



UNIVERSITY OF  
DELAWARE

# Student Teaching/Internship Resource Guide

## Teacher Candidates

DCTE/Office of Clinical Studies

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**Introduction:**

Welcome to your student teaching experience. This resource guide is for teacher candidates and interns in undergraduate and graduate teacher preparation programs. As a University of Delaware teacher candidate/Intern you have many details to manage. The purpose of this guide is to provide you with information related to expectations that cross all teacher preparation programs at the University of Delaware. This is not a replacement for the program-specific manual which will have policies related to your program.

**Section 1: Student Teaching/Internship Entry Requirements**

Teacher candidates (student teachers/interns) must complete several requirements prior to the first day of the student teaching/internship experience, including having clearances to enter schools/sites, meeting minimum cumulative and major GPAs, passing the Praxis Core Test, and satisfying any additional program-specific requirements.

**1.1 Clearances**

Please feel free to contact the Office of Clinical Studies at [clinicalstudies@udel.edu](mailto:clinicalstudies@udel.edu) or (302) 831-6778 if you have any questions about the following clearances.

- *Criminal Background Check.* Teacher candidates must have a valid criminal background clearance (CBC) on file in the Office of Clinical Studies by the first day of the student teaching/internship experience. CBCs are only valid for one year. If you do not have a valid CBC on file in the Office of Clinical Studies by the deadline, then you will not be permitted to engage in this experience and will be instructed to drop EDUC 400/750.

- o The [criminal background check](#) webpage provides the dates when a CBC is valid for a given semester. You can log into the [Office of Clinical Studies DRF in Taskstream](#) to access the date of your most recent criminal background clearance (CBC) and then use the above webpage to determine if your CBC is valid during the time of your student teaching/internship experience.
- o The CBC should be completed before you leave campus in the semester prior to the student teaching/internship experience (e.g., complete the check by May for the fall semester and by December for the spring semester). Please note that it can take up to four weeks for the Office of Clinical Studies to receive the results of your CBC from the state police.
- *TB Test.* Teacher candidates must have a cleared TB test completed within one year of the student teaching/internship experience. The [TB test](#) webpage provides the date by which your TB test needs to be cleared, how to find out the date of your last TB test, and how to complete this test.
- *Child Protection Registry.* Teacher candidates complete the [Child Protection Registry Form](#) only once during their program. If you have not already completed this form prior to the first day of a field placement associated with a previous course, you must have a cleared form on file in the Office of Clinical Studies prior to the first day of the student teaching/internship experience.
- *Additional requirements in Harford County, Maryland placements.* If you will student teach/intern in Harford County, then you will [need to complete two additional clearances](#).
- *Additional requirements in Pennsylvania placements.* For all Pennsylvania placements you will [need to complete eight additional clearances to student teach/intern in Pennsylvania](#).

## 1.2 GPA Requirements

Teacher candidates must meet minimum cumulative GPA and major GPA requirements to

receive a student teaching/internship placement. The [GPA requirement](#) webpage shows the minimum GPAs needed for each program.

### 1.3 Requirements for Entry into Student Teaching

- All teacher candidates as the University of Delaware must meet the minimum requirements for entry to student teaching.
- Please note, individual programs may maintain specific requirements for their candidates, for example, require certain tests, require additional tests, or require a higher passing score. If you have questions about your program's requirements, please contact your department.
- There are three options for entry into student teaching. Candidates must meet the UCTE policy for entry into student teaching by meeting at least one of the following criteria:

1) Earn a GPA of at least 3.0 based on the most recent two years of the candidate's general education prior to entering student teaching.

2) Achieve an approved "College Ready" score in Reading, Writing, and Mathematics, as indicated on this [chart](#).

3) 10% Waiver Policy. Some programs have approved the use of waivers that allow a very small number of candidates to enter student teaching without meeting one of the two previous options. Requirements are program-specific, so please contact your department if you have questions.

