

The Partnership for Urban Education

Transforming Schools. Connecting Communities.

URBAN TEACHER EDUCATION PROGRAM HANDBOOK

Elementary Education
Secondary Education
SPED Initial
SPED Dual
SPED Added Endorsement
SPED MA Only

Spring 2011

www.ucdenver.edu/education • education@ucdenver.edu • ph. 303.315.6300 • fax 303.315.6311



University of Colorado Denver
School of Education & Human Development

*** PLEASE NOTE: All advising plans with course registration information are available at Student Services. ***

Urban Teacher Education Program Overview.....	4
Urban Teacher Education Program Pathways.....	4
How the Urban Teacher Education Program is Conceptualized.....	5
Special Education in the Urban Teacher Education Program.....	7
Philosophy.....	8
Philosophical Rationale.....	9
Knowledge Base.....	9
Preparing Candidates to Become Urban Educators.....	10
Performance-Based Assessments (PBAs).....	10
Coursework.....	10
Course Waivers.....	11
Internships.....	11
Internships Outside of PDSs for Special Education Candidates.....	12
Content Licensure Exam Policy (PLACE or PRAXIS II).....	12
LiveText.....	13
Support & Advising.....	14
Preparing for Success in On-Line & Hybrid Learning Environments.....	15
Problem-Solving Protocols within the Urban Teacher Education Program.....	15
Guiding Principles for Effective Problem-Solving.....	16
Initial Problem-Solving Protocols.....	17
Support Plan Protocol Concerning Teacher Candidate Performance.....	19
Urban Teacher Education Policies and Legal Issues.....	20
Grading Policy.....	20
PLACE/PRAXIS II Content Exam Policy.....	21
Internships in a Professional Development School with a Relative.....	21
Internship Placements in the UCD Professional Development School Network.....	21
In Your Own Classroom Policy.....	21
Liability Issues and the Legal Status of Student Teachers.....	22
Absences from School Internships.....	23
Schedule Variation Policy for Internships.....	23
Substitute Teacher Policy.....	24
Substituting for Clinical Teachers Engaged in Professional Development.....	24
Prerequisites for the Fourth School Internship (UEDU 4/5913).....	24
80% Student Contact Time in the Fourth Internship.....	25
Understanding Professional Development Schools & Internships.....	25
Professional Development Schools.....	25
The Site Team.....	26
Co-Teaching & Gradual Release of Responsibility.....	26
Co-Teaching Formats.....	27
PLC Seminars.....	28
Legacy Projects.....	28
Coaching.....	28
Minimum Formal Coaching Requirements.....	29
Formal Coaching Process.....	29
Variations on the Coaching Process.....	29
Assessment of TC Performance Using the Internship Rubric.....	30
Roles and Responsibilities of Professional Development School Participants.....	30

School Leadership Team	31
Principal	31
Site Coordinator	32
Site Professor	34
Clinical Teacher	35
Teacher Candidate	36
Other School Personnel	36
Completing the Program: Licensure, Job Search & MA Option	37
Licensure	37
Job Search Supports	37
UCD's Career Center	37
Interview Tips	37
Other Interview and Job Tips	39
Masters Degree Options	40
Special Education Portfolio Requirements	40
University of Colorado Denver Contacts.....	41
Glossary.....	42
Appendices	43
Agreement to Make Up Absence & Internship Variation Agreement	44
Change of Status Form	45
Incomplete Agreement Form	46
Urban Teacher Education Professional Action Plan Form	48
Place/Praxis II Documentation & Prerequisite Form	49
Schedule Adjustment Form	50
Course Waiver Form	51
Temporary Teacher Eligibility.....	53
Internship Application Materials	54
Alternative Special Education Internship Guidelines	60
Special Education Masters Comprehensive Examination Guidelines	63

URBAN TEACHER EDUCATION PROGRAM OVERVIEW

Mission

Leadership for Educational Equity

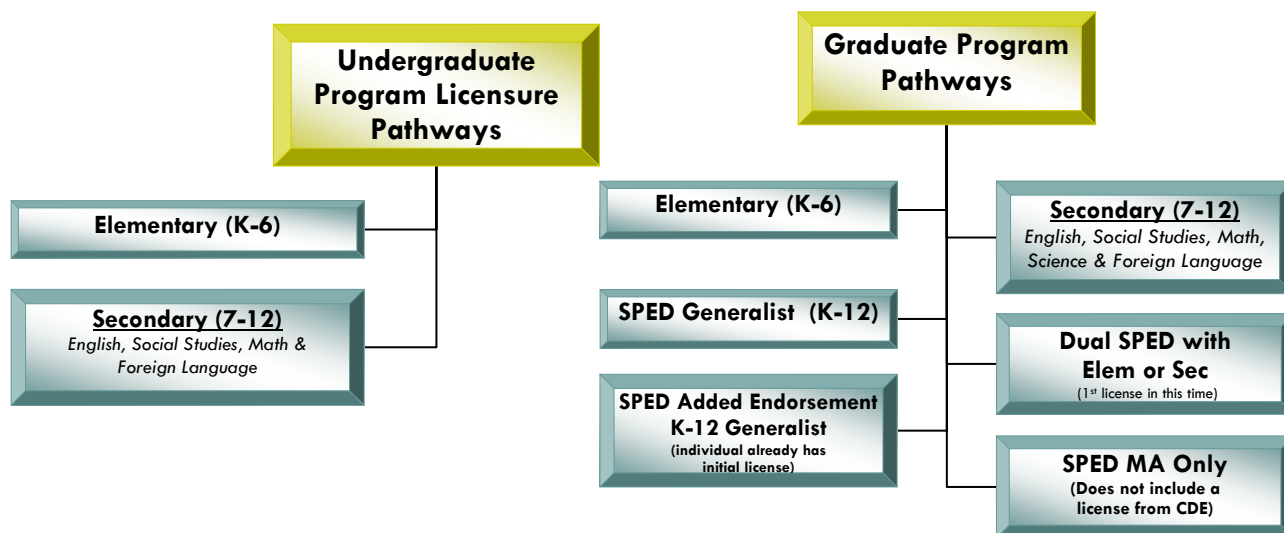
Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.

Welcome to the Urban Teacher Education Program at the University of Colorado Denver (UCD) in the School of Education and Human Development (SEHD)! The Urban Teacher Education 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 Professional Development 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 Urban Teacher Education 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.

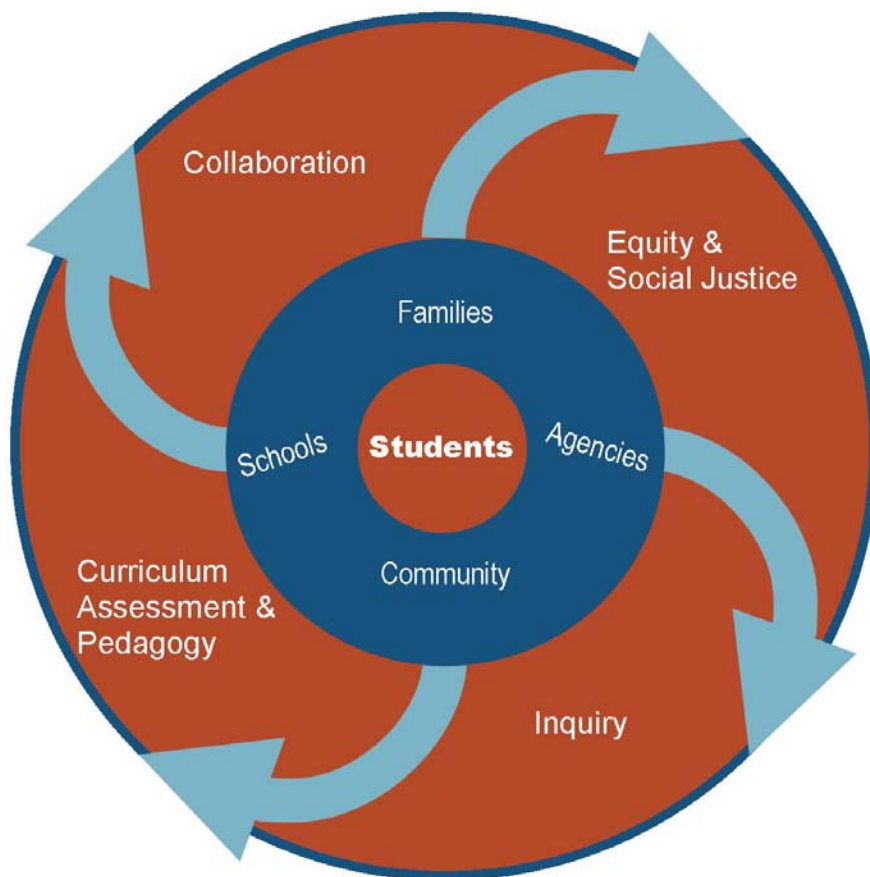
Urban Teacher Education Program Pathways

The Urban Teacher Education program is both an undergraduate and graduate level program for general education licensure. (Special Education, SPED, 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).



How the Urban Teacher Education Program is Conceptualized

The conceptual framework of the Urban Teacher Education program provides not only a vision for the program, but also the essential framework or perspective from which the entire program is developed. At the center of our framework are P-12 students—because the sole purpose of our program is to prepare teachers who can make a significant impact in the lives of children and youth. We recognize that P-12 students do not enter classrooms as blank slates or vessels to be filled with knowledge, but instead as vivacious and complex individuals who bring funds of knowledge to the classroom that are influenced by their experiences in their families and communities as well as formal and informal schooling experiences and community agencies. Thus, our role as teacher educators is to help our candidates deeply understand the children and youth whom they will be teaching and develop their knowledge, skills and dispositions in four critical areas that are essential to becoming an exceptional urban educator: 1) Collaboration, 2) Equity & Social Justice, 3) Inquiry, and 4) Curriculum, Assessment, & Pedagogy. These four areas are closely interwoven throughout the entire program.



These four key areas are also foundational core values of our program faculty in the way we work collaboratively as faculty, with our P-12 colleagues, with our teacher candidates, and with our broader community.

