. ▪ SP, SC, and CT(s) should establish a pre-conference to set expectations and “look fors” during their shadow/observation time. ▪ SP, SC, and CT(s) should establish a post-conference debriefing time to help the TC critically reflect on his/her experience.
4-8 Preparing for Inclusion Support	<p>TC should collaborate with special education CT (or team of CTs) and general education CT to engage in the following:</p> <ul style="list-style-type: none"> ▪ Collaboratively examine an IEP and/or ILP to understand how goals and interventions are established for a student and how those goals are implemented in a general education setting. 		<ul style="list-style-type: none"> ▪ SP, SC, and CT(s) should share with TC district curriculum and other resources the TC can use to support inclusion. ▪ SP, SC or CT might model a co-teaching lesson with the general education classroom teacher to demonstrate how inclusionary support can be provided.

Days	Essential Experiences	Date Completed	Role of Site Professor (SP), Site Coordinator (SC), and Clinical Teacher(s) (CT)
	<ul style="list-style-type: none"> ▪ Collaboratively meet with a general education classroom teacher(s) whom TC will be working with to support inclusion for students with special needs. Special Education and General Education CT should model how to collaboratively plan for inclusionary supports. 		
<p>8-16 Supporting Inclusionary Practice</p> <p>*Formal coachings should occur during this time & must include co-teaching models</p>	<ul style="list-style-type: none"> ▪ TC should collaborate with special education CT (or team of CTs) to examine the IEP goals of the students (probably no more than 3) the TC will be supporting inclusion for by co-teaching with one or more general education classroom teachers. TC and special education/general education CTs should identify which goals the TC can help to provide support for. ▪ TC should co-plan and co-teach with general education classroom teacher to provide support for students with identified and not identified needs (layers of intervention). ▪ TC should attend at least one meeting of the Auraria campus student chapter of the Council for Exceptional Children. 		<ul style="list-style-type: none"> ▪ SP, SC, or CT might model a co-teaching lesson with the general education classroom teacher to demonstrate how inclusionary support can be provided. ▪ SP, SC, and/or CT should debrief weekly about the ongoing progress of the student(s) the TC is focusing on. They should also continue to collaboratively plan for new ways to provide support each week, using more and more co-teaching models.

SPED 5913 Essential Experiences for Final Dual Internship

Teacher candidates complete their fifth internship, SPED 5913 (4 credits) over the course of 32 (eight-hour) days for a total of 256 contact hours in a partner school. This is the teacher candidate's in-depth experience in the special education profession. The table below outlines a timeline for the essential experiences that should be a part of this internship. These are suggested guidelines and innovation is encouraged as well as tailoring the experience to meet the needs of the partner school and the unique needs of each teacher candidate. This internship is meant to support dual TCs to fulfill the various roles of a special education teacher by building on the strengths of the dual TC as a general education teacher and provide him/her the opportunity to support assessment, differentiated planning, co-teaching, and collaboration in the general education classroom as part of the overall RtI model.

Scheduling Contact Hours: Following a thorough transcript review by the special education academic advisor, a recommendation (based on the successful completion of core sped coursework) will be made for placement. Typically, students must have completed at least 50% of their core sped program in order to begin at the onset of a new semester, otherwise that course work must be initiated and then the internship will begin approximately five weeks into the term. Once a placement is made, it is imperative that the teacher candidate communicate with the site coordinator and site professor at the assigned partner school to finalize a schedule for contact hours. Consideration should be given regarding required attendance at school orientations, staffing schedules, workshops, seminars or other special events.

Formal Coachings: At least 3 formal coachings are required by the site professor/site coordinator as well as at least 3 additional coachings by the clinical teacher. The formal coachings must include at least one co-teaching situation.