### 1.4 Program-Specific Requirements

- Teacher candidates will submit their program-specific student teaching/internship application between one semester and a year prior to the experience. Your [program coordinator](#) will contact you about the application process.
- ECE and ETE teacher candidates must sign up for the Coteaching Launch Workshop in

the semester prior to the student teaching experience. Registration information is sent to candidates during the semester prior to your first student teaching experience.

- Teacher candidates must follow any additional student teaching/internship entry requirements specific to their program. Please see [this site](#) for program-specific requirements.

## **Section 2: Professional Responsibilities**

Student teaching is a wonderful opportunity to learn about the role of the teacher and the teaching profession. This opportunity comes with responsibilities. When you participate in a field experience, you are representing the University of Delaware and expected to act in a professional manner. Please remember that you are a guest in your placement and your actions impact the learners and clinical educators with whom you work. The following are professional expectations of all UD teacher candidates/interns.

### **2.1 Responsibilities**

#### **General Conduct**

- Follow the expectations described in the [University Of Delaware Student Code Of Conduct](#). Teacher candidates in violation of UD's Student Code of Conduct may be removed from their field placement and/or prohibited from future field placements as determined by the [Professional Education Conduct Board](#).
- Hold information concerning learners and school personnel in confidence. The [Federal Educational Rights & Privacy Act \(FERPA\)](#) prevents you from sharing information about learners with others. For example, the names of learners should be removed/redacted from all of their work when it is submitted to University course instructors.
- Delaware is a Mandatory Reporting state meaning that all professionals, including teacher candidates, are required by law to report child abuse or neglect. Report information related to the safety and well-being of learners to your clinical educator, field instructor (supervisor), and/or the [Office of Clinical Studies](#). You may be instructed to report the information to state authorities.

- Be discreet about your personal life and review the social media policy at your field placement site. Do not make your social media activities public so that they are visible to the learners, clinical educators, and other school personnel with whom you work. Do not communicate with learners outside of the classroom (e.g., via phone, text, social media). Any social media presences should reflect positively on you as a professional education major at UD.

### **Conduct at the School/Site**

- Student teaching is a full-time experience. You are expected to fulfill all of the responsibilities of a teacher under contract: planning and preparation, conferences, faculty and grade-level meetings, school-sponsored programs, PTA meetings, open house, in-service, etc.
- Show respect and empathy for all individuals at your school/site: clinical educators, learners, field instructors, school personnel, and other teacher candidates. They all have a very complex job to do.
- Be actively engaged in the classroom at all times. If you are not teaching lessons or observing activities, you should be involved with the learners and not sitting, talking with others, working on future lessons, or completing other college work. Demonstrate initiative, such as saying to the clinical educator, “Is there anything that I can do?” Use your planning time to complete lesson plans and other such activities.
- Teacher candidates are expected to use all personal technology in appropriate and professional ways in accordance with school policy at all times while on site, i.e. cell phones, tablets, watches, etc. Do not engage in personal use of the internet during the student day.
- Wear UD student identification badge or district-approved identification badge at all times in the placement.
- Follow the building procedures of signing in/out of the school.
- Contact your field instructor (supervisor) and clinical educator as soon as possible if you

will be late or absent due to an illness or emergency. You must send in plans, teacher's manuals, etc. so that your clinical educator will be prepared to take over.

- If you are absent, you must follow your program's attendance policy regarding making up the missed time.
- Prepare everything you will need for the next teaching day before you leave school. Walk in each morning fully ready to start the day. Be fully prepared when you arrive at school, including any materials and/or supplies.
- Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone's lessons or unit plans.
- Keep your course instructor, field instructor, and/or clinical educator informed of any issues. Your field instructor should be the first person you contact with any concerns or problems.

## **Attendance**

Student teaching allows teacher candidates to observe and experience all of the responsibilities of teaching and managing a classroom. This clinical experience is the culmination of your program allowing 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.

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.