COLLABORATION

We participate in dynamic partnerships with arts & science faculty, schools, districts, and communities that allow us to simultaneously develop high quality teacher candidates while also impacting positive change in education.

We collaborate as university and P-12 faculty in innovative ways that foster reciprocal exchanges of expertise in order to understand and create new knowledge that benefits students, teachers, university faculty, and the broader educational community.

We prepare our teacher candidates to collaborate effectively at all levels—with other teachers and learning specialists, parents, students, administrators, counselors, and community members—in order to facilitate the success of all students.

CURRICULUM, ASSESSMENT, & PEDAGOGICAL EXPERTISE

We believe educators organize innovative and effective opportunities for learning, nurturing limitless possibilities for our teacher candidates and their future students as well as university and P-12 faculty.

We are committed to developing cultures of high expectation in teacher education and P-12 classrooms as well as the important scaffolds to support all learners to meet those expectations.

We prepare our teacher candidates to apply their knowledge of content, theory, curriculum, assessment, and research as they flexibly and reflectively make decisions that support the success of diverse learners.

EQUITY & SOCIAL JUSTICE

We prepare teacher candidates who have the disposition, knowledge, and skill to become culturally aware, culturally affirming, and culturally responsive educators.

We believe all people are life-long learners who continue to grow through mutually respectful interactions and reciprocal exchange of expertise.

We affirm and work with teacher candidates' strengths, modeling for them the same disposition they will embody in their own work with P-12 students.

We develop resilient educational leaders who advocate for their students in the face of complex, contemporary educational and societal challenges.

We recognize our shared social responsibility for ensuring access to inclusive education for all students and prepare our teacher candidates to navigate the inherent complexities of school systems to make this a reality.

INQUIRY

We collaborate at all levels to critically reflect on teaching and learning to generate new knowledge that continues to inform our work as educators.

In our inquiry pursuit, we seek out, interpret, apply, and interrogate existing theory in an aim to continually deepen our understanding and ability to meet the needs of all students.

We help teacher candidates assume an inquiry stance in their approach to teaching that empowers them to bring about change in their classroom, in their school, and in their community.

Knowledge Base that Informs the Urban Teacher Education Program Conceptual Framework:

Knowledge Areas	Researchers & Practitioners
Sociocultural Approaches to Learning & Instruction	A. Brown, J. Champion, K. Gutierrez, C. Lee, L. Moll, S. Nieto, B. Rogoff
Simultaneous Renewal of Teacher Education & P-12 Schools	R. Clark, L. Darling-Hammond, J. Goodlad, K. Sirotnik, L. Teitel
Inquiry as Stance	M. Cochran-Smith, L. Cuban, A. Hargreaves
Culturally Responsive Education	J. Banks, L. Delpit, G. Gay, G. Ladson-Billings, C. Sleeter, A. Valenzuela, A. Villegas & T. Lucas
Curriculum & Assessment	R. Arrends, J. McTighe, R. Stiggins, G. Wiggins

Special Education in the Urban Teacher Education Program

At University of Colorado Denver, we place a high value on the collaborative working relationship between general and special education, so we offer our students the option of pursuing a dual **endorsement** in both general education (elementary or secondary levels) and special education generalist.

Teacher candidates participate in our teacher preparation program in a **Professional Development School (PDS)** where they are mentored and supported in developing their teaching skills in a program that will apprentice them with an experienced teacher. However, due to current teacher shortages and the skills, abilities, and life experiences that some individuals may bring to their new profession, a Temporary Teaching Eligibility (**TTE**) option may be an appropriate fit for some teacher candidates. Putting teacher candidates into the complex world of classrooms without specific preparation can put school district personnel, students, families and teacher candidates at risk if careful thought and preparation are not part of the planning process. Teacher Candidates in each of the teacher preparation options will be on a sharp learning curve and will be limited in their ability to take on extracurricular responsibilities and tasks as they work to meet the needs of their students and the demands of the Colorado Teacher Education Licensure Standards. With maturity and focus, those on the Temporary Teacher Eligibility option will be successful only with the support of their building administrators, their co-teachers, their mentor teachers, and university faculty.

The **Professional Development School (PDS)** preparation program places teacher candidates in PDS classrooms with clinical teachers from the first to the last semester of their program. Teacher candidates serve as apprentices in classrooms with experienced teachers who are prepared to mentor and coach their apprentices.

The **Temporary Teacher Eligibility (TTE)** process begins with personnel from a school district who hire an individual who does not have the appropriate teaching endorsement for a position in special education. (*See Appendix.*) To ensure that the school district can obtain state and federal reimbursement money under the federal “Individuals with Disabilities Act” and the “Colorado Exceptional Children Education Act”, a teacher who is not endorsed in Special Education must have a TTE. The TTE requires that the holder enroll in a program of study that will result in the endorsement required to teach students with disabilities. The plans of study for all special education licensure and endorsement programs are the same regardless of TTE status. Every student deserves a fully qualified teacher. The TTE option helps new teachers begin their teaching careers quickly but without the shortcuts that can compromise the most important resource in education: a fully qualified teaching professional.

Course schedules for each semester can be located on the University of Colorado Denver's website www.ucdenver.edu. After you have been admitted into the program, you will work with our program advisor to develop your plan of study. After completing a licensure program, that coursework can matriculate into a Masters Degree.

Philosophy

Faculty in the University of Colorado Denver's Special Education program emphasize the development of reflective practitioners through trans-disciplinary training. The Urban Teacher Education faculty, including those in both General Education and Special Education, foster reflective inquiry about teaching and learning, as well as the development of the skills and dispositions necessary to work effectively in elementary and secondary classrooms. Program faculty strive to prepare graduates to meet the needs of an increasingly diverse population of students; and to productively participate in, and lead, school renewal by applying democratic principles in educational settings. In addition to these common values and beliefs, the conceptual framework developed by Special Education program faculty incorporates components that are specific to our profession.

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

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

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

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

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

Philosophical Rationale

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

Our programs in Dual licensure and Initial Licensure as a Special Education Generalist reflect an orientation on the part of faculty members that there is more about assessment, curriculum and instruction that is common to students than there is information or skills that are specific to a disability. Hence, all general education and special education teacher candidates complete the same core of 15 courses. Beyond this shared set of experiences, teacher candidates in the Special Education Generalist program complete an intensive plan of study that includes 7 additional advanced courses in special education as well as internship.

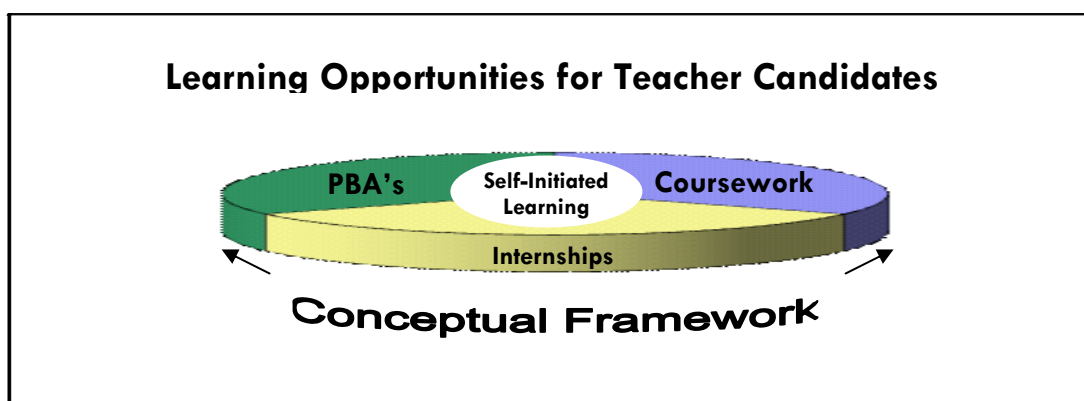
Knowledge Base

The knowledge base of the Special Education has been developed by applying the backward mapping process developed by Wiggins and McTighe (1998) to professional and state standards that articulate the roles and responsibilities of a special educator. This focus on state and professional standards has resulted in identification of seven roles that special educators must fulfill. The roles of scholar, instructor, learner advocate, professional, leader, case manager, as well as school and community collaborator provide a framework for organization of knowledge, skills and dispositions required to meet the needs of students with disabilities and their families. The knowledge, skills, and dispositions that are infused throughout the program are framed by these roles.

Preparing Candidates to Become Urban Educators

How the Urban Teacher Education 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 Urban Teacher Education 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.

Coursework

The Urban Teacher Education program is a “merged” program to support the development of both general educators and special educators simultaneously. Thus some courses have UEDU 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 Waivers

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

Internships

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

* Candidates who are part of the Special Education Added Endorsement also engage in at least two internships and these are planned in consultation with the Special Education Advisor—see section below.

All Elementary, Secondary and Special Education Teacher candidates engage in a series of internships from the beginning of the program to the end of the program. Elementary and Secondary candidates have 3 internships, Special Education candidates have 4 internships, and Dual teacher candidates engage in 5 internships. The internship sequences are listed on the program plans available from Student Services. All internships take place in one of the UCD Professional Development Schools (PDSs). 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 gradual responsibility for all aspects of being a highly effective urban 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 PDS 1–3 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 from traditional models like “student teaching”, one that not only prepares teacher candidates to teach students well in a classroom but also prepares them to engage in collaborative efforts with adults and youth in the school and community, especially in school improvement or renewal. For this reason, TC's will spend their time within school 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.

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. Remember, your internship experience is not about counting hours, but living the life of a teacher and most teacher candidates exceed the 800 minimum. Each school's calendar for teacher candidates may be slightly different based on the unique needs and varying context of the school site.**

Internships Outside of PDSs for Special Education Candidates

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

It is crucial that every TC complete an internship at both the primary and secondary levels because of the K-12 nature of the license.