Days	Essential Experiences	Date Completed	Role of Site Professor (SP), Site Coordinator (SC), and Clinical Teacher(s) (CT)
1-3 Survey of Continuum of Services	<p>TC should spend time shadowing/observing as many of the following aspects of the special education continuum of services offered in the partner school:</p> <ul style="list-style-type: none"> ▪ Specialty center programs in the school ▪ A “day in the life” of a special education teacher that demonstrate direct and indirect services. ▪ Other building specialists such as the ELL teacher, gifted and talented, school psychologist, speech and occupational therapists, literacy specialist, etc. ▪ Other RtI interventions (e.g., PBS plan, small group instruction, etc.) ▪ Observe/participate in a pre-staffing conference (e.g., Child Study Team) ▪ Observe multiple team members during the process of formal and informal assessment. ▪ Observe an IEP staffing ▪ Read district and school policies related to 		<ul style="list-style-type: none"> ▪ SP and SC should collaborate with special education team and other specialists to coordinate a schedule for the TC to shadow and observe. ▪ SP, SC, and CT(s) should establish a pre-conference to set expectations and “look fors” during their shadow/observation time. ▪ SP, SC, and CT(s) should establish a post-conference debriefing time to help the TC critically reflect on his/her experience.

Days	Essential Experiences	Date Completed	Role of Site Professor (SP), Site Coordinator (SC), and Clinical Teacher(s) (CT)
	<p>discipline, crisis management, emergency and evacuation procedures.</p> <ul style="list-style-type: none"> ▪ Clarify all jargon used by members of the clinical teacher and other school professionals. 		
<p>4-7 Preparing for Inclusion Support</p>	<p>TC should collaborate with special education CT (or team of CTs) and general education CT to engage in the following:</p> <ul style="list-style-type: none"> ▪ Collaboratively examine every IEP on the clinical teacher's case load to understand how goals and interventions are established for a student and how those goals are implemented in a general education setting. ▪ Collaboratively meet with the general education classroom teacher(s) whom TC will be working with to support inclusion for students with special needs. Special Education and General Education CT should model how to collaboratively plan for inclusionary supports. 		<ul style="list-style-type: none"> ▪ SP, SC, and CT(s) should share with TC district curriculum and other resources the TC can use to support inclusion. ▪ SP, SC or CT might model a co-teaching lesson with the general education classroom teacher to demonstrate how inclusionary support can be provided.
<p>8-32 Supporting Inclusionary Practice</p> <p>*Formal coachings should occur during this time & must include co-teaching models</p>	<p>TC should collaborate with special education CT (or team of CTs) and general education CT to engage in the following:</p> <ul style="list-style-type: none"> ▪ TC should co-plan and co-teach with general education classroom teacher to provide support for students with identified and not identified needs (tiers of intervention). ▪ Participate in collaborative conferences between clinical teacher/team members and/or other school professionals. ▪ Plan a series of lessons cooperatively with the clinical teacher; observe and then co-teach lessons with a general education teacher or specialist in the school. ▪ Conduct, summarize and interpret informal and formal assessment under the supervision of the CT and/or other team member. ▪ Participate in cooperative planning for accommodation/adaptation to be implemented by a general education teacher. ▪ Assume instructional responsibility for a full 		<ul style="list-style-type: none"> ▪ SP, SC, or CT might model a co-teaching lesson with the general education classroom teacher to demonstrate how inclusionary support can be provided. ▪ SP, SC, and/or CT should debrief weekly about the ongoing progress of the student(s) the TC is focusing on. They should also continue to collaboratively plan for new ways to provide support each week, using more and more co-teaching models. ▪ CT should provide close mentoring and support to ensure the TC has ample opportunity to be involved in specialized case management (e.g. assessment, staffings, collaborative interactions with colleagues and families, etc.) functions. ▪ Given issues of confidentiality, the SP or SC might use the TCs involvement in case management functions as a coaching opportunity by observing the TC the debriefing.