## **2.2 Dispositions**

Teacher candidates must engage in the behaviors outlined in the following eight dispositions. These dispositions appear in the Professionalism domain in the Capstone Clinical Experience Evaluation.

- Demonstrate commitment to the belief that all learners can achieve by persisting in



helping each learner reach his/her full potential.

- Exhibit enthusiasm, initiative, and a positive attitude.
- Respect and consider the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
- Respect learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.
- Take responsibility for his/her learners' learning and use ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.
- Reflect on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.
- Demonstrate the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately).
- Demonstrate professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.

In addition, field instructor and/or clinical educator will rate you on the dispositions as part of the midway evaluation meeting during your student teaching/internship experience. Should the ratings form identify an area of concern, your program coordinator may hold a dispositions meeting with you in response to the form to determine your status in the experience and/or program.

## **2.3 Personal Safety**

### **UCTE Safety Policies**

The University Council on Teacher Education (UCTE) has specific [safety policies](#) to ensure the safety of teacher candidates.

- Teacher candidates complete a required program on child abuse and how to report it within their courses prior to student teaching.
- Teacher candidates must complete an online safety presentation at the beginning of

their first field placement, and then again at the beginning of their junior year. This course provides you with specific information about safety on and off campus and in field placements.

- Teacher candidates are required to document using [the Safety Check List for Teacher Candidates form](#) at the OCS website that they have gathered [specific safety information](#) during the first days of their placement including information on:
  - Abuse reporting
  - Bodily fluids, reporting accidents, first aid service, health services
  - Civil defense drills
  - Collecting money
  - Fire drills
  - Lock downs
  - Outside/Playground safety
  - Release of learners to authorized persons
  - Tornado or severe weather emergencies
  - Field Trip Procedures

## **Sexual Misconduct**

[Sexual Misconduct](#) is a term used to encompass unwanted or unwelcome conduct of a sexual nature that is committed without consent. Sexual Misconduct may include sexual harassment, sexual assault, domestic violence, dating violence and stalking. The University of Delaware [Sexual Misconduct Policy](#) states that:

*The University of Delaware prohibits sex discrimination, sexual assault, sexual harassment, dating violence, domestic violence by anyone on University property. The University also prohibits such conduct committed by students, faculty, staff, volunteers, or vendors off University property, if:*

- 1. The conduct was in connection with a University or University-recognized program or activity;*
- 2. The conduct is alleged to have created a hostile environment for a member of the University community;*
- 3. The respondent's conduct disrupts the normal functions and processes of the University and is egregiously offensive to the University's mission; or*
- 4. The respondent's continued presence on campus poses a serious threat to persons or property regardless of where the conduct occurred.*

Sexual harassment includes any unwelcome verbal, nonverbal or physical conduct of a sexual nature when:

1. *submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;*
2. *submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or*
3. *such conduct is:*
  - a. *sufficiently severe or pervasive to alter an individual's working or academic conditions;*
  - b. *creates a hostile or abusive working, living or academic environment; or*
  - c. *is sufficiently severe or pervasive to limit an individual's ability to participate in or benefit from an educational program or activity.*

This policy is in effect during your student teaching experience. Teacher candidates who feel that they have been the victim of sexual misconduct during their student teaching experience should seek support. This may include any of the following:

- Inform your field instructor, program coordinator, or the Office of Clinical Studies
- Call Sexual Offense Support (S.O.S) to speak with an advocate. 302-831-2226 (Ask to speak with S.O.S. and provide a "name"/phone number for them to call you back on within 10 minutes)
- Call UD Police Victim Services or 911. (302-831-2222, ask to speak to a Victim Services employee)
- Call someone close to you who can provide you with support

**Reporting Sexual Misconduct:** Per the [University of Delaware Policy](#), any person who believes they have been a victim of an incident of sexual misconduct should contact:

1. The [University Title IX Coordinator](#), 305 Hullahen Hall, (302) 831-8063, [titleixcoordinator@udel.edu](mailto:titleixcoordinator@udel.edu) or submit a [Title IX Reporting Form](#) .
2. And/or the University Police.