Additionally, we require internship students to reflect on and rank their personal and professional goals and to submit those in writing prior to their internship(s). We encourage them to share these goals with their mentors/supervisors at the start of the internship. To ensure communication and consistency between the university and individual school sites, students are required to secure and submit approval for their internship work. (*See Appendix.*)

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

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

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.ucdenver.edu/education). 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 (UEDU 5912 for graduate students) (UEDU 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 (UEDU 5912 for graduate students) (UEDU 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 	UEDU 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 	UEDU 5912 (3rd) Graduates only SPED 5913 (5 th) SPED 5913 (5 th)

LiveText

A web-based technology tool required for all teacher candidates in the Urban Teacher Education program is **LiveText**. This tool allows teacher candidates to complete performance-based assessments in the program as well as develop an on-line portfolio demonstrating their teaching abilities which can be showcased for potential employers. In addition, the LiveText system provides opportunities for teacher candidates to get immediate feedback from instructors about their work and for the program to use data about teacher candidate performance to continually improve the program and maintain accreditation.

As an instructional tool, LiveText additionally provides teacher candidates access to an extensive library of on-line instructional videos through Learn 360 streaming video that can be used in teaching lessons in the classroom. It also provides access to an extensive library of lesson plans and other teaching ideas. These tools will be available to teacher candidates well into their first years of teaching because students have access to LiveText for a minimum of five years.

As a degree student, you are required to purchase your LiveText subscription that is valid for a period of 5 years directly from LiveText. We are requesting that all students purchase the **LiveText Student Membership – Learn 360 Edition** for the **cost of \$128.00**. The Learn 360 Edition has enhancements such as thousands of educational videos, still images, and audio files that can be used in the classroom to create and enhance lesson plans. This content is different from Discovery Streaming Video for those students using this tool. There is another LiveText Student Membership Standard Edition for the cost of \$98.00; however, this edition does not include the upgraded streaming video that can enhance your portfolio and submissions in LiveText. Students that choose the standard edition membership can upgrade the Learn 360 Edition at any time during their 5 year subscription membership for the cost of \$30.00. Some programs will request students to upgrade their subscription if the Standard Subscription is purchased. Go to the [LiveText website](#) to purchase your subscription.

Support & Advising

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

AT THE UNIVERSITY	AT THE PDS
<ul style="list-style-type: none"> ▪ Academic Advisor—located in the SEHD Student Services Center, the 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. ▪ Placement Coordinator—located in the SEHD Student Services Center, the Placement Coordinator provides you with all information needed regarding your Professional Development School placement and registration information for internships. ▪ MA Option Academic Advisors—located in the SEHD Student Services Center, Academic Advisors are available to help you make the transition from the program into your selected MA Option (see section on MA Options in this handbook). It's essential that you check with the Academic Advisor for your MA Option before considering signing up for any course in the MA Option. ▪ Faculty—our award-winning faculty are committed to preparing only the best new teachers to fulfill our mission of creating teacher leaders for urban and diverse classrooms. All faculty have significant experience in real-world classrooms, all of whom are working with K-12 schools either as site professors, researchers, and even as current K-12 educators themselves. ▪ Director—the director collaborates closely with university faculty and Professional Development School administrators and teachers to continually renew the program curriculum and Professional Development School experiences for teacher candidates. 	<ul style="list-style-type: none"> ▪ University Site Professor—a university faculty member will spend one full day per week (typically Thursdays) at the Professional Development School coaching teacher candidates, working with practicing teachers, engaging in curriculum renewal and inquiry at the school. The site professor also serves as a professional advisor to the teacher candidate to help TCs make sense of what they are learning at the university and applying it at the school setting as well as helping the TC with career skills such as interviewing tips, etc. ▪ Site Coordinator—a master teacher and/or instructional coach who is employed by the school works collaboratively with the university site professor to not only coach and support teacher candidates, but also support the ongoing development of practicing teachers in the school. ▪ Clinical Teacher—practicing teachers in the Professional Development School serve as clinical teachers who mentor and support teacher candidates as TCs work and co-teach side by side with clinical teachers in their classrooms. ▪ Principal—the principal of the Professional Development School is committed to the goals of the partnership to create a school that embraces and welcomes teacher candidates and also supports practicing teachers to renew their curricular and instructional practice and engages everyone in the school in ongoing inquiry about best practices. ▪ Teacher Candidate Cohort—8-12 teacher candidates are placed at a Professional Development School each semester. This cohort represents TCs just beginning the program to those who are finishing the program to create a peer-support system that enables teacher candidates to form important relationships with one another throughout the program.

Preparing for Success in On-Line & Hybrid Learning Environments

Within the General Education and Special Education programs, we are offering a number of online/hybrid courses. Please note: for every Special Education course that is offered in an online format is also offered in a traditional face-to-face format. When taking online/hybrid courses, please consider the following characteristics of the successful on-line student:

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

Does this describe you as a student and compliment your learning style? If you answered yes, then you may want to plan to take courses online. As with any university course, the time expectation for outside work is two hours for every hour spent in class. In a traditional on-campus 3 credit course the student attends a three hour lecture once per week and then is expected to spend at least six hours (2 hours for each of those 3 hours in class) working on assignments. An online class has similar expectations. Students in the on-line course have assignments designed to take the place of the three hours spent in class with class discussion, small group activities, etc. The major assignments are the same. For a 3 credit on-line class, you should expect to spend approximately nine hours per week. In other words, the expectations for time for the online section are the same (it just looks a bit different).

Problem-Solving Protocols within the Urban Teacher Education Program

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 a ***Professional Action Plan*** if necessary.

Guiding Principles for Effective Problem-Solving

Teaching and learning is a collaborative endeavor. University instructors and teacher candidates work together to navigate their teaching journey. Working in Professional Development 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.

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

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

Level II: Inquiry Phase (Optional)

If a TC is struggling to further develop the professional knowledge, skills, and dispositions necessary for effective teaching despite the proactive embedded support provided, the site professor, site coordinator, or university instructor can initiate an **inquiry** to gain insight and feedback from other instructors or Professional Development School individuals who are currently supporting the TC 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 Urban Teacher Education Academic Advisor and cc the Urban Teacher Education Director.
2. The Urban Teacher Education 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 Professional Development School site team members supporting the teacher candidate that semester.
3. All individuals who respond, please do a "reply all" so that the Urban Teacher Education 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 Urban Teacher Education Professional Action Plan (next phase).

Level III: Collaboratively Develop Urban Teacher Education Professional Action Plan

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

If a TC is still struggling, an **Urban Teacher Education Professional Action Plan** will be collaboratively developed with the TC and the appropriate university and or Professional Development School individuals using the program form (found in the appendices of this handbook). E-mail a copy of the plan to the Urban Teacher Education Academic Advisor and cc the Urban Teacher Education 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 Urban Teacher Education Academic Advisor and cc the Urban Teacher Education Director. This will be logged into the SSC Data Warehouse¹. The teacher candidate continues on with the Urban Teacher Education program.
2. **Teacher Candidate Does Not Successfully Complete Action Plan**
E-mail the Urban Teacher Education 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/Professional Development School individuals can decide to extend and/or revise the Professional Action Plan in collaboration with the teacher candidate and other appropriate individuals. This may include giving the teacher candidate an incomplete in the course/internship. The decision and the new Urban Teacher Education Professional Action Plan should be e-mailed to the Urban Teacher Education Academic Advisor and cc the Urban Teacher Education 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 Urban Teacher Education 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.

Urban Teacher Education Policies and Legal Issues

Grading Policy

All teacher candidates are required to earn a **"B" grade or above in all required courses and 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 I 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. (See Appendix.)

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 (UEDU 4/5912 or SPED 5912). Failure to successfully complete and submit exam results prior to UEDU 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 Professional Development School with a Relative

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

Internship Placements in the UCD Professional Development School Network

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

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

In very rare instances a teacher candidate may be placed outside of the UCD Professional Development School Network if every effort to place the candidate inside the network has been exhausted or if the teacher candidate has been hired full-time in a school prior to completion of the program (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 Professional Development Schools or districts may want to hire teacher candidates prior to completion of the licensure program. Teaching fulltime and completing coursework can be difficult. Taking a paid teaching position prior to licensure comes with challenges that are unique and demanding. University course work assignments and teaching responsibilities must be managed very carefully. Although Teacher Candidates will receive mentoring and support while teaching in their classroom, the amount and intensity will differ from that provided in our Professional Development School program. However, we also recognize that students need teachers and some Teacher Candidates may be ready for this challenge.

PRIOR to taking any position or the Professional Development School offering a position to the teacher candidate, the **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 Professional Development School and at a minimum must observe the hours established for teachers in the building. An absence will be counted anytime a Teacher Candidate misses a partial or full day. Partial and full day absences are governed by this policy.

Teacher Candidates who are absent during internships (or who substitute in the Professional Development School on a regular internship day; see below) may make up the time on other days of the week when they are not already scheduled for internships or university coursework (usually Fridays). Teacher Candidates who are absent during the final internship will make up the missed days on days arranged with the Site Coordinator and Site Professor. At a minimum on make-up days, the Teacher Candidate will engage in the activities that are outlined for the specific internships. More responsibility may be required, depending on the number and timing of absences. A Teacher Candidate who 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 Professional Development Schools will establish systems to utilize Teacher Candidates as paid substitutes during internships under the following circumstances:

- Teacher Candidates may not substitute on partial or full days when they have university coursework that they would have to skip in order to substitute. 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 Professional Development Schools, Teacher Candidates occasionally substitute for licensed teachers without pay on scheduled internship days so that the licensed teachers may participate in professional development activities, including peer coaching, the renewal of curriculum and instruction, and/or inquiry and research. Teacher Candidates substitute for licensed teachers who are participating in professional development activities under the following circumstances:

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

Prerequisites for the Fourth School Internship (UEDU 4/5913)

During UEDU 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 UEDU 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 Urban Teacher Education Program that were to be taken prior to UEDU 5913 according to your course plan
- Successfully completed any IW/IP in UEDU program courses
- Earned at least a B in every licensure course and each of the prior school internships

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

80% Student Contact Time in the Fourth Internship

Professional Development 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 Professional Development 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.

