

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

Name of Program:	Elementary Teacher Education Program				
Program has a manual that includes student teaching requirements:	Yes	X	No		
Program-specific manual is accessible at—	URL:	Teacher Candidate Resources			
	Canvas site for course #:	EDUC 400			

	Student Teaching Resource Guide requirements	Program-specific requirements
Methods course(s) entry requirements	Clearances	<ul style="list-style-type: none"> • Complete all methods block courses with a C- or better.
Student teaching entry requirements	Clearances UCTE Minimum GPA Policy College Ready Scores Coteaching Launch Workshop	<ul style="list-style-type: none"> • If a Teacher Candidate has not met the minimum UCTE requirements into student teaching, the student must have the following to be given special consideration: <ul style="list-style-type: none"> ○ A 2.60 GPA or above in all work completed at the University of Delaware. ○ A 2.75 GPA or above in all required education (EDUC) courses. All courses must be completed with a C- or better. ○ A 2.6 GPA or above in concentration content courses. All courses must be completed with a grade of C- or better. • Earn a C- or better in all elementary block courses. • Complete a criminal background clearance. • Complete a Coteaching Launch Workshop.

Professional responsibilities in student teaching

[Responsibilities](#)
[Dispositions](#)
[Personal Safety](#)
[Dress Code](#)

- Teacher Candidates are expected to exhibit behaviors consistent with the Professional Education Dispositions.
<http://www.ocs.udel.edu/wp-content/uploads/ocs/Dispositions-Candidate-Form.pdf>
- Behave in a professional manner at all times.
- Dress in a professional manner.
- Become familiar with the rules and procedures of the districts, schools, and classrooms of the field placement.
- Good communication is central to a good field experience. Communicate with clinical educators, field instructors/supervisors, and course instructors.
- When assigned to a field experience site, the clinical educator (teacher) and students are counting on the teacher candidate to be there each and every assigned day on time, to remain for the full assigned session, and to give full attention and enthusiasm to the requested or required tasks.
- Be discreet about personal life. Be careful about social media for public viewing. Never “friend” a student or family member of the student. Schools are not the best places to discuss social life or personal experiences. Personal use of cell phones is not permitted.
- Always keep in mind that bad decisions and improper or illegal conduct can jeopardize a teaching career.
- Maintain a notebook that contains a variety of information that includes placement, student and classroom information, lesson plans, record keeping, written observations/evaluations.
 - Weekly schedule – provides a scope and sequence of instructional responsibilities for the coming week.
 - Letter of introduction to be sent to the families of students.
 - Detailed plans for each lesson.
- Attend all professional meetings.
- Complete required number of student teaching weeks.

Formative and summative evaluations in student teaching	Three-Way Conference Form Formative Observation Form Capstone Clinical Experience Evaluation	Formative Observation Form: http://www.education.udel.edu/wp-content/uploads/2013/01/Elementary-Formative-Observation-Form-2016.pdf Capstone: http://www.education.udel.edu/wp-content/uploads/2013/01/s17-UD-Capstone-Clinical-Eval_1617-Elem-1.pdf
Performance Assessment:		
Program performance assessment	Pearson Educative Teacher Performance Assessment	No performance assessment needed unless required by a state where the teacher candidate intends to teach.
Process for arranging to take a different performance assessment		Not Applicable for this program
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		
Student teaching exit requirements	Capstone Evaluation Performance Assessment	
Student teaching placement requirements:		
Minimum number of observations for field instructor (not including the midpoint three-way conference and the final conference)		A minimum of 5 observations including parallel conferencing with video evidence of practice.

<p>Passing criteria for the Capstone Clinical Experience Evaluation</p>		<p>To pass the Capstone Clinical Experience Evaluation must:</p> <ul style="list-style-type: none"> • Receive a score of 3 on more than half of the items within each domain, including the Professionalism domain. • Receive no scores of 1 for any item.
<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"> • In-service days and the day before or after holidays are scheduled teaching days. Teacher candidates are considered professional staff and are required to adhere to the district calendar and to the University of Delaware student teaching schedule. • Clinical educators are aware of this policy, teacher candidates must refrain from putting clinical educators in an awkward position by asking them to deviate from this policy. Following the established policy will ensure fairness to everyone involved. • Teacher candidates are expected to attend all field days according to the calendar provided prior to the start of the semester and be in attendance following teacher hours in their school. • Absences from the field will be considered excused according to the University policy: http://catalog.udel.edu/content.;h?catoid=12&navoid=1234 • All other absences not excused in the University policy must be scheduled for make-up days.

Policy for making up missed time in placement

- Candidates with multiple unexcused absences may be called to a disposition meeting to discuss.
- Make-up days cannot occur during scheduled course time on campus.
- Teacher candidates may have time in their course schedules to complete extra time in the field. The extra time in the field may not be exchanged for another field day or a shortened placement.
- The clinical educator and field instructor must approve make-up days. Schedule an appointment with assigned Field Instructor to discuss extenuating circumstances.
- Student teaching allows teacher candidates to observe and experience all of the responsibilities of teaching and managing a classroom. This important learning allows the teacher candidates to have a full understanding of what it means to be a teacher and to be fully prepared for their own classroom. This can only be accomplished through consistent attendance in the classroom. Therefore, teacher candidates with absences in excess of five days (excused or unexcused) may need to repeat the placement.
- When a teacher candidate is absent from the field for a total of five days, a meeting will be called with the program coordinator to determine whether the candidate can remain in the placement or will need to repeat the placement.
- If it is determined that the candidate can continue in the placement, a plan will be created outlining what the candidate must do to continue in the filed placement. If the teacher candidate misses more days, **the field placement will be terminated at the eighth absence and the candidate will be required to repeat the placement.**

<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 it is determined by the clinical educator, administrator, FI, or Program Coordinator that the TC's presence in the classroom has become detrimental to the learning environment.• If the TC has committed a serious violation to the student code of conduct or professional disposition policy.• If it is determined that the TC cannot return to the classroom because of behavior, or unsatisfactory evaluations or assignments.• If a candidate does not pass a student teaching placement, then he/she can request a new placement. If that is denied, then the teacher candidate can appeal the decision, in writing, to the University Council on Teacher Education. The committee will review the appeal and approve or deny the request for a second and final placement.
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