

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

Name of Program:	Foreign Language Education Program				
Program has a manual that includes student teaching requirements:	Yes	X	No		
Program-specific manual is accessible at—	URL:	<a href="#">Foreign Language Education Language</a>			
	Canvas/Sakai site for course #:				

	Student Teaching Resource Guide requirements	Program-specific requirements
Methods course(s) entry requirements	<a href="#">Clearances</a>	<ul style="list-style-type: none"> <li>In February of your Junior (or next-to-last) year, you must apply for admission to Student Teaching during the spring semester of your senior (final) year.</li> <li>The methods course placement is attached to your student teaching placement.</li> <li>Score at least an Intermediate-High on the OPI or Versant before the end of the spring semester of your junior year.</li> </ul>
Student teaching entry requirements	<a href="#">Clearances</a> <a href="#">UCTE Minimum GPA Policy</a> <a href="#">College Ready Scores</a>	<ul style="list-style-type: none"> <li>Completion of all Education and Language coursework. These include EDUC 413, EDUC 414, LLCU 421, LLCU 422, LLCU 424.</li> <li>“Advanced-Low” on the Oral Proficiency Interview by the end of the semester prior to student teaching.</li> <li>Minimum 3.0 in language major and LLCU courses.</li> <li>If a student has not met the minimum UCTE requirements into student teaching, the student must have an overall GPA of 2.75 to be considered.</li> <li>Completed e-portfolio which includes projects and assignments you did during your FLE language and methods courses.</li> </ul>

10% Waiver Policy		<ul style="list-style-type: none"> <li>Apply to the Foreign Language Education Advisory Committee.</li> <li>Must apply for a waiver by the spring semester of the year prior to their scheduled student teaching.</li> <li>Decision will depend on your target language proficiency based on an OPI or Versant test, major GPA, cumulative GPA, statement on why you want to enter into this degree and what you hope to do in the future.</li> </ul>
Professional responsibilities in student teaching	<a href="#">Responsibilities</a> <a href="#">Dispositions</a> <a href="#">Personal Safety</a> <a href="#">Dress Code</a>	<ul style="list-style-type: none"> <li>Maintain a 3-ring binder as described in the FLE Student Teaching Resource Guide.</li> <li>This binder will be available to Field Instructors and administrators who may observe the class.</li> </ul>
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>	
<b>Performance Assessment:</b>		
Program performance assessment		None required unless needed for state you intend to teach in.
Process for arranging to take a different performance assessment	Can only be done with the approval of the program coordinator.	
Performance 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>Successful completion of LLCU 491 – Foreign Language Education Capstone. The performance assessment must be submitted for local scoring</li> </ul>

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"> <li>• 6</li> </ul>
Passing criteria for the Capstone Clinical Experience Evaluation		<ul style="list-style-type: none"> <li>• 3 or higher on each item within each domain (e.g., 'Professionalism 1,' 'Planning 1').</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. Teacher candidates follow the teacher hours in their school.</li> <li>• Absences from the field will be considered excused only in accordance with University Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Only excused absences, such as a medical illness with a doctor's note, documented emergency, job interview, or UD/Teaching career fair, are permissible. For these absences, the student candidate must notify their Clinical Educator, the FLE Program Director, and the LLCU 491 professor immediately.</li> <li>• Excessive absences or any unexcused absences will result in a three-way disposition between the FLS Program Director, the Office of Clinical Studies, and the student.</li> </ul>
Policy for making up missed time in placement		<ul style="list-style-type: none"> <li>• This will be determined in a three-way disposition between FLE program director, OCS, and the student</li> </ul>
Grounds for removal from placement	<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>• Unexcused absences and/or unsatisfactory performance (below 3 on each section) on formative observations.</li> <li>• This will be determined in a three-way disposition between FLE program director, FI, and current instructor of LLCU 491.</li> </ul>