UNDERSTANDING PROFESSIONAL DEVELOPMENT SCHOOLS & INTERNSHIPS

Professional Development Schools

Professional Development Schools, also called Professional Development Schools (PDSs), are innovative institutions formed through partnerships between teacher education programs and P–12 schools. Professional Development 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.

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

UCD has one of the largest Professional Development 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 Professional Development Schools for long periods of time with support from a site

professor, site coordinator, and clinical teacher, we produce Teacher Candidates that perform better than regularly prepared 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 Professional Development 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 Professional Development Schools are in the central and northern part of the city because of our dedication to urban, diverse schools. We are always negotiating with school districts to maintain the schools we have and start new ones when appropriate. Last minute placements are not unusual and we take great care to make sure that every Teacher Candidate is in a supportive environment.

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 Professional Development School coaching teacher candidates, working with practicing teachers, engaging in curriculum renewal and inquiry at the school. The site professor also serves as a professional advisor to the teacher candidate to help TCs make sense of what they are learning at the university and applying it at the school setting as well as helping the TC with career skills such as interviewing tips, etc.

Who is the site coordinator?

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 Professional Development School who mentors and supports teacher candidates as TCs work and co-teach side by side with clinical teachers in their classrooms. They are selected by the principal, site coordinator, and site professor. We do the best we can to make sure clinical teachers meet our 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 Professional Development 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 Urban Teacher Education 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.

PLC Seminars

A PLC seminar is an important aspect of all internships. PLC seminars meet for approximately 3-5 hours monthly on a schedule arranged by the school. PLC 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 Professional Development School.

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
Site Coordinators
Site Professors
Site Supervisors

Principals
other Teachers
other Teacher Candidates
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

See site team for minimum formal coaching requirements.

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 UEDU 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 Professional Development 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 Urban Teacher Education 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 Professional Development 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 Professional Development 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.

Roles and Responsibilities of Professional Development School Participants

Elementary and secondary Professional Development 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 Professional Development 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 Professional Development 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 Professional Development 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 Professional Development 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 Professional Development 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 Professional Development 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 Professional Development School. The leadership team:

- Provides leadership and direction to the school community regarding each Professional Development 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) Professional Development 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 Professional Development School Leadership Institute, Site Council, PDS 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 Professional Development 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 Professional Development 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 PDS Principals meetings.
- Supports scheduling and fund allocation that provide sufficient support for Professional Development School functions.
- Works toward hiring and retaining a faculty that is uniformly supportive of the functions of a Professional Development School and a school improvement plan based on Professional Development School functions.
- Communicates regularly with the school's CDM or accountability committee and the community about Professional Development School initiatives/issues, especially related to impact on student learning and well being.
- In conjunction with other principals of SEHD Professional Development Schools in their districts, advocates for utilizing Professional Development Schools as a district resource, and encourages district contribution to Professional Development 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 Professional Development 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 Urban Teacher Education 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 Professional Development 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 Professional Development 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 Professional Development 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 Urban Teacher Education 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 Professional Development School functions and governance. The Professional Development 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 UEDU 5913.
- Participates actively and positively in Professional Development 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 Professional Development 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 Professional Development 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 Professional Development School.

COMPLETING THE PROGRAM: LICENSURE, JOB SEARCH & MA OPTION

Licensure

As you come to the completion of your Urban Teacher Education/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., Urban Teacher Education) and passing the PLACE or PRAXIS II content exam. Towards the end of your UEDU 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 Urban Teacher Education 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):** Educational Job Fairs: The Career Center and The Student Services Center will forward job fair information via email each semester. Also please visit www.teachincolorado.org for the most current listing of Colorado's educational positions.
- **Campus career library:** The Career Center has a library that includes school district personnel office addresses, information about in-state, out-of-state and overseas teaching positions, brochures and applications from school districts, etc.
- **Interviews:** Interviewing tips are available and school district personnel conduct mock interviews with Teacher Candidates. Ask your Site Coordinator and Site Professor to do mock interviews with you during site seminars.

Interview Tips

Most Professional Development Schools provide site seminar(s) to help you learn how to apply for teaching positions as well as how to prepare for interviews. Many school districts we partner with also provide our teacher candidates with advance opportunities to interview, learn more about the district application process, etc.

Your site coordinator will share more information with you. The questions listed in this section are some that may be asked during a job interview. When you answer the questions, be true to yourself—let who you are shine through. Answer the questions but don't go overboard with detail.

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

- What do you think are your teaching strengths? Weaknesses?
- How do you plan to keep educationally current?
- What are your sources of ideas for teaching?
- What are your expectations of teaching as a profession?
- What is your philosophy of education?
- Why would you like to teach in this district and in this school?
- Why should we consider hiring you?
- Do you have any questions you'd like to ask us? (Get them to talk if they ask you this so you can use the information to determine whether this is a place you want to teach.)
- What kind of supports do they have for beginning teachers in this district?

Other Interview and Job Tips

- Knowledge about the school itself and the district in which you are seeking employment is advantageous in an interview. Prior to interviewing, do a mini-school/community study. Drive around the school's neighborhood, stop by the school to pick up materials about the school (e.g., the packet of materials usually available for parents, a brochure about the school), arrange a visit to classrooms to observe students and instruction when possible, talk with people you happen to know in the community or school, etc. Interviewees who have done their "homework" are impressive and show that they care about working in that school and district.
- Although you may be interviewing for a specific position at a school, remember that the district is hiring you. A change in the numbers of enrolled students or other circumstances may result in a sudden change of teaching assignment, even transfer to a different school in the district. First year teachers are the teachers who are mostly likely to be moved to another grade level or another school when circumstances warrant. Appear flexible in your interview if you are flexible. (For example, don't say that you'll never teach first grade if in fact, you would be willing to do so if it's the only position offered you.) If you are not flexible, be honest (but also be prepared to be flexible anyway!).
- Accept a contract only if you are sure that you will stick with your decision. Do not accept a contract and then back out of it because something that appears better has come along meanwhile. It is not an ethical action and leaves principals, teachers, and students in a poor position for the school year.

Masters Degree Options

Licensure is only the beginning of your learning as a teacher. It is essential that all teachers continue to pursue new knowledge and skills to continually be able to adapt and meet the needs of their students. For graduate students who entered the Urban Teacher Education 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 Urban Teacher Education Academic Advisor. We encourage students to complete the MA option to make them more marketable to school districts and to continue to advance their salary.

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.ucdenver.edu/education 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

Special Education Portfolio Requirements

Decisions about the teacher candidate's ability to capture representation of their teaching constitute the portfolio assessment of the program. This element is addressed through a programmatic portfolio assessment (Tellez, 1996; Howey & Zimpher, 1999). The portfolio development process encourages the teacher candidates to present their own conceptions of teachers and teaching, students and learning, classrooms, and authentic, performance-based learning that is grounded in the contextual realities of today's classrooms. This compilation of materials serves as an opportunity for teacher candidates to present their beliefs, values and dispositions about being a teacher. This process is begun as teacher candidates enter the program and complete the first course in the plan of study. Development and revision of portfolio components is encouraged throughout the stages of program completion. (*See Appendix.*)

UNIVERSITY OF COLORADO DENVER CONTACTS

www.ucdenver.edu/education

Urban Teacher Education Director

Cindy Gutierrez 303.315.4982

cindy.gutierrez@ucdenver.edu

Urban Teacher Education /SPED Academic Advisor and Licensure Officer

Meredith Lopez 303.315.4980

meredith.lopez@ucdenver.edu

Urban Teacher Education Placement Coordinator

Rachel Fraser 303.315.6309

rachel.fraser@ucdenver.edu

SEHD Student Services Center

Lawrence Street Center, Suite 701

303.315.6300

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 Professional Development 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.

Urban Teacher Education. 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.

Urban Teacher Education Site Council. Site Coordinators and Site Professors who collaboratively make decisions about the program.

Leadership Teams. A team at each Professional Development School, including the Site Professor and Site Coordinator, that leads the implementation of the Professional Development School functions.

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

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

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 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 Professional Development School or Professional Development School.

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

Site Professor. University faculty from the University who work in Professional Development Schools one day each week to fulfill the four Professional Development School functions.

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

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

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

APPENDICES

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

Urban Teacher Education Program Forms

Agreement to Make Up Absence & Internship Variation Agreement	44
Change of Status Form	45
Incomplete Agreement Form	46
Urban Teacher Education Professional Action Plan Form	48
Place/Praxis II Documentation & Prerequisite Form	49
Schedule Adjustment Form	50
Course Waiver Form	51

Special Education Specific Appendices

Temporary Teacher Eligibility	53
Internship Application Materials	54
Alternative Special Education Internship Guidelines	60
Special Education Masters Comprehensive Examination Guidelines	63

Agreement to Make Up Absence & Internship Variation Agreement

Agreement to Make Up Absence UEDU Internships

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

on _____ date from _____ time to _____ time.

The above is agreed to by:

Teacher Candidate Date

Clinical Teacher Date

Site Professor or Site Coordinator Date

Variation in Agreement Form UEDU Internships

Instead of the following schedule or assignment, _____

_____ will _____
Teacher Candidate

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

Teacher Candidate Date

Clinical Teacher Date

Site Professor or Site Coordinator Date

Change of Status Form

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

Name: _____ Student ID#: _____

Semester Accepted: _____ Teaching Field: _____

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

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

New Name: _____

New Address: _____ New phone: () _____

Street

_____ Work phone: () _____

City, State

Zip

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

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

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

_____ **Withdraw from the program:**

Reason for Withdrawing: _____

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

Incomplete Agreement Form

Course Completion Agreement for IF or IW

Student must complete form in conjunction with instructor and obtain instructor's signature

BEFORE submission to SEHD Student Services Center

Student Last Name

First Name

Student ID

Student Program
Advisor

Student's Faculty

Course Number/Section
Term/Year

Course Title

Course Instructor Name _____

Reason for granting Incomplete: _____

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

IP for

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

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

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

All requirements must be met by _____
Date

Student Signature

Date

Faculty Signature

Date

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

SEHD Incomplete Policy

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

SEHD Incomplete Process

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

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

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

Frequently Encountered Situations:

1.) *Student asks for an incomplete grade to satisfy financial aid requirements.*

Financial aid requires students to successfully complete certain semester hours by the end of the semester. Grades of IW, IF, W, NC and F do not satisfy financial aid requirements.

