

**University of Delaware
Student Teaching Resource Guide
Program-Specific Requirements**

Name of Program:	Secondary Agriculture Education				
Program has a manual that includes student teaching requirements:	Yes	X	No		
Program-specific manual is accessible at—	URL:	Manual is emailed to teacher candidate, clinical educator, and field instructor			
	Canvas/Sakai site for course #:				

	Student Teaching Resource Guide requirements	Program-specific requirements
Methods course(s) entry requirements	Clearances	
Student teaching entry requirements	Clearances UCTE Minimum GPA Policy College Ready Scores	
10% Waiver Policy		<ul style="list-style-type: none"> Not available for this program.

<p>Professional responsibilities in student teaching</p>	<p>Responsibilities Dispositions Personal Safety Dress Code</p>	<ul style="list-style-type: none"> • Maintain a student teaching notebook. • Attend the student teacher seminar. • Develop an exit portfolio • Submission of requirements as listed in the handbook which may include: <ul style="list-style-type: none"> ○ Weekly teaching schedule ○ Class profiles ○ Daily reflective log ○ Check-off sheet ○ Self-reporting log ○ Self-reporting log supplement ○ Observation of another career/technical teacher within the building ○ Observation of another core teacher within the building ○ Development of bulletin board with written description ○ Attendance at school meetings, inservice, and workshops ○ Visitation at another agriscience department in another school followed by written reflective article of visit ○ Written newspaper article about an event within the program submitted to a local/school paper ○ Letter of introduction to parents ○ Attendance at professional state meetings ○ Work with chapter FFA program by attendance at their chapter/social events ○ Reflective paper on student teaching experience ○ Completion of student teaching portfolio.
<p>Formative and summative evaluations in student teaching</p>	<p>Three-Way Conference Form Formative Observation Form Capstone Clinical Experience Evaluation</p>	
<p>Performance Assessment:</p>		

Program performance assessment		<ul style="list-style-type: none"> • PPAT
Process for arranging to take a different performance assessment	Can only be done with the approval of the program coordinator.	
Performance assessment requirements	Purchasing the Performance Assessment Release Forms Video Recording Performance Assessment Submission	
Performance assessment requirements for passing student teaching		<ul style="list-style-type: none"> • Successfully complete the PPAT Performance Assessment.
Student teaching exit requirements		
Student teaching exit requirements	Capstone Evaluation Performance Assessment	<ul style="list-style-type: none"> • In order to pass AGED 600, Internship in Teaching the teacher candidate must <ul style="list-style-type: none"> ○ Have a minimum grade of “B” in AGED 600 on the Graduate Check-out-sheet. ○ Score 2 or higher on each item in the Professionalism domain on the summative Capstone Evaluation. ○ Earn an average of at least 3 in each of the Planning, Learning, Instruction, and Assessment domains of the summative Capstone Evaluation. ○ Successfully complete the PPAT Performance Assessment.
Student teaching placement requirements:		
Minimum number of observations for field instructor (not including the midpoint three-way conference and the final conference)		<ul style="list-style-type: none"> • 4
Passing criteria for the Capstone Clinical Experience Evaluation		<ul style="list-style-type: none"> • Average of 3 or higher within each domain.

<p>Attendance policy</p>	<ul style="list-style-type: none"> • Teacher candidates/interns are considered professional staff and are required to adhere to the district calendar and to the program-specific student teaching schedule. • Teacher candidates follow the teacher hours in their school. Absences from the field will be considered excused only in accordance with University Policy. 	<ul style="list-style-type: none"> • Must inform clinical educator and University field instructor by e-mail or text by the morning of the absence.
<p>Policy for making up missed time in placement</p>		<ul style="list-style-type: none"> • All absences, with the exception of short illnesses or emergencies, must be made up prior to the final transition week of student teaching. • The final transition week will begin after all unexcused absences have been made up. Student teachers are required to adhere to the respective school calendar.
<p>Grounds for removal from placement</p>	<ul style="list-style-type: none"> • Misconduct by teacher candidates will be reported to the University's Office of Student Conduct. Teacher candidates found in violation of UD's Student Code of Conduct may be removed from their field placement and/or prohibited from future field placements. • If a teacher candidate does not pass a student teaching placement, then they can request a new placement. If this is denied, the student can appeal the decision, in writing, to the University Council on Teacher Education. 	<ul style="list-style-type: none"> • If at any time the teacher candidate's conduct causes the clinical educator, the school principal, or the University field instructor to determine that their presence in the classroom has become detrimental to the educational program of the students, the teacher candidate may be asked to leave the school, and the University may terminate the placement. • Candidates in the teacher education program may appeal this decision to the University Council on Teacher Education.