

Friends School Teacher Preparation Program

One year that could lead to a lifetime of teaching excellence

FRIENDS
SCHOOL



TEACHER
PREPARATION
PROGRAM



Friends School Mission

Friends School is a supportive, dynamic community committed to educating the whole child — head, hand, and heart — **and to training exceptional teachers for tomorrow's classrooms.** We provide a strong academic foundation while developing creative expression and nurturing a passion for learning. Our students gain a deep understanding of themselves and are inspired to act with compassion and integrity.

Learn
more
at:

tppinfo@friendsschoolboulder.org www.friendsschoolboulder.org

3800 Kalmia Avenue

Boulder, Colorado 80301

303-499-1999

 FriendsSchoolTPP

 @FriendsTPP

 @friendsschooltpp



As one of the region's most innovative preschool through middle schools, Friends School believes all students deserve great teachers and all teachers deserve the opportunity to fulfill their classroom potential. Our Teacher Preparation Program (TPP) offers a field-based residency model that provides aspiring candidates with goal-supporting coursework and practical classroom teaching experiences. Graduates attain a Colorado Elementary or Early Childhood Initial Teacher license, as well as an optional Master's degree through the University of Colorado Denver.

Timeline

Application period:	September-February
TCs accepted into program:	March-June
Program starts:	early August
Program completion:	end of May

The Program Experience

Program Highlights

- A year-long mentored teaching experience – four days per week for a full academic year
- Comprehensive coursework – Over 225 hours delivered through seminars, workshops and labs
- A professional learning community – guided by a team of experienced educators, to provide consistent support and feedback
- Collaboration with fellow teacher candidates during seminar days

Program Benefits

As a TPP teacher candidate, you have the program, people and path to:

- Develop and practice techniques to connect with students and meet their individual needs
- Master classroom management strategies
- Build a thriving classroom community
- Understand and apply research-based practices to make a difference in the lives of your students
- Learn critical interview management skills to launch your optimal teaching career
- Stay connected to a supportive learning community of fellow teachers



Where Our Graduates Go



TPP graduates find success in all facets of teaching and diverse educational environments.

- 63% Public School positions
- 20% Independent School positions
- 15% Education field outside the classroom
- 2% Other fields

Advantages of the Friends School Teacher Preparation Program

Five benefits that set this program apart from traditional teacher prep programs:

1 You'll gain hands-on experience from more than 1,000 hours of mentor-guided teaching.

Our teacher candidates are selectively matched with mentors who work side-by-side with them daily for a complete school year. In this manner, they experience a gradual increase of responsibility and considerable feedback about their work. As a result, their learning curve advances, as there are many opportunities to develop strategies for becoming an inspiring and effective teacher. Teacher candidates are community members from the first day of school. They are a part of the rhythm of the entire year, from the first shy introductions in August to the exuberant, but often tender, goodbyes in May. The opportunity for close connections with students enhances the teacher candidate's understanding of each individual and their needs, as well as strengths and passions. This mentored residency, coupled with coursework from seminar sessions, gives beginning teachers considerable experience with planning, classroom management, assessment, and essential community building.

2 Your program seminars will provide necessary coursework in the context of a close-knit community of adult learners.

Because teacher candidates work in a range of public and independent schools with a variety of educational philosophies, the sharing that occurs during content discussions broadens perspectives beyond one's own classroom. Teacher candidates become colleagues and family to one another as they navigate the challenges and celebrations of teaching. Seminar presenters (master teachers, administrators, and specialty instructors, as well as university professors) combine new information about child development and research-based teaching methods with hands-on activities and the reflection/sharing that benefits adult learners. This content is then applied directly in the classrooms over the following weeks.

3 Your individual learning experiences are fine-tuned with team support.

Each teacher candidate is supported by their mentor, an advisor, and the Program staff. Coming from a perspective that we are all on the same team, differentiating support for each teacher candidate is a natural and integral part of this learning process.

Observations and feedback center on individualized goals and are based on the philosophy that each person has specific needs and strengths. In this way, coaching, collaboration, and reflection are resources for each teacher candidate's unique learning path.