2.) *Student asks for an incomplete grade to allow time to complete a course assignment.*

In the absence of special circumstances, extending the semester for a student is a form of extra credit not allowed by school policies.

3.) *Faculty deliberate about the use of an IW vs. an IF grade for student who meets incomplete grade policies.*

Faculty control is the advantage of the IF. Transcript appearance (avoids connotation of failing performance to the student) is the advantage of the IW. *Given the SEHD Incomplete Policy that 75% of the course requirements must be successfully completed when assigning an incomplete, an IW is recommended.*

Urban Teacher Education Professional Action Plan Form

Plan of Action				
<i>Teaching Role (Scholar, Instructor, etc.)</i>	<i>Area of Focus</i>	<i>Recommended Practices for TC & Accompanying Support from Site Team (i.e., coaching, etc.)</i>	<i>Timeline</i>	<i>Progress</i>

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

Teacher Candidate
Site Professor
Site Coordinator

Clinical Teacher
Principal
University Instructor

Final Recommendation After Review

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

Place/Praxis II Documentation & Prerequisite Form

Urban Teacher Education Program PLACE/PRAXIS II Documentation and Prerequisite Waiver

Passing the PLACE or PRAXIS II content knowledge exam prior to entering UEDU 5912/SPED 5912 (graduate students) or UEDU 4912 (undergraduate students) is a program requirement. You must submit a copy of your PLACE or PRAXIS II passing scores with this form prior to beginning UEDU 5912/SPED 5912/ UEDU 4912. The chart below outlines which exam(s) you must take and when they must be completed based on your licensure area.

Student Name: _____ Student Number: _____

PLACE or PRAXIS II Documentation

Please check which exam you took and attach a copy of the passing scores with this form prior to beginning UEDU 5912/4912.

____ PLACE

____ PRAXIS II

Licensure Area	Exam(s)	Pass Before
Elementary	<ul style="list-style-type: none"> PLACE or PRAXIS II in Elementary Content 	3rd Internship (UEDU 5912 for graduate students) (UEDU 4912 for undergraduate students)
Secondary	<ul style="list-style-type: none"> PLACE or PRAXIS II in Content Area *PLACE only for Foreign Language 	3rd Internship (UEDU 5912 for graduate students) (UEDU 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 	UEDU 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 	UEDU 5912 (3rd) Graduates only SPED 5913 (5 th) SPED 5913 (5 th)

Graduate Students Only

Prerequisite courses needed:

As an added benefit, by submitting your scores, graduate students may obtain a waiver for up to two IPTE prerequisite courses. Please list the 1 – 2 prerequisite course requirements (as they appear on your advising form) for which you are requesting a waiver. *Waivers will not be granted until passing PLACE or PRAXIS II scores have been received with this form.*

1. _____

2. _____

I do not have any remaining prerequisite course requirements.

(Part I)

CU-Denver Schedule Adjustment Form

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

Last Name _____ First Name _____ M.I. _____ Student Number _____ Term/Year _____
 Graduate _____ Undergraduate _____
 Circle appropriate school/college: Arts & Media, Arch & Planning, Business, Education, Engineering, Liberal Arts, Non-Degree, Public Affairs

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

Student Signature _____ Date _____

(Part II)

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

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

(Part III)

Request for Withdrawal Form
 (complete only if dropping ALL courses for the term)

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

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

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

Date Processed on SIS: _____ Office Use Only _____
 Records Clerk: _____

Course Waiver Form

Course Waiver Request Process

Documentation and Conditions

1. A graduate level education course, completed within the past five (5) years, with the same or similar title and credit value to a required course, may be accepted by the student's advisor without the completion of a waiver form. The advisor will generally question the student regarding the course content and may request further documentation. The student must have at least a "B" grade in the course.
2. Students must complete a course waiver form for their request. A regular faculty member who teaches the course (not an honoraria faculty) and the student's advisor has the discretion to approve this. In addition to the course syllabus, the student may be asked to discuss the course and demonstrate mastery of the course content.
3. Courses older than 5 years will not generally be waived. Students who feel they have strong supporting evidence should still submit a waiver request for consideration.

Procedures:

1. Complete a course waiver form and attach required documentation, including an official grade slip or transcript indicating the grade received in the course.
2. Make an appointment with the faculty member who teaches the course to discuss your request. Bring your waiver form and supporting documents. If you need assistance, the staff in the Faculty Services Office (Lawrence Street Center 724) can direct you to the appropriate faculty member. If approved by the course instructor, the next step is getting your advisor to approve.
3. Meet with your faculty advisor and request permission to waive the course. Bring your signed waiver form and support materials.
4. Submit your signed waiver form to the Student Services Office in Lawrence Street Center, Suite 701 and ask that it be placed into your file. (Be sure to retain a copy for your records)

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

University of Colorado Denver

School of Education & Human Development

Course Waiver Form

Name: _____ Student ID _____
Address: _____
Phone: _____
Email: _____

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

- Master's degree program.
- Teacher licensure program.
- Other (Please explain) _____

Course number, title, and credits of the course for which a waiver is being requested:

I, _____ request that the School of Education accept the following course as meeting the requirements of the above CU-Denver course:

Course Title _____ Course # _____

Number of credit hours _____ Grade received _____

Textbook used _____

Course taken in the department of _____ College/Univ. _____

Additional comment: _____

(For Office Use)

The request to waive the above course is:

Approved () Denied () _____
Course Instructor Date

Approved () Denied () _____
Advisor Date

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

Temporary Teacher Eligibility

MEMORANDUM

TO: Students Requesting Temporary Teacher Eligibility (TTE) or
SEE (Special Educator Eligibility Verification)
FROM: Lori Sisneros, Student Services Coordinator

The TTE process begins when a public school district or private institution needs an individual with an additional endorsement or initial license typically in the field of Special Education. In order to insure that the school district can be eligible for state and federal reimbursement monies under the federal *Individuals with Disabilities Act* and the *Colorado Exceptional Children Education Act*, an unlicensed teacher must have a current TTE. A TTE requires that the holder enroll in a course of study that will result in the endorsement required to teach a particular group of students.

Obtaining an Initial TTE/SEE

In order to obtain an initial TTE/SEE, you must complete the following:

1. Be offered and accepted employment in a school district or BOCES in a position for which you do not hold appropriate licensure.
 2. Obtain the TTE/SEE form from the school district or BOCES.
 3. Request program information and obtain application materials from the appropriate program area you are seeking a TTE/SEE.
-

Submit your completed Urban Teacher Education Graduate School Application and \$50.00 application fee along with your TTE/SEE form indicating the licensure area for which you are obtaining a TTE/SEE .

You must complete the remainder of the application process mandated by the program by the given application deadline dates to be considered for admissions. Please contact the program areas listed above if you have questions regarding admission materials that must be submitted.

By signing your initial TTE/SEE, the School of Education does not guarantee your admittance to an Endorsement or Masters/Licensure program. Your application must be reviewed using the same standards that are applied to all graduate school applicants.

Obtaining an Ongoing TTE

You must be admitted to an Endorsement or Masters Degree program in your endorsement area.

You must have completed 12 semester credit hours in the 12 month period since your last TTE/SEE was signed in your given area of endorsement. Given the length of certain programs, it is possible that the minimum requirements may or may not support you in finishing your program in the allocated 3-year time frame.

Your program of study must be completed within three years.

In most cases your TTE/SEE will be mailed to you within one week or can be completed in person. You can also fax the form to be signed and then provide your mailing address and phone/email contact information so that the form can be mailed back or be left for pick up at our front office.

Contact: Meredith Lopez, Licensure Officer, School of Education and Human Development
Lawrence Street Center, Suite 701
303-315-4980 ph/303-315-6311 fax
meredith.lopez@ucdenver.edu

University of Colorado Denver School of Education & Human Development

Special Education Internship Application Materials

Dear Student:

The internship element of the special education licensure program provides the opportunity for you to connect theory to practice and is essential to your success in the program. With this in mind, please review the following information regarding the process for internship application for **all “one-the-job” and alternative internship experiences, including all Summer internships that are coordinated with your Special Education Faculty Advisor** and the reminder of the submission dates. A completed internship application must be submitted for all internships that are completed **outside** of a UCD partner school including any that are done during **Summer** term.

To ensure that each of your internship experiences provides you with varied professional opportunities to apply your skills in natural settings, and to enlarge the range of strategies you bring to the classroom, please remember to plan ahead and communicate with your advisor regarding internship requirements. All teacher candidates in the special education endorsement program are expected to demonstrate knowledge and skill with students of varying age and grade levels, so a range of internship experiences will be designed individually between you and your advisor. Please note the submission dates for each semester:

- March 1st for Summer internships*
- May 1st for Fall internships
- October 1st for Spring internships

Completed internship application materials must be submitted and discussed with your advisor by the due dates specified above. **Those doing on-the-job/alternative internships submit 1-4; those doing Summer internship only submit 1-3:**

1. **Goal Statement** Specifically refer to the roles of a special educator (see pages 5-8 of handbook) as you articulate the skills you intend to develop during your internship experience
2. **Resume**
3. **Completed application** Sections I, II, III
4. **Applicable approval forms:**
 - a) Principal approval
 - b) Cooperating/Co-Teacher/ Mentor Agreement
 - c) Director's approval

This information will be reviewed and approved by your advisor and forwarded to your university supervisor.

* Summer internship program is available for those who need to complete a flexible internship experience in a public school setting which is coordinated by the Special Education Faculty. This internship is not an “on-the-job” experience, is typically for those completing endorsement only, and school district participation varies each summer. The Summer internship deadline is March 1st.

I. Student Information:

Name _____ Student ID # _____
 Last First

Address _____

Email _____ Phone _____

Please indicate your program plan of study:

- Dual Elementary
- Dual Secondary
- Initial Special Education
- Added Endorsement

II. Program Information:

A) Previous Internship Experiences. Confirm logistics for each of your previous internships.