Days	Essential Experiences	Date Completed	Role of Site Professor (SP), Site Coordinator (SC), and Clinical Teacher(s) (CT)
	<p>schedule of student(s) including ongoing assessment.</p> <ul style="list-style-type: none"> ▪ Participate in grade-level, team, and Response to Intervention meetings. ▪ Participate in the design of an Individualized Educational Program. ▪ Participate in a conference between the CT and a parent or other family member of a student. ▪ Expand repertoire of informal assessment techniques used for a variety of purposes (e.g., error analysis, assessment “matched” to stages of learning and/or topography of the behavior of interest, etc.). ▪ Participate in the design and implementation of positive behavior support planning. ▪ Actively participate in a staffing (e.g. share assessment data, collaborate on the prioritization of strengths and needs). 		

Roles and Responsibilities of Partner School Participants

Elementary and secondary partner schools in six metro area districts collaborate with the UCD to engage in simultaneous renewal of their schools and the School of Education and Human Development. The roles and responsibilities of those in the school are shaped by the four functions of a partner school: 1) teacher preparation, 2) professional development, 3) renewal of curriculum and instruction, and 4) inquiry/research. These functions are engaged in collaboratively by public school and SEHD faculty and are important in positively supporting K-12 student learning and well-being.

The general roles and responsibilities of those who play significant roles in partner schools are outlined below. These may be adjusted by the school's leadership team as necessary to fit or take advantage of particular school settings and staffs or to support the mission and direction of the school. Teacher Candidates should note that professors and Site Coordinators have broader responsibilities in the partner schools than teacher preparation. Teacher Candidates should expect that professors and Site Coordinators will spend significant time with teachers and administrators and students on issues and tasks that may or may not connect to new teacher preparation.

School Leadership Team

The school's leadership team is the engine of a partner school. It is typically made up of the principal, the Site Coordinator, the professor, four teachers (each of whom serve as a "chief worrier" for one of the four partner school functions), and others as the school designates. The leadership team has various names; Teacher Candidates should determine what group in the school has the responsibilities outlined below. The team meets regularly to provide direction and leadership for achieving the school's improvement goals through attention to the four partner school functions. The leadership team assists the school staff, students, parents and other community members in understanding the purposes and activities of the partnership and in ensuring the success of the school as a partner school. The leadership team:

- Provides leadership and direction to the school community regarding each partner school function and how the functions link and overlap. The chief worrier for each function ensures continual attention to the function and implementation and evaluation of actions agreed upon by the team.
- Monitors the partnership experiences and outcomes on students, Teacher Candidates, teachers, professors and others as well as the school's commitment to the partnership; addresses problems as they arise.
- Provides various forums (grade level/department meetings, faculty meetings, child study team, etc.) for the TCS' to share results from performance based assessments, especially those assessments.
- Identifies existing and new communication vehicles (back to school presentations, newsletters, etc.) and uses them to provide information about the purposes and activities of the partnership to families and others.
- Articulates with the school's accountability committee (if the leadership team does not also serve this role) to engage in an annual cycle of establishing goals, leading implementation of the goals, and utilizing an inquiry/research process to analyze results.
- Using (evolving) partner school criteria, conducts an evaluation of the partnership and its functions, including suggestions for improvements and new goals.
- Ensures communication between the leadership team, other significant school groups, the university and cross-district planning teams.

- Ensures that the school staff understands and appreciates the roles of the Site Coordinator and professor, how they spend their time, and their contributions to the school as a whole.
- Encourages the participation of others in planning, implementing or participating in partnership events.
- Actively participates in events that assist the team in developing leadership capacity and cohesion such as the UCD Partner School Leadership Institute, Site Council, Partner Principal Institute, etc.
- Responds to information needs for grants that fund and support partnership activities.