4 You immediately become a valued member of an engaging and responsive professional learning community.

Though seminar sessions are planned well in advance to meet all the requirements set forth by the Colorado Department of Education, we believe it is important to allow some flexibility in the schedule for going deeper and thinking about teaching from different perspectives. Reflection about teaching experiences and regular conversation that connects the presentations with each person's classroom experience are essential to cultivating the camaraderie and professional learning community that is palpable when we gather for seminars. Moreover, each candidate meets over a dozen times with their advisor over the course of the year, assuring personalized attention and professional progress. As a result, our candidates' growth is supported by an entire team of teachers.

5 You have the option of pursuing a concurrent Master's degree.

Through our partnership with the University of Colorado Denver (CU Denver), most teacher candidates also complete a Master's degree in Learning, Developmental and Family Sciences with a concentration in Human Learning and Development, Early Literacy, Early Childhood, Early Childhood Special Education, Culturally and Linguistically Diverse Education or Human Development and Family Relations. Teacher candidates receive 12 hours of graduate credit for their classroom teaching experience and coursework during the residency year by attending seminars and completing papers and projects. These courses are designed specifically for our busy teacher candidates to enhance the learning that is taking place in their classrooms and to develop their own teaching philosophies. An additional two courses take place during the residency year through CU Denver, which typically occur over four Saturdays or evenings during the fall and spring semester. The remaining 6 courses for the degree are typically taken during the following summer and then one course each fall, spring and 2nd summer. Options for those courses are varied and include online or hybrid classes to meet the needs of all students.

What do our expert resources, teachers and students say?

“Amazing, energizing and visionary—these are the types of teacher candidates the Friends Teacher Preparation Program attracts and produces. As Friends School educates the whole child—head, hand, and heart, the Teacher Preparation program inspires teacher candidates in a similar fashion. After working with the teacher candidates during workshops and Master’s classes, it is evident they are lifelong learners focused on differentiation, social justice, and developmentally appropriate curriculum. Overall, the teacher candidates’ ability to integrate their learning experiences, inspire students, and share with and support their colleagues is impressive, laying a strong foundation for their career in the teaching field.”

Caron A. Westland, PhD

Associate Clinical Professor | University of Colorado Denver



“What strikes me as most significant about this program is how connected the teachers are to their classrooms. I feel as if I am dialoging with teachers who have worked in classrooms for years. I have to keep reminding myself that they do not yet have their own classrooms. Veteran teachers often talk of the lack of experience when we first began teaching. Conversely at Friends, teachers of all ages, talk passionately about the art and craft of teaching. What a joy to spend time with them every year!”

Mark Overmeyer

National Educator and Author
What Student Writing Teaches Us: Formative Assessment in the Writing Workshop, and When Writing Workshop Isn’t Working: Answers to 10 Tough Questions, Grades 2-5

“The Friends School Teacher Prep Program was one of the best years of my life, and it has shaped my entire teaching career. I completed the program in 2008 and have been teaching from the heart ever since. Thank you!”

Mackenzie Forsythe-Holland

Former TC [2007-08]

“I can’t say enough about the Friends Teacher Preparation Program. A year with hands-on learning has prepared me for my first year as a teacher. Working alongside a mentor teacher coupled with the support of our advisors and fellow teacher candidates allowed me to collaborate and to learn new strategies to use in the classroom on a daily basis. With this support, I became more confident in the classroom and took more risks in the learning process. By spending an entire year in one school, I was able to develop lasting relationships with both students and families as well. The community that we created every week during seminars was invaluable. During these seminars, we collaborated and supported each other every step of the way.”

Natalie Fryda

Former TC (2010-11)

“I want to praise your school’s teacher training program. This year, I’ve had the privilege to work with one of your teacher alumni. She is intelligent, motivated, optimistic, organized, diplomatic, caring, adaptive and creative. Granted, many of the things I mentioned are part of who she is—but it is in her skill in the classroom, where she leverages these qualities, where I see how your training program excels. She has been a gift; feel free to send any teacher graduates our way in the future.”

Christopher Imhof

Director of Global Studies and Curriculum Integration; Montessori School of Denver

