

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

Name of Program:	Early Childhood Education				
Program has a manual that includes student teaching requirements:	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Program-specific manual is accessible at—	URL:	Information can be found at <a href="#">Student Teaching Experience</a>			
	Canvas site for course #:	HDFS 424 and 425			

	Student Teaching Resource Guide requirements	Program-specific requirements
Methods course(s) entry requirements	<a href="#">Clearances</a>	<ul style="list-style-type: none"> <li>• Admission as a freshman or transfer student based on UD admission requirements or as an internal transfer from another major. Internal transfers must write a goal statement and meet the following requirements: Completed credit hours and GPA required:               <ul style="list-style-type: none"> <li>○ 0-32 credits: 2.25 GPA</li> <li>○ 33-60 credits: 2.4 GPA as well as passing Praxis Core scores or exemptions</li> <li>○ 61 + credits: 2.5 GPA as well as passing Praxis Core scores or exemptions</li> </ul> </li> <li>• To be admitted to upper division courses in the junior year, candidates must earn a C- or better in HDFS 222 and 224 their sophomore year.</li> </ul>
Student Teaching Entry Requirements	<a href="#">Clearances</a> <a href="#">UCTE Minimum GPA Policy</a> <a href="#">College Ready Scores</a> <a href="#">Coteaching Launch Workshop</a>	

10% Waiver Policy

- To be eligible to apply for the waiver, ECE candidates must meet the following criteria:
  - Have attempted the Praxis Core at least once
  - Have a minimum overall GPA of 2.5 and a major GPA of 2.75.
  - Have satisfactory ratings on all HDFS 432 and 433 field experience evaluations. Satisfactory will be defined as no 1's and a mean of 2.5 or higher.
  - Have had no more than one dispositions meeting with the ECE Program Coordinator. If a candidate has had one dispositions meeting, he or she must provide evidence (e.g. a more recent dispositions evaluation, letter from a Clinical or Field Instructor) documenting improvement.
  - Have completed all of the course requirements for student teaching.
- Candidates applying for the waiver must submit an essay between one and two pages in length (double spaced) by June 15<sup>th</sup> prior to the start of student teaching explaining why he or she should be exempted from the 3.0 GPA or test of basic skills requirement to student teach.
- Candidates who meet the criteria and submit a persuasive, well-written essay will be granted a waiver based on their GPA with the candidates with the highest *major* GPA (as posted in UDSIS) receiving priority. That is, the candidates with the highest major GPA's will receive the waiver until the 10% limit has been reached. Candidates who fail to submit an essay or who submit an essay with significant writing errors will not be granted the waiver.
- Candidates will be informed that meeting the criteria is not a guarantee for receiving the waiver.
- Note: Waivers are issued by cohort and are not transferable to another year's student teaching cohort. Teacher candidates who have received a waiver but then change their student teaching cohort or graduation timeline must apply for a new waiver.

Professional responsibilities in student teaching	<a href="#">Responsibilities</a> <a href="#">Dispositions</a> <a href="#">Personal Safety</a> <a href="#">Dress Code</a>	
Formative and summative evaluations in student teaching	<a href="#">Three-Way Conference Form</a> <a href="#">Formative Observation Form</a> <a href="#">Capstone Clinical Experience Evaluation</a>	<ul style="list-style-type: none"> <li>• There will be a mid-term evaluation between weeks 5 and/or 6. This will involve the field instructor, the teacher candidate, and the clinical educator.</li> <li>• Capstone Student Teaching Evaluation for two 12-week student teaching placements</li> <li>• Praxis Subject Tests in Early Childhood Education and Special Education</li> </ul>
<b>Performance Assessment:</b>		
Program performance assessment		<ul style="list-style-type: none"> <li>• A performance assessment (e.g. PPAT or edTPA) may be required for certification in some state. It is not required for DE certification.</li> </ul>
Process for arranging to take a different performance assessment		
Performance assessment requirements	<a href="#">Purchasing the Performance Assessment Release Forms</a> <a href="#">Video Recording</a> <a href="#">Performance Assessment Submission</a>	
Performance assessment requirements for passing student teaching		

Student teaching exit requirements	<a href="#">Capstone Evaluation</a> <a href="#">Performance Assessment</a>	<ul style="list-style-type: none"> <li>• Capstone Student Teaching Evaluation for two 12-week student teaching placements or one full-year residency placement</li> <li>• Praxis Subject Tests in Early Childhood Education and Special Education</li> </ul>
<b>Student teaching placement requirements:</b>		
Minimum number of observations for field instructor (not including the midpoint three-way conference and the final conference)		<ul style="list-style-type: none"> <li>• 5 observations per placement. Some observations may be video observations.</li> </ul>
Passing criteria for the Capstone Clinical Experience Evaluation		<ul style="list-style-type: none"> <li>• To pass a student teaching placement, candidates must <ul style="list-style-type: none"> <li>○ Earn a minimum of a 3 in at least half of the items in each domain,</li> <li><i>and</i></li> <li>○ Earn no 1s (2020-21 school year).</li> </ul> </li> </ul>
Attendance policy	<ul style="list-style-type: none"> <li>• Teacher candidates/interns are considered professional staff and are required to adhere to the district calendar and to the program-specific student teaching schedule.</li> <li>• Teacher candidates follow the teacher hours in their school. Absences from the field will be considered excused only in accordance with University Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• All unexcused absences from student teaching placements must be made up.</li> </ul>
Policy for making up missed time in placement		<ul style="list-style-type: none"> <li>• Excused absences according to UD policy (see <a href="http://facultyhandbook.udel.edu/handbook/3113-student-class-attendance-and-excused-absences">http://facultyhandbook.udel.edu/handbook/3113-student-class-attendance-and-excused-absences</a>) may need to be made up if candidates are unable to complete their assignments for student teaching.</li> </ul>

<p>Grounds for removal from placement</p>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Teacher candidates can be removed from a field placement prior to the completion of the experience for the following reasons:<ul style="list-style-type: none"><li>○ Dating pupils, parents of pupils, or school or University personnel during the experience.</li><li>○ Socializing with pupils outside of a sanctioned school event.</li><li>○ Drinking, smoking, or under the influence or be in possession of alcohol or illegal drugs on school property.</li><li>○ Using inappropriate language on school premises or at school sponsored events.</li><li>○ Frequent absences, arriving late or leaving early.</li><li>○ Any serious violation of the Student Code of Conduct.</li><li>○ The clinical educator decides that the candidate cannot return to the classroom due to behavior, consistently unsatisfactory performance on summative evaluations or unsatisfactory performance on assignments.</li><li>○ If at any time, the field instructor, clinical educator or school administrator determines that the presence of the teacher candidate is detrimental to the learning community.</li></ul></li></ul>
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