Principal

The principal provides strong leadership for assuring that systems and supports are in place to sustain the partner school concept and implementation. The principal assures that quality services to students are enhanced through the partnership while taking a keen interest in the development of new teachers, especially by assuring that a breadth of professional experiences are available in the school. The principal:

- Ensures that partner school goals and initiatives are moving forward and problems are solved with the Site Coordinator, Site Professor, and/or Leadership Team.
- Serves on the leadership team and actively and personally participates in cross-school and cross-district planning and professional development, especially Partner Principals meetings.
- Supports scheduling and fund allocation that provide sufficient support for partner school functions.
- Works toward hiring and retaining a faculty that is uniformly supportive of the functions of a partner school and a school improvement plan based on partner school functions.
- Communicates regularly with the school's CDM or accountability committee and the community about partner school initiatives/issues, especially related to impact on student learning and well being.
- In conjunction with other principals of SEHD partner schools in their districts, advocates for utilizing partner schools as a district resource, and encourages district contribution to partner school functions.
- Meets with Teacher Candidates to provide them with a larger view of the school, its mission, and the community, and to assist them in identifying legacy and action research projects that would benefit the school.
- Encourages and chooses excellent Teacher Candidates to remain in the partner school as SEHD contract teachers for their first year of teaching.

Site Coordinator

The Site Coordinator is the person in the school whose continual presence and action will ensure that school and university personnel work together successfully for the benefit of all learners (public school students, Teacher Candidates, school and university faculty, school and university administrators, parents and other community members). The Site Coordinator will work with the principal to ensure that the youngest learners, the public school students, remain at the forefront in all decision-making. The Site Coordinator will also work closely with the professor to ensure the learning and well being of Teacher Candidates in school internships.

In order to accomplish his/her responsibilities, the Site Coordinator will serve on the school's Leadership Team, on the IPTE Council, and serve as the school's main communication link with the university on a daily basis. The Site Coordinator will provide support to TCs on the development of their Portfolios and presentations to the school's leadership team (or a portion of the team). In large or complex schools, more than one Site Coordinator may share the responsibilities. To guide his/her work, the Site Coordinator does the following in close collaboration with the professor:

Teacher preparation

- Works with Clinical Teachers who mentor Teacher Candidates, especially to enhance their skills in co-teaching with Teacher Candidates and in coaching (providing feedback to) Teacher Candidates.
- Works directly with Teacher Candidates, especially in: 1) assisting them as necessary to locate or create situations in which they can learn to fulfill the program's Teaching Roles, 2) coaching or co-coaching Teacher Candidates along with Clinical Teachers and university professors, and 3) evaluating their progress toward assuming Teaching Roles.
- Helps Teacher Candidates see and understand what they are not yet capable of appreciating on their own. Examples: how different teachers plan, the principal's leadership style, the school's relationship with its community, and the importance of what a child has just said.
- Assists Teacher Candidates in "crisis" situations.
- Evaluates Teacher Candidates and provides significant input regarding grades for school internships.
- Ensures that Teacher Candidates have the opportunity to become proficient in Colorado teacher education standards and in teaching responsibilities.
- Encourages excellent Teacher Candidates to remain in the partner school as SEHD contract teachers for their first year of teaching (if the contract teacher model is used at the school).
- Works with university course professors as needed to ensure that course requirements are appropriate and properly timed.
- Selects Teacher Candidates to enter the program and arranges placements of Teacher Candidates.
- Provides PBA support by assisting students with logistics and through one-on-one coaching and small group meetings.

Professional development

- Serves as a mentor and coach for SEHD contract teachers, and to other first year teachers as requested by the principal.
- Works with Clinical Teachers to determine directions for professional development and then take the lead in implementing professional development, including determining how university faculty or Teacher Candidates could assist or participate.
- Determines a process for professional development that meets the needs of the teachers and implements the process. (This may take the form of establishing a peer coaching system, book discussions, study groups, action research groups, presentations, etc. This may also involve establishing means by which teachers may work together during the school day.)

- Become familiar with the talents and expertise of the school staff (beyond Clinical Teachers) and help them share their talents and expertise with others.

Renewal of curriculum and instruction

- Assists individual teachers, teams of teachers, or the faculty as a whole in determining what they want to do to improve or advance curriculum and/or instruction (including assessment) in the classroom/school in order to positively impact student learning.
- Works with Teacher Candidates and teachers to determine how they can be of assistance to each other in implementing curriculum and/or instructional reforms or initiatives (such as standards). If university faculty may be of assistance in the effort, seeks to involve them as well.