Semester	Prefix & Number	Credits	Location	Grade Level(s)

B) Intended Internship Experience. Indicate the specific level of the intended internship:

- Elementary Secondary

Confirm with a check mark the specific prefix and credit hours for this intended internship experience:

Check	Prefix & Number	Credits*
<input type="checkbox"/>	SPED 5931	2 credits
<input type="checkbox"/>	SPED 5932	2 credits
<input type="checkbox"/>	SPED 5933	Variable (3-6 credits) Specify _____
<input type="checkbox"/>	SPED 5934	2 credits
<input type="checkbox"/>	SPED 5935	3 credits

III. Preferred Placement:**

A) On-the-job placement

School _____ District _____

Address _____

Phone _____

Administrator _____

Mentor/Cooperating Teacher

B) Preferred placement. Requested school district, specific school or geographical area if this is not an on-the-job placement

**On-the-job placements are not permitted in the summer term. Additionally, all summer internships will be held in one Denver metropolitan school district.

IV. Advisor or Coordinator Recommendations

Internship approval? Yes _____ No _____
Specify prefix _____
Internship hours _____

Advisor/Coordinator Signature

Principal's/Building Administrator Approval Form

Date: _____

I approve the internship experience arranged between _____ (Teacher Candidate) and the Initial Professional Teacher Education Program at the University of Colorado at Denver & Health Sciences Center for the _____ semester, 20___. I understand that the internship student must be coached, mentored and supported on a regular basis.

I approve _____ (Cooperating/ Co-Teacher/Mentor) as the licensed teacher and verify that she or he currently holds the following endorsement(s):_____.

I understand that the teacher will be responsible, at the minimum, for the completion of observations and agree to assist with the variations in scheduling necessary to allow this to occur.

I understand that the university supervisor will visit the internship student at least twice during the internship in addition to holding seminars at the university. I understand that the licensed teacher will receive an honorarium for these services.

I agree to alert the university supervisor of any problems or concerns that arise with the student's performance or conduct.

Principal/Building Administrator Signature

Date

School/ School District

Date

Cooperating/Co-Teacher/ Mentor Agreement

Date: _____

I agree to supervise _____ (Teacher Candidate) who is completing requirements in the Initial Professional Teacher Education Program at the University of Colorado at Denver & Health Sciences Center during the _____ semester, 20___. I understand that the internship student must be coached, mentored and supported on a regular basis.

I accept this responsibility and verify that I currently hold the following certificates and endorsement(s):

I understand that I will be responsible, at the minimum, for the completion of weekly internship observations and agree to create the variations in scheduling necessary to allow this to occur.

I also agree to meet and confer with the university supervisor who will visit the internship student at least twice during the internship. I agree to attend the first internship seminar of the first semester and to provide written evaluative comments at the conclusion of the internship. I understand that I will receive an honorarium for these services.

I agree to alert the university supervisor of any problems or concerns that arise with the internship student's performance or conduct.

Signature/ Title

Date

Special Education Director's Approval

Date: _____

I agree that _____ (Teacher Candidate) can complete an on-the-job internship to fulfill the requirement of the Special Education Program at the University of Colorado at Denver & Health Sciences Center during the _____ semester, 20___. I understand that the Teacher Candidate must be coached, mentored and supported on a daily basis.

I acknowledge that _____ (Teacher Candidate) will have a cooperating teacher in her/his building who currently holds the following endorsement(s) in Special Education: _____ and that this individual will coach and mentor the Teacher Candidate. I understand that the cooperating teacher will be responsible, at the minimum, for the completion of weekly observations and agree to assist with the variations in scheduling necessary to allow this to occur.

I agree to alert the university supervisor of any problems or concerns that arise with the student's performance or conduct.

Special Education Director

Date

School District

Date

Alternative Special Education Internship Guidelines

Students employed at residential treatment facilities may seek approval from their advisor to complete an alternative 2 credit hour internship experience. Students must complete all internship application materials including approval from their current employer and submit those materials according to the schedule delineated in the Special Education handbook.

OUTCOMES:

Lead a professional presentation regarding key programmatic issues for students with special needs who are residing in residential treatment facilities. Using observational and interview data gained from visitations of more inclusive sites, students will collaboratively develop a power point presentation that will be shared with all internship students during the final seminar session.

REQUIREMENTS:

- By the end of the second week of the semester, provide internship supervisor with a confirmed schedule of your observations. Students must observe at least four different public school sites across least two different school districts. To ease in the logistical arrangements, students should collaborate on their schedules and observe in sites together.
- Meet with internship supervisor at least twice during the semester. These meetings should focus on shaping the data for the professional presentation.
- Complete a minimum of eight full-day observations.
- Maintain on-going contact with internship supervisor through email or telephone communications.
- Attend and participate in all internship seminars as delineated in course schedule.
- Complete a personal reflection for each observation that might include but not be limited to elements such as: program demographics, program philosophy, unique features (family or peer involvement, therapeutic interventions, self-advocacy training, academic focus, etc.), other support services, features of the environmental and behavioral management systems, the continuum of services in that district, hard copies of helpful information (i.e. program descriptions, visual supports for problem-solving, positive behavior support plans, etc.) a prioritized list of recommendations that you are walking away with and of course your general reaction.

SEMINAR PRESENTATION:

Prepare and share a 20-30 minute presentation that broadens the discussion of inclusive services for students with special needs that are being served in self-contained placements and/or residential treatment facilities. A primary goal of residential treatment facilities is to aid students in a successful transition to the public schools. This presentation should focus on issues related to the attainment of that goal.

- ✓ Specifically, what are the issues that both foster and impede a successful transition for students?
- ✓ Identify representative programmatic elements that appear to consistently be in place in the successful situations.
- ✓ What are the key barriers/challenges that both residential and public school personnel are faced with?
- ✓ The role of a special education teacher is pivotal in planning for and implementing a successful transition for students. Identify and discuss a series of recommendations that you would make for your facility. Align those recommendations with each of the teaching roles of a special education teacher:

COLLABORATION

We participate in dynamic partnerships with arts & science faculty, schools, districts, and communities that allow us to simultaneously develop high quality teacher candidates while also impacting positive change in education.

We collaborate as university and P-12 faculty in innovative ways that foster reciprocal exchanges of expertise in order to understand and create new knowledge that benefits students, teachers, university faculty, and the broader educational community.

We prepare our teacher candidates to collaborate effectively at all levels—with other teachers and learning specialists, parents, students, administrators, counselors, and community members—in order to facilitate the success of all students.

CURRICULUM, ASSESSMENT, & PEDAGOGICAL EXPERTISE

We believe educators organize innovative and effective opportunities for learning, nurturing limitless possibilities for our teacher candidates and their future students as well as university and P-12 faculty.

We are committed to developing cultures of high expectation in teacher education and P-12 classrooms as well as the important scaffolds to support all learners to meet those expectations.

We prepare our teacher candidates to apply their knowledge of content, theory, curriculum, assessment, and research as they flexibly and reflectively make decisions that support the success of diverse learners.

EQUITY & SOCIAL JUSTICE

We prepare teacher candidates who have the disposition, knowledge, and skill to become culturally aware, culturally affirming, and culturally responsive educators.

We believe all people are life-long learners who continue to grow through mutually respectful interactions and reciprocal exchange of expertise.

We affirm and work with teacher candidates' strengths, modeling for them the same disposition they will embody in their own work with P-12 students.

We develop resilient educational leaders who advocate for their students in the face of complex, contemporary educational and societal challenges.

We recognize our shared social responsibility for ensuring access to inclusive education for all students and prepare our teacher candidates to navigate the inherent complexities of school systems to make this a reality.

INQUIRY

We collaborate at all levels to critically reflect on teaching and learning to generate new knowledge that continues to inform our work as educators.

In our inquiry pursuit, we seek out, interpret, apply, and interrogate existing theory in an aim to continually deepen our understanding and ability to meet the needs of all students.

We help teacher candidates assume an inquiry stance in their approach to teaching that empowers them to bring about change in their classroom, in their school, and in their community.

Knowledge Base that Informs the Urban Teacher Education Program Conceptual Framework:

Knowledge Areas	Researchers & Practitioners
Sociocultural Approaches to Learning & Instruction	A. Brown, J. Champion, K. Gutierrez, C. Lee, L. Moll, S. Nieto, B. Rogoff
Simultaneous Renewal of Teacher Education & P-12 Schools	R. Clark, L. Darling-Hammond, J. Goodlad, K. Sirotnik, L. Teitel
Inquiry as Stance	M. Cochran-Smith, L. Cuban, A. Hargreaves
Culturally Responsive Education	J. Banks, L. Delpit, G. Gay, G. Ladson-Billings, C. Sleeter, A. Valenzuela, A. Villegas & T. Lucas
Curriculum & Assessment	R. Arrends, J. McTighe, R. Stiggins, G. Wiggins

Special Education Masters Comprehensive Examination Guidelines

Once a student has completed the required courses, a master's portfolio, which serves as the Comprehensive Examination, must be compiled and submitted via Live Text. Students must complete the necessary paperwork through the SEHD Student Services office to partake in the comprehensive examination.

The master's portfolio contains evidence for receiving a special education endorsement as well as earning a Master's Degree. The purpose of the portfolio is to demonstrate growth over time as well as serve as summative documentation of a student's development of knowledge base and set of skills linked to the area of special education. The portfolio consists of three major components organized to best highlight ones leadership and teaching abilities. Those components include: a leadership paper; an integrated essay; and a comprehensive set of documents organized as a professional portfolio product. Each of these three components should be submitted using the Live Text system.

Please see this link for a tutorial to access the comprehensive examination templates

<http://sehdassessment.cudenver.edu>

Component I: Leadership Paper

Context

As a leader in the field of special education it is essential that you have the capacity to engage in or lead school change and renewal processes grounded in the ethics of inquiry, knowledge, competence, caring, and social justice. Advocating for, leading, and sustaining a unified, inclusive educational system calls for thoughtful planning efforts. The **leadership paper** provides the graduate student in the special education program with the opportunity to explore how inclusive education can support a diverse student body at all grade levels.