**Sexual Misconduct in the Classroom:**

If you experience sexual misconduct between students during your placement, you should notify your CE immediately and follow the school policies for handling such situations.

**Discrimination:**

The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation, or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence. (July 2016)

<p>For inquiries or complaints related to Title IX, please contact:  Susan L. Groff, Ed. D.  Director, Institutional Equity &amp; Title IX Coordinator  305 Hullahen Hall  Newark, DE 19716  (302) 831-8063  titleixcoordinator@udel.edu</p>	<p>For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact:  Anne L. Jannarone, M.Ed., Ed.S.  Director, Office of Disability Support Services  Alison Hall, Suite 130,  Newark, DE 19716  (302) 831-4643  ajannaro@udel.edu</p>	<p>For complaints related to Title VII and age discrimination, please contact:  Patty Fogg  Director, Employee Relations  Department of Human Resources  413 Academy Street  Newark, DE 19716  (302) 831-2171  pfogg@udel.edu  OR contact the U.S. Department of Education - Office for Civil Rights  (<a href="https://wdcrobcolp01.ed.gov/CFAPP S/OCR/contactus.cfm">https://wdcrobcolp01.ed.gov/CFAPP S/OCR/contactus.cfm</a>).</p>
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## 2.4 Dress Code

Schools and other field placement sites require teacher candidates in their buildings to dress professionally. You will need to follow the school/site policies and the following guidelines for professional dress prior to starting your placement. Schools and sites reserve the right to ask teacher candidates to remove jewelry (e.g., pierced body jewelry) or to leave the placement to change their inappropriate clothing, which could necessitate having to make up field time.

What follows are [the University of Delaware's expectations](#) for teacher candidates. Exceptions can be made when schools have a special event such as school spirit day, etc.

- Professional Dress Examples
  - *Clothing.* Dresses and skirts (no more than 3" above the knee), blouses, polo shirts, sweaters, jackets, blazers, suits, dress slacks/khakis, shirt and tie.

- o *Footwear.* Leather shoes, dress sandals, boots.
- Unprofessional Dress Examples
  - o *Clothing.* Leggings/stretch/yoga pants; jeans of any color; athletic wear such as sweat pants or sweat shirts; shorts; tank tops; t-shirts; halter-tops; short skirts; clothes with holes; clothing that depicts images or texts; see-through clothing; clothing that reveals one's stomach, private areas, or underwear – either when standing, kneeling, bending over, or raising arms.
  - o *Footwear.* Sneakers, leisure sandals such as flip-flops.

## **2.5 Program-Specific Responsibilities**

Teacher candidates must follow any additional responsibilities specific to their program.

Please see [this site](#) for program-specific requirements.

## **2.6 – Grounds for Dismissal**

Candidates are expected to conduct themselves in a professional manner at all times.

Candidates may not engage in acts of behavior which are professionally inappropriate for teachers or which are unlawful for any citizen. If a candidate engages in any of the following acts, it may result in dismissal from student teaching:

- Candidates may not date learners, parents of learners enrolled in the school, or school or University personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your UD Field Instructor or the Associate Director of Clinical Studies.
- Candidates may not socialize with school learners except in an official capacity at officially sponsored school events.
- Candidates may not drink, smoke, be under the influence or be in the possession of alcoholic beverages or illegal drugs on school property, nor with or in the presence of any school learner(s).
- Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school-sponsored events; nor may they suggest access to inappropriate material (e.g., on the Internet).

- Candidates may not take learners off school property unless accompanied by the Clinical Educator or another full-time employee assigned by the principal. One must have signed parent/guardian permission.
- Candidates must not exhibit any behaviors that interfere with the school's learning environment.