Inquiry and research

- With school administrators, university faculty, interested individuals, and/or groups of teachers and Teacher Candidates, determines what questions are of interest, what information or data to gather, a process for gathering and analyzing information or data, and a process for dissemination.
- Actively engages in aspects of action research.
- Works with university faculty who are interested in particular research questions to facilitate communication with teachers who might want to be or is involved in research.

Site Professor

A Site Professor works as negotiated with the school during the opening week of school internships and on Thursdays in a partner school for about 16 days in the fall semester and 16 days in the spring semester. Each professor's overall responsibility is to support and provide leadership in partner school efforts in quality teacher preparation, professional development, renewal of curriculum and instruction, and in addressing difficult problems of practice through inquiry and research. They have specific responsibility to ensure the learning and well being of Teacher Candidates in school internships.

In order to accomplish his/her responsibilities, the professor serves on the school's Leadership Team and on the IPTE Council, working closely with the Site Coordinator and collaborating with others (especially chief worriers and principal) in initiating and accepting leadership roles. The Site Professor will provide support throughout the internships to TCs on the development of their performance-based assessments and presentations of results of the PBAs to the school's leadership team (or a portion of the team). To guide his/her work, the professor does the following in close collaboration with the Site Coordinator:

Teacher preparation

- Provides effective models of supervision/coaching for Teacher Candidates and Clinical Teachers and articulates the models and the underlying philosophy of coaching.
- Assists Clinical Teachers in developing supervision/coaching skills as needed and in establishing a system to document coaching.
- Coaches Teacher Candidates in and about two settings: 1) classroom teaching, and 2) broader school leadership responsibilities.
- Evaluates Teacher Candidates and awards grades for school internships with significant input from Site Coordinators and Clinical Teachers.

- Encourages excellent Teacher Candidates to remain in the school as SEHD contract teachers for their first year of teaching (if the school uses the Contract Teacher Model)
- Selects Teacher Candidates to enter the program and jointly advises them throughout the program.
- Ensures that Teacher Candidates have the opportunity to become proficient in Colorado teacher education standards and in teaching responsibilities.

Professional development

- Serves as a mentor and coach along with the Site Coordinator for SEHD contract teachers.
- Works with the Leadership Team to determine directions and processes for professional development.
- Lends expertise in providing or structuring the provision of formal professional development opportunities.
- Become familiar with the talents and expertise of the school staff (beyond Clinical Teachers) and helps them share their talents and expertise with others in the school and at the university.

Renewal of curriculum and instruction

- Assists individual teachers, teams of teachers, or the faculty as a whole in determining improvements or advancements of curriculum and/or instruction (including assessment) in the classroom/school in order to positively impact student learning.
- Works with Teacher Candidates and teachers to assist them in implementing curriculum and/or instructional reforms or initiatives (such as standards, new assessments, etc.).
- Lends or obtains expertise in curriculum and instruction.

Inquiry and research

- Works with others in the school to plan and implement research that advances progress toward school goals.
- Provides and/or obtains support for Teacher Candidates and school personnel engaged in action research.
- Conducts personal research, seeking appropriate approval and assistance and collaboration.

Clinical Teacher

Clinical Teachers are selected on the basis of criteria that include the quality of their teaching, their potential or performance in working with Teacher Candidates, and their commitment to participation in partner school functions and governance. The partner school leadership team may develop additional criteria and specific processes for the selection of Clinical Teachers. Although the term “Clinical Teacher” is a label aligned with teacher preparation, the first responsibility of teachers is to the learning and well-being of children and youth. Each Clinical Teacher:

- Provides effective instruction for students and articulates the instructional methods and techniques and the underlying philosophy for Teacher Candidates.
- Follows the program guidelines in coaching Teacher Candidates both formally and informally, orally and in writing. Participates in supervision/coaching workshops or other opportunities to increase coaching skill.
- Schedules regular and frequent conferences with the Teacher Candidate in order to plan for co-teaching. Explicitly identifies specific co-teaching formats for use with the Teacher Candidate.
- Provides school time and resources for the Teacher Candidate to complete school-based requirements for the school internship and concurrent university courses.
- Co-teaches with the Teacher Candidate as a means to encourage and facilitate student learning, new teacher learning, and the renewal of curriculum and instruction within the classroom.
- Provides input to the Site Professor/Site Coordinator related to the Teacher Candidate's progress at the end of each internship. A letter of recommendation is written for the TC at the culmination of IPTE 5913.
- Participates actively and positively in partner school functions and/or partnership governance, working with others collaboratively to do so.
- Assists Teacher Candidates with by providing support and opportunities for accomplishing PBA goals.

Teacher Candidate

Teacher Candidates complete four school internships over the course of their work toward licensure. Teacher Candidates may complete one, two, three, or all four internships in the same school, depending on circumstances. They carry out their responsibilities with the guidance and assistance of Clinical Teachers, professors, and the school's Site Coordinator. Each Teacher Candidate:

- Completes school internship requirements and activities in a timely, professional, and ethical manner, both in and out of classrooms.
- Clearly communicates the nature and timeline of requirements from concurrent university courses and PBAs to Clinical Teachers and others who need to know.
- Treats school internships as an important teaching job: Maintains teachers' hours, observes school internship attendance policies, and prepares well for teaching.
- Takes initiative in a professional and ethical manner to provide excellent learning opportunities for students and for him/herself.
- Takes initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise.
- Seeks out, organizes, and utilizes coaching feedback from Clinical Teachers, the professor and the Site Coordinator.
- Participates actively and positively in providing feedback and in shaping the quality of the school internship experience.

- Takes initiative in participating in partner school functions, including professional development opportunities, opportunities to engage in renewal of curriculum and instruction, and research/inquiry.

Other School Personnel

While not all school personnel will serve as Clinical Teachers or mentors for Teacher Candidates, all may be involved to some degree in partner school functions. This is a critical feature of the partnership concept. As appropriate, other school personnel:

- Actively participate in professional development, renewal of curriculum and instruction, and inquiry/research with school and university colleagues.
- Maintain classrooms or other school settings for observation and/or participation purposes for Teacher Candidates and university faculty.
- Participate positively in shaping the quality of the partner school.

COMPLETING THE PROGRAM: LICENSURE, JOB SEARCH & MA OPTION

Licensure

As you come to the completion of your IPTE/SPED program, you 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 (i.e., IPTE) and passing the PLACE or PRAXIS II content exam. Towards the end of your IPTE 4913/5913 internship, you will receive information from the Student Services Center (via e-mail) regarding the process for completing your licensure application and the signatures you will need to obtain from the IPTE Academic Advisor. For further information about the licensure process, please contact the Student Services Center.

Job Search Supports

UCD's Career Center

The following information and materials are designed to help provide a smooth "school to work" transition. The UCD Career Center, located in Suite 260 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):** During the third week of April, the UCD Career Center hosts the Greater Denver Job Fair for teachers. About 60 school districts provide information and/or conduct interviews, depending on openings. The Career Center obtains names of Teacher Candidates from the School of Education and mails information directly to you.

- **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.

Interview Tips

Most partner 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 IPTE program, their licensure courses count towards their final Master's Degree. As teacher candidates come to the close of their licensure program, they will select an MA Option 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 IPTE 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.

Undergraduates are also welcome to apply to the MA program upon completion of their BA degree and licensure. They should contact student services about the MA degrees available from the SEHD.