In this **leadership paper**, students will select an area targeted for improvement or change, plan for a needs assessment of the current work environment in which you participate, and develop a hypothetical action and evaluation plan for this change that is embedded within a systems-change framework. Your paper should address the critical area of focus, the intended types of change or improvements targeted, specific activities by which this change or improvement could come about as well as a plan for evaluating the change over time. This paper should be between 2,500-3,000 words (8-10 double spaced pages). If the paper significantly deviates from these guidelines, points will be deducted and you will be asked to redo the paper so that it conforms with the requirements. In an effort to support your learning towards a rating of "distinguished", construct your paper using the following headings: 1) Assessment; 2) Focus area; 3) Plan of action; and 4) Evaluation plan.

A combined score of at least 12 (without a score of a "0") must be achieved to earn a "pass" on the **leadership paper**.

The **leadership paper** will be discussed in detail during *SPED 5400: Advanced Seminar in Special Education*. In that course, a framework for managing complex change will be introduced and should be used as the development of the leadership paper. The leadership paper is a required component in the Master's portfolio and will be reviewed by the student's special education advisor at the time of submission.

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
<p>Element : Assessment CEC2002.GC.CC1K3 CEC2002.GC.CC1K4 CEC2002.GC.CC9S11 CEC2002.GC.CC9S6 CEC2002.GC.GC4K1 CEC2002.GC.GC4S1</p>	<p>Demonstrates the ability to plan for a needs assessment of the current work environment.</p>	<p>Candidate shows little or no ability to plan for ways to assess the current status of inclusive school practices in his/her school.</p>	<p>Candidate adequately demonstrates the ability to assess the current status of inclusive school practices in his/her school. Candidate can explain/describe own practices that contribute to the current situation.</p>	<p>Candidate proficiently demonstrates the ability to critically assess the current status of inclusive school practices in his/her school. Candidate can interpret his/her own actions; articulate limitations and need for further development at a school level.</p>	<p>Candidate comprehensively demonstrates the ability to reflect critically on the current status of inclusive school practices in his/her school. Candidate can interpret and analyze the status of the school, articulate limitations and need for further development and articulate a clear strategy for improved growth in the current situation.</p>
<p>Element 2: Assessment CEC2002.GC.CC8K1 CEC2002.GC.CC9K4 CEC2002.GC.CC9S5</p>	<p>Demonstrates the ability to reflect on a compelling set of issues that impact inclusive practices in his/her school setting.</p>	<p>Candidate shows little or no ability to use assessment data to reflect critically on the current status of inclusive school practices in his/her school.</p>	<p>Candidate adequately demonstrates the ability to use assessment data to reflect critically on the current status of inclusive school practices in his/her school. Candidate can explain/describe the current.</p>	<p>Candidate proficiently demonstrates the ability to use assessment data to reflect critically on the current status of inclusive school practices in his/her school. Candidate can interpret staff actions; articulate limitations and strengths and need for further development at the school.</p>	<p>Candidate comprehensively demonstrates the ability to use assessment data to reflect critically on the current status of inclusive school practices in his/her school. Candidate can interpret and analyze the status of the school, articulate limitations, strengths and need for further development by communicating a compelling picture of a desired future state that induces others' commitment to that future.</p>

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
<p>Element 3: Area of Focus CEC2002.GC.CC10K1 CEC2002.GC.CC10K4 CEC2002.GC.CC1K4 CEC2002.GC.CC1K5 CEC2002.GC.CC1K7 CEC2002.GC.CC1K8 CEC2002.GC.CC5K1 CEC2002.GC.CC9K1 CEC2002.GC.CC9K2 CEC2002.GC.CC9S10</p>	<p>Demonstrates the ability to meaningfully connect aspects of the special education knowledge base to inclusive practices in his/her school setting.</p>	<p>Candidate shows a superficial understanding of how the special education knowledge base links to inclusive practices in his/her school.</p>	<p>Candidate adequately demonstrates the ability to understand how the special education knowledge base applies to inclusive practices in his/her school.</p>	<p>Candidate can interpret how varied aspects of the special education knowledge base play out across self and others in multiple school settings.</p>	<p>Candidate critically analyzes how specific features of special education knowledge base are realized across self and others in multiple, complex school settings.</p>
<p>Element 4: Action Plan CEC2002.GC.CC10S7 CEC2002.GC.CC9K3 CEC2002.GC.CC9S12 CEC2002.GC.CC9S2 CEC2002.GC.CC9S3 CEC2002.GC.CC9S4 CEC2002.GC.CC9S5 CEC2002.GC.CC9S8 CEC2002.GC.CC9K1 CEC2002.GC.CC9S2</p>	<p>Demonstrates what can be done to create and sustain services consistent with his/her proposed area of focus.</p>	<p>Candidate shows a superficial understanding of clearly identifiable logistical plans.</p>	<p>Candidate adequately considers plans that include logistical actions, timelines, specific activities/interventions to be employed, and participant roles.</p>	<p>Candidate proficiently demonstrates the ability to articulate a comprehensive plan that includes clearly identifiable and logistical actions, timelines, specific activities/interventions to be employed, a realistic- tiered in-service agenda and participant roles.</p>	<p>Candidate proficiently demonstrates the ability to articulate a comprehensive, cogent and cohesive plan that is strategically aligned with the identified problem of practice and includes clearly identifiable and logistical actions, timelines, specific activities/interventions to be employed, a comprehensive - realistic -tiered in-service agenda and participant roles.</p>
	<p>Demonstrates</p>	<p>Candidate</p>	<p>Candidate adequately</p>	<p>Candidate proficiently</p>	<p>Candidate proficiently</p>

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
<p>Element 5: Evaluation CEC2002.GC.CC8K1 CEC2002.GC.CC9K3 CEC2002.GC.CC9S9</p>	<p>the ability to evaluate proposed actions.</p>	<p>shows a superficial understanding of how the outcome(s) of the plan will be monitored and evaluated.</p>	<p>considers plans for how the action plan will be evaluated.</p>	<p>demonstrates the ability to articulate a comprehensive plan for how the action plan will be evaluated that includes congruence between the identified area(s) of focus. Methods of evaluation are realistic, doable and designed to provide objective data.</p>	<p>demonstrates the ability to articulate a comprehensive, cogent and cohesive evaluation plan that is strategically aligned with the identified problem(s) of practice and yields objective data that will be used to inform practice in meaningful ways.</p>
<p>Element 6: Scholarly Product CEC2002.GC.CC9S1 CEC2002.GC.CC9S8</p>	<p>Candidate demonstrates the ability to produce a high quality, scholarly product.</p>	<p>Candidate demonstrates substandard work as evidenced by fragmentation, unsupported accounts and/or errors in the mechanics of written language.</p>	<p>Candidate demonstrates adequate ability to produce a quality product. Candidate demonstrates a complete product that is organized, easy to read, contains no errors of mechanics of written language, and includes sources that are cited and referenced in proper APA style.</p>	<p>Candidate demonstrates competency in creating a fully developed, coordinated, high-quality product. Current, relevant, research-based sources are referenced in proper APA style.</p>	<p>Candidate demonstrates comprehensive ability to produce a high-quality, scholarly product. Product is exceptionally thorough, sophisticated and demonstrates ability to think deeply and critically about the most important problems associated with inclusive school practices. Current literature and prominence of scholars are cited throughout the work.</p>

Component II: Integrated Essay

Context

The **integrated essay** is intended to demonstrate the ability to reflect on and synthesize the integration of your philosophy, beliefs, and values with the masters' program goals and the actual work you have done. In this essay, teacher candidates are expected to articulate their philosophical practices and address the basic teaching roles in light of his/her role as a special educator. These roles include: Teacher as Scholar, Instructor, Learner Advocate, Professional, Leader, School & Community Collaborator, and Case Manager. This discussion should connect to the preview and reflection sections that have been created for each of the three artifacts that have been included in the portfolio.

The **integrated essay** is an integration of both your philosophy of education as well as a description of how you plan to carry out the roles of a special educator in light of that philosophy. This paper should be formal in nature thus support the positions you posit in the research and literature base (include citations and an APA style reference list at the end of the paper). Describe and reflect on how you have grown and developed in relation to the roles, responsibilities and essential questions posed to you during your program. This paper should be between 2,500-3,000 words (8-10 double spaced pages). If the paper significantly deviates from these guidelines, points will be deducted and you will be asked to redo the paper so that it conforms with the requirements. In an effort to support your learning towards a rating of "distinguished", construct your paper using the following headings: 1) Philosophy of practice; 2) Values, beliefs and assumptions regarding the special education profession; 3) Values, beliefs and assumptions linked to practice; 4) Teaching roles applied to practiced; 5) Major theorist and researchers; 6) Beliefs about practice of special education; and 7) High standards.

A combined score of at least 16 (without a score of "0") must be achieved to earn a "pass" on **the integrated essay**.