The University will immediately remove a teacher candidate/intern from the school where you have been placed and could terminate your placement if at any time your conduct causes the Clinical Educator, school/district administrator, or the University of Delaware Field Instructor to determine that your presence in the classroom is detrimental to the well-being, safety, and/or educational program of the learners in the class.

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](#) or these regulations may be removed from their field placement and/or prohibited from future field placements as determined by the [Professional Education Conduct Board](#).

Teacher candidates in violation of [UD's Student Code of Conduct](#) may be removed from their field placement and/or prohibited from future field placements as determined by the [Professional Education Conduct Board](#).

In addition to the above, teacher candidates/interns may be removed from a placement because of program specific performance standards. Candidates should review their [individual program websites](#) for details.

### **Placement Appeal Process – Not Passing Student Teaching**

If a teacher candidate does not pass a student teaching placement, then he/she can request a new placement. If the candidate's request for another placement is denied, then the student can appeal the decision, in writing, to the [University Council on Teacher Education](#). The council

will review the appeal and approve or deny the request for a second and final placement.

### **Section 3: Formative and Summative Evaluations**

Your field instructor and clinical educator will provide feedback on and assess your performance and dispositions during the student teaching/internship experience. You will receive formative feedback throughout the placement, including during the three-way mid-point conference. You will discuss your summative Capstone Clinical Experience Evaluation ratings during the three-way final conference. Each program determines the minimum number of observations needed to meet program requirements. The following forms can be found on the [Student Teaching Forms](#) webpage.

#### **3.1 Three-Way Conference Form**

The [Three-Way Conference Form \(One Column\)](#) or [Three-Way Conference Form \(Three Columns\)](#) can be used during the midpoint, improvement plan, and/or final conferences between teacher candidates, field instructors, and clinical educators for the purposes of setting goals and exchanging perspectives on the candidate's' performance.

#### **3.2 Formative Observation Form**

The [Formative Observation Form](#) is based on the Capstone Clinical Experience Evaluation and can be used throughout the student teaching/internship experience to provide informal feedback on the teacher candidate's' performance. Individual programs may have program specific formative observation forms as well.

#### **3.3 Capstone Clinical Experience Evaluation Form**

The [Capstone Clinical Experience Evaluation](#) assesses the five domains of professionalism, planning, learning, instruction, and assessment, which the University of Delaware Professional Education Programs identify as the fundamental domains of teaching practice. Within each domain, key indicators of teaching effectiveness are described at different levels of competence (not apparent, emerging, proficient, exemplary), or in the case of the professionalism domain, at different levels of consistency (rarely, sometimes, consistently). The Capstone thus serves as

a tool for communicating expectations to teacher candidates as well as a means for clinical educators and field instructors to evaluate candidates. The Capstone is used as a formative assessment at the midpoint three-way conference among the candidate, the clinical educator, and the field instructor; then as a summative assessment at the final three-way conference. The candidates evaluate themselves during the three-way conferences to encourage reflective practice, and the field instructors and clinical educators evaluate to provide feedback and evaluation. Candidates must meet their program's passing criteria for the Capstone Clinical Evaluation in order to pass the student teaching or internship course.

## **Section 4: Performance Assessment**

Teacher candidates must earn a passing score on the [edTPA](#) or [PPAT](#) performance assessment according to the State of Delaware guidelines to receive institutional recommendation for certification from the University of Delaware. You will complete the [performance assessment](#) associated with your program and will submit it to Pearson (edTPA) or ETS (PPAT) for scoring. If you wish to complete a different performance assessment (for example, if your program's performance assessment is the PPAT, but you want to teach in New York, which accepts only the edTPA), you must obtain the approval of your program coordinator.