MA DEGREE OPTIONS (See www.cudenver.edu/sehd for more details)

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

Curriculum & Instruction

- Linguistically Diverse Education*
- Literacy Leadership*
- Teacher Leadership
 - Math
 - Science
 - Social Studies
 - English
 - Technology*
 - School Library

Educational Psychology

- Assessment
- Growth, Development & Learning

Special Education

- Special Education Leadership*

Content

(In collaboration with College of Liberal Arts & Sciences)

- History
- English

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GLOSSARY

Coming to Terms with Terms

In order to assist everyone in understanding the various terms presented throughout this handbook and program experience, we offer this glossary as a guide.

Clinical Teachers (CTs). Teachers in partner schools who work directly with Teacher Candidates in school internships.

Colorado Partnership for Educational Renewal (CoPER). A consortium of higher education institutions (CSU, Mesa State, Metro, UC Boulder, UC Colorado Springs, UC Denver, UNC) and school districts (Adams 12, Adams 14, Boulder, Cherry Creek, Denver, Englewood, Greeley 6, Jefferson County, Mesa County Valley 51, Poudre R-1, Thompson, Weld) that have made a commitment to work collaboratively to implement the goals of the National Network for Educational Renewal.

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.

Initial Professional Teacher Education (IPTE). The name of the UCDHSC program that prepares new teachers for elementary and secondary (English, foreign languages, Math, Science, Social Studies, special education) schools.

Internships. There are four school internships in the program that are required to total 800 hours in schools.

IPTE Site Council. Site Coordinators and Site Professors who collaboratively make decisions about the program.

Leadership Teams. A team at each partner school, including the Site Professor and Site Coordinator, that leads the implementation of the partner school functions.

LiveText. A web-based tool required for all teacher candidates in the IPTE 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

National Network for Educational Renewal (NNER). Founded by John Goodlad, NNER's main goal is the simultaneous and interdependent renewal of schools of education, liberal arts colleges, and K-12 schools. The Colorado Partnership for Educational Renewal is one of eleven national sites (and one of two consortiums) with membership in NNER.

Partner Principals. A group of all the Partner Development School (partner school) principals and School of Education administrators who meet monthly to discuss issues related to work in partner schools.

Performance-Based Assessments (PBAs). The tools that are used in the program to determine Teacher Candidates' proficiency in the Colorado teacher education standards.

Professional Development Partner Schools (partner schools). Public K-12 schools which work with UCDHSC 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 partner school.

Site Coordinator. A master teacher who is released from direct responsibility for teaching students to ensure implementation of the partner school functions.

Site Professor. University faculty from the University who work in partner schools one day each week to fulfill the four partner school functions.

Site Supervisor. University faculty who supervise Teacher Candidates outside the partnership.

Teacher Candidates (TCs). Students enrolled in UCD's Initial Professional Teacher Education Program prior to licensure.

SEHD Contract Teacher. IPTE students who are selected for first year teaching positions in partner schools under a contract with the university to support simultaneous renewal and allow for a full-time site coordinator in the school.

APPENDICES

The most recently updated versions of each of these appendices are found on the School of Education and Human Development website (www.cudenver.edu/sehd).

IPTE Program Courses

- IPTE Elementary Course Descriptions
- IPTE Secondary Course Descriptions
- IPTE Graduate Elementary Course Plans
- IPTE Undergraduate Elementary Course Plans
- IPTE Graduate Secondary Course Plans
- IPTE Undergraduate Secondary Course Plans
- IPTE Dual Licensure Elementary & Secondary Course Plans
- SPED Initial Licensure Course Plan
- SPED Endorsement Course Plan
- SPED MA Only Course Plan

IPTE Program Forms

- Agreement to Make Up Absence & Internship Variation Agreement
- Change of Status Form
- Incomplete Agreement Form
- IPTE Professional Action Plan Form
- PLACE/Praxis II Documentation & Prerequisite Form
- Schedule Adjustment Form

IPTE Program Assessment Documents

- IPTE Internship Rubric: 4/5910
- IPTE Internship Rubric: 4/5911
- IPTE Internship Rubric: 4/5912
- IPTE Internship Rubric: 4/5913