

University of Delaware
Student Teaching Resource Guide
Program-Specific Requirements

Name of Program:	Secondary Social Studies 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	<ul style="list-style-type: none"> • 3.0 GPA in major • 2.75 overall GPA • Passing scores on CORE exam submitted to the university if student does not qualify for the exemptions established by UCTE • Passing scores on 4 Inquiry and Analysis Portfolio entries.
Student teaching entry requirements	Clearances UCTE Minimum GPA Policy College Ready Scores	<ul style="list-style-type: none"> • Maintained 3.0 GPA in major • If a student has not met the minimum UCTE requirements into student teaching, the student must have maintained a 2.75 overall GPA to be given special consideration. • All course work (with the exception of EDUC400 and HIST493 completed) • Applications for student teaching are due in February of your junior year. • Passing scores on all 6 Inquiry and Analysis Portfolio entries
10% Waiver Policy		

Professional responsibilities in student teaching

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- Begin and end student teaching on the days prescribed by the Social Studies Education coordinator. Any extra days are at the discretion of the clinical educator and teacher candidate.
- Assume teaching responsibilities for minimum of three classes and at least two preps. The teacher candidate should assume as close to a full teaching load as possible. If the clinical educator only teaches one prep, the clinical educator, field instructor, and university coordinator will work to find another prep for the teacher candidate to teach from another colleague in the department.
- Teacher candidate is expected to participate in all of the appropriate duties of the clinical educator as well as maintain student records and attend faculty meetings, parent/teacher conferences, and IEP meetings.
- Teacher candidate may help clinical educator with extracurricular activities and/or coaching or chaperone school events but the teacher candidate's first and primary responsibility is teaching.
- Follow school calendar for student teaching attendance; follow university calendar for attendance for HIST 493.
- Attend HIST 493 (Tuesdays, 5-8pm); teacher candidate is excused from any school activity that will cause teacher candidate to be late for seminar.
- Submit daily lesson plans to the clinical educator. Format and due date to be determined by the clinical educator.
- Provide hard copies of the entire lesson plan in the prescribed Social Studies Education format as well as copies of all lesson materials when FORMALLY observed by the field instructor, the Social Studies Education coordinator, or clinical educator. Also provide a hard copy of the Unit Plan Graphic Organizer containing unit compelling and supporting question, lesson titles, and summative assessment.
- Keep a log of hours indicating observation and teaching hours.
- Communicate in a timely manner to clinical educator and field instructor if they will be sick or absent. Follow school procedure if necessary.

Formative and summative evaluations in student teaching	Three-Way Conference Form Formative Observation Form Capstone Clinical Experience Evaluation	<ul style="list-style-type: none"> • 4-5 formative evaluations from field instructor • 2 formative evaluations from program coordinator • 1 midterm evaluation and summative evaluation from field instructor and clinical educator
Performance Assessment:		
Program performance assessment		<ul style="list-style-type: none"> • PPAT (or equivalent if going to a state that requires a different test) • Task 1 will be locally scored • Tasks 2, 3, and 4 are professionally scored
Process for arranging to take a different performance assessment		<ul style="list-style-type: none"> • Seek approval from program coordinator to take a different performance assessment
Performance assessment requirements	Purchasing the Performance Assessment Release Forms Video Recording Performance Assessment Submission	
Performance assessment requirements for passing student teaching		
Student teaching exit requirements	Capstone Evaluation Performance Assessment	<ul style="list-style-type: none"> • C- or higher in HIST493 • Pass in EDUC400
Student teaching placement requirements:		
Minimum number of observations for field instructor (not including the midpoint three-way conference and the final conference)		4-5 depending on the length of the block.

<p>Passing criteria for the Capstone Clinical Experience Evaluation</p>		<ul style="list-style-type: none"> • No score of 1 on any item. • No more than 2 items in any one domain with a score of 2 (the rest must be 3 or higher) and no more than 5 items in total with a score of 2
<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"> • Follow school calendar for student teaching attendance; follow university calendar for attendance for HIST 493. • Communicate in a timely manner to clinical educator and field instructor if they will be sick or absent. Follow school procedure if necessary.
<p>Policy for making up missed time in placement</p>		<ul style="list-style-type: none"> • Teacher candidate may continue teaching at the assigned site after student teaching has ended as long as the following criteria is met: <ul style="list-style-type: none"> ○ The clinical educator and school district allow the teacher candidate to continue at the school site. ○ It is possible for the teacher candidate to make up the missed time in the days that are left in the school year • Teacher candidate will receive an Incomplete until all program requirements are met.
<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. 	<p>Violation of professional dispositions and/or failure to meet criteria in a remediation plan.</p>