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
Element #1 (1, 12%) CEC.CC.1.S1	Candidate demonstrates a willingness to learn, adapt, and grow in awareness, knowledge and abilities pertaining to issues related to philosophy of practice	Candidate demonstrates insufficient or inadequate evidence and argument pertaining to issues related to philosophy of practice.	Candidate demonstrates a limited – but growing ability to learn, adapt, and grow in awareness, knowledge and abilities pertaining to issues related to philosophy of practice	Candidate demonstrates a limited – but growing ability to learn, adapt, and grow in awareness, knowledge and abilities pertaining to issues related to philosophy of practice	Candidate demonstrates a comprehensive, fully supported, and personalized stance regarding willingness to learn, adapt, and grow in awareness, knowledge and abilities pertaining to issues related to philosophy of practice
Element #2 (1, 12%) CEC.CC.6.K3	Demonstrates awareness of own values, beliefs and assumptions regarding the special education profession.	Candidate shows little or no awareness of his/her own values, beliefs and assumptions and how these issues impact his/her world view and professional practice.	Candidate can explain his/her own values, beliefs and assumptions and how these issues impact his/her world view and professional practice.	Candidate can interpret his/her own values, beliefs and assumptions and how these issues impact his/her world view and professional practice.	Candidate demonstrates perspective of his/her own values, beliefs and assumptions, is insightful and coherent, and demonstrates empathy and self-reflection as to how these issues impact his/her world view and professional practice.
Element #3 (1, 12%) CEC.CC.6.K3 CEC.CC.6.K6	Demonstrates awareness of	Candidate shows little or	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
	<p>how values, beliefs and assumptions are linked to practice.</p>	<p>no awareness of how his/her values, beliefs and assumptions are linked to practice.</p>	<p>adequate awareness of how values, beliefs and assumptions are linked to practice however he/she demonstrates limited ability to critically analyze own perspective and assumptions.</p>	<p>awareness of how values, beliefs and assumptions are linked to practice. Candidate can interpret how his/her values, beliefs and assumptions can create, sustain or impede inclusive schooling practices.</p>	<p>comprehensive awareness and critical analysis of how values, beliefs and assumptions are linked to practice. Candidate clearly articulates empathy and self-reflection as to how he/she can create, sustain or impede inclusive schooling practices.</p>
<p>Element #4 (1, 12%) CEC.CC.1.S2 CEC.CC.4.K1 CEC.CC.4.K2 CEC.CC.4.K3 CEC.CC.4.K4 CEC.CC.4.K5 CEC.CC.4.K6 CEC.CC.7.K3</p>	<p>Demonstrates knowledge of how specific teaching roles (scholar, instructor, student advocate, professional, leader, case manager, school and community collaborator) apply to practice (as evidenced in at least one of the artifacts in the portfolio).</p>	<p>Candidate shows little or no knowledge of how the roles of a special education teacher are realized in practice.</p>	<p>Candidate can explain/describe the roles of a special education teacher, however the description is simplistic and demonstrates superficial understanding of the specific teaching roles and how they are applied to practice.</p>	<p>Candidate demonstrates knowledge of how specific teaching roles apply to practice. and can interpret how the roles of a special education teacher play out across self and others in multiple school settings.</p>	<p>Candidate demonstrates comprehensive knowledge of how specific teaching roles apply to practice and clearly articulates how the roles of a special education teacher play out across self and others in multiple school settings. Candidate also demonstrates empathy and self-reflection as to how those roles impact students,</p>

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
					colleagues and families.
<p>Element #5 (1, 12%) CEC.CC.1.K1 CEC.CC.5.K2</p>	<p>Demonstrates knowledge of major theorists and researchers that have influenced the beliefs related to professional practice (as evidenced in at least one of the artifacts in the portfolio).</p>	<p>Candidate shows little or no knowledge of key theorists and researchers that have influenced the field of special education</p>	<p>Candidate demonstrates adequate knowledge of major theorists and researchers that have influenced the beliefs related to professional practice. Candidate can explain/describe major theorists and researchers in the field; however the description is simplistic or superficial.</p>	<p>Candidate demonstrates knowledge of major theorists and researchers that have influenced the beliefs related to professional practice. Candidate can interpret how research-based best practices are needed for effective management of teaching and learning.</p>	<p>Demonstrates comprehensive knowledge of major theorists and researchers that have influenced the beliefs related to professional practice. Candidate critically analyzes how research-based, inclusive, best practices are needed for effective management of teaching and learning.</p>
<p>Element #6 (1, 12%) CEC.CC.1.K2 CEC.CC.1.K3 CEC.CC.4.K7 CEC.CC.8.K1</p>	<p>Demonstrates the ability to reflect critically on a compelling set of beliefs about his/her practice of special education (as evidenced in at least one of the artifacts in the portfolio).</p>	<p>Candidate shows little or no ability to reflect critically on a set of beliefs about his/her practices in special education.</p>	<p>Candidate adequately demonstrates the ability to reflect critically on a compelling set of beliefs about his/her practice of special education. Candidate can explain/describe own beliefs that guide his/her practice in special education.</p>	<p>Candidate proficiently demonstrates the ability to reflect critically on a compelling set of beliefs about his/her practice of special education. Candidate can interpret own beliefs; articulate limitations and need for further</p>	<p>Candidate comprehensively demonstrates the ability to reflect critically on a compelling set of beliefs about his/her practice of special education. Candidate can interpret and analyze own beliefs; articulate limitations and need for further development and articulates a</p>

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
				development and growth.	clear strategy for professional growth.
<p>Element #7 (1, 12%) CEC.CC.6.K3 CEC.CC.7.K4 CEC.CC.8.K2</p>	<p>Demonstrates the ability to set high standards for him/herself as a practitioner (as evidenced in at least one of the artifacts in the portfolio).</p>	<p>Candidate shows little or not ability to respective set high standards for him/herself.</p>	<p>Candidate can respectively explain/describe explicit standards for professional development.</p>	<p>Candidate interprets factors that promote high professional standards including effective communication and collaboration with individuals, parents, and school and community personnel in an inclusive, culturally responsive program.</p>	<p>Candidate demonstrates comprehensive ability to set high standards for him/herself as a practitioner. Candidate clearly articulates his/her commitment to the highest standards of ethical practices including confidential communication to others about individuals with exceptional learning needs. Candidate also demonstrates empathy, self-reflection and a commitment to culturally relevant practices.</p>
<p>Element #8 (1, 12%) CEC.CC.4.K7 CEC.CC.7.K1 CEC.CC.7.K4 CEC.CC.8.K2</p>	<p>Demonstrates the ability to produce a high quality, scholarly product.</p>	<p>Candidate demonstrates substandard work as evidenced by fragmentation, unsupported accounts, and/or errors</p>	<p>Candidate demonstrates adequate ability to produce a quality product. Candidate demonstrates a complete product that is</p>	<p>Candidate demonstrates proficiency in the ability to produce a high quality, scholarly product. Candidate</p>	<p>Candidate demonstrates comprehensive ability to produce a high quality, scholarly product. Product is exceptionally</p>

Performance Assessment

	Element Assessed	Emergent = 0	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
		in the mechanics of written language.	organized, easy to read, and contains no errors in the mechanics of written language. Sources and theorists are cited and referenced in proper APA style.	demonstrates competency in creating a fully developed and coordinated product. Sources and theorists are cited and referenced in proper APA style.	thorough, sophisticated and demonstrates ability to think deeply and critically. Current literature and prominent scholars are cited throughout the work.

Component III: Portfolio as a Professional Product

The portfolio represents a professional product that highlights the student's reflective practice, effective communication, organization skills, and attention to detail.

Strong pass: Surpasses entry level expectations (18-21 points)

Pass: Meets entry level skills (14-17)

No Pass: Below entry level skills (13 or fewer points)

Rubric	Strong Pass (3 pts)	Pass (2 pts)	Weak Pass (1 pt)	Redo (0)
Table of Contents (1, 14%)	Exemplary material, includes documentation and artifacts that exceed expectations for a beginning teacher	Material adequately meets criteria for a professional presentation, documentation and artifacts are consistent with expectations for a beginning teacher	Meets minimal criteria, documentation and artifacts warrant attention to minor edits and comments included within document in order to meet expectations for a beginning teacher	Does not meet minimal criteria, documentation and artifacts do not support adequate skills and knowledge of a beginning teacher
Resume (1, 14%)	Exemplary material, includes documentation and artifacts that exceed expectations for a beginning teacher	Material adequately meets criteria for a professional presentation, documentation and artifacts are consistent with expectations for a beginning teacher	Meets minimal criteria, documentation and artifacts warrant attention to minor edits and comments included within document in order to meet expectations for a beginning teacher	Does not meet minimal criteria, documentation and artifacts do not support adequate skills and knowledge of a beginning teacher
Artifacts (1, 14%)	Exemplary material, includes documentation and artifacts that exceed expectations for a beginning teacher	Material adequately meets criteria for a professional presentation, documentation and artifacts are consistent with expectations for a beginning teacher	Meets minimal criteria, documentation and artifacts warrant attention to minor edits and comments included within document in order to meet expectations for a beginning teacher	Does not meet minimal criteria, documentation and artifacts do not support adequate skills and knowledge of a beginning teacher
Evaluation Data (1, 14%)	Exemplary material, includes documentation and artifacts that exceed expectations for a beginning teacher	Material adequately meets criteria for a professional presentation, documentation and artifacts are consistent with expectations for a beginning teacher	Meets minimal criteria, documentation and artifacts warrant attention to minor edits and comments included within document in order to meet expectations for a beginning teacher	Does not meet minimal criteria, documentation and artifacts do not support adequate skills and knowledge of a beginning teacher
Organization (1, 14%)	Exemplary material, includes documentation and artifacts that exceed expectations for a beginning teacher	Material adequately meets criteria for a professional presentation, documentation and artifacts are consistent with expectations for a beginning teacher	Meets minimal criteria, documentation and artifacts warrant attention to minor edits and comments included within document in order to meet expectations for a beginning teacher	Does not meet minimal criteria, documentation and artifacts do not support adequate skills and knowledge of a beginning teacher
Technology (1, 14%)	Exemplary material, includes documentation and artifacts	Material adequately meets criteria for a professional presentation,	Meets minimal criteria, documentation and artifacts warrant attention to minor	Does not meet minimal criteria, documentation and artifacts do not

Rubric	Strong Pass (3 pts)	Pass (2 pts)	Weak Pass (1 pt)	Redo (0)
	that exceed expectations for a beginning teacher	documentation and artifacts are consistent with expectations for a beginning teacher	edits and comments included within document in order to meet expectations for a beginning teacher	support adequate skills and knowledge of a beginning teacher
Personal Style (1, 14%)	Exemplary material, includes documentation and artifacts that exceed expectations for a beginning teacher	Material adequately meets criteria for a professional presentation, documentation and artifacts are consistent with expectations for a beginning teacher	Meets minimal criteria, documentation and artifacts warrant attention to minor edits and comments included within document in order to meet expectations for a beginning teacher	Does not meet minimal criteria, documentation and artifacts do not support adequate skills and knowledge of a beginning teacher