### **4.1 Purchasing the Performance Assessment**

You will need to pay to have the [Performance Assessment](#) (edTPA or PPAT) professionally scored. You can purchase the [edTPA](#) or [PPAT](#) directly from their providers or you may arrange to purchase it from the UD Bookstore. Note that if you wish to submit your performance assessment fees to be covered by financial aid or if you need a receipt for a 529 plan, you will probably want to purchase your performance assessment voucher through the bookstore. PPAT has a cost-reduction option. Read the [PPAT](#) page to find out if you qualify.

There are limited scholarships available to support students with financial need to cover these fees. Contact the DCTE Certification Officer ([dcte-cert@udel.edu](mailto:dcte-cert@udel.edu)) for more information.

### **4.2 Release Forms**

You will need to secure or complete the following [release forms](#) to ensure that individuals who appear in video recordings give consent to being in them.



- Collect student release forms for each learner in video recordings, allowing parents to give permission for their children to appear in photographs and videos for multiple purposes (e.g., lesson reflection, performance assessment submission, employment portfolio). Save these forms until at least one academic year after passing the performance assessment.
- For teacher candidates completing the PPAT, collect the PPAT adult release forms for each school staff member in video recordings, allowing them to give permission to appear in videos scored by ETS. Send the forms to ETS according to the [PPAT submission guidelines](#). Do not use the PPAT student release forms; ETS has given UD permission for teacher candidates to use the above student release forms.
- If you are approached about UD having copies of your photographs and/or video recordings, **complete** the teacher candidate release form and submit it and the related student release forms to the Office of Clinical Studies. This form gives UD permission to use them for professional development and accreditation purposes.

### 4.3 Video Recording

The [performance assessment technology resources](#) webpage provides information on how to video record your lessons, including tips for before, during, and after the recording session. The webpage also lists the many types of video recording equipment that you can check out from the [Education Resource Center](#) in Willard Hall.

### 4.4 Performance Assessment Submission

The [edTPA](#) can be submitted for professional scoring in one of two ways:

- 1) You can compile your materials and submit them directly in the Pearson website.
- 2) You can compile your materials in Taskstream, transfer them into the Pearson system, and then submit them to Pearson for scoring.

Your program may require you to submit a copy of your edTPA for local scoring by UD faculty. Please be sure to check the UD [edTPA](#) page for information about submission and scoring windows. You can find information about your specific program [here](#).

The [PPAT](#) must be compiled in the ETS system and must be submitted according to the set schedule. Please refer to the [UD PPAT](#) page for specific submission dates for UD students.

## **Section 5: Student Teaching/Internship Exit Requirements**

### **5.1 Capstone Evaluation**

- You must have passing scores on the final capstone evaluation according to program requirements. Passing scores are determined by [specific programs](#).

### **5.2 Performance Assessment**

- You must complete the edTPA or PPAT according to [program requirements](#).

### **5.3 Program-Specific Requirements**

- Teacher candidates must follow any additional student teaching/internship exit requirements [specific to their program](#).

## **Section 6: General Information**

### **6.1 University Placement Support**

- The University of Delaware Field Instructor is the primary contact for you during your field placement providing instructional support for your teaching experience in the classroom. First contact your Field instructor with any problems or concerns related to your clinical experience.
- The University of Delaware course instructors are the primary contacts for questions related to course assignments, if you are taking a course during student teaching.
- The Program Coordinator collects information via the student teaching application and/or program specific surveys, which inform the placement process. During student

teaching, candidates/interns should contact the program coordinator with a problem or concern is not resolved with your Field Instructor.

- The [DCTE academic advisor](#) provides support for submission of performance assessments and for certification information.
- The [Office of Clinical Studies](#) makes placements, communicates to candidates regarding the necessary clearances, and maintains the Task Stream Database where candidates Capstone Evaluations are located.

## **6.2 School Closing Information**

Teacher candidates with placements in Delaware can check the [Delaware Department of Education School Closing Information](#) for the status of Delaware school closings. If you would like to sign up for automatic school closing notifications for participating schools, please visit [Delaware Notification Services](#), create an account, and subscribe to school notifications. If you have a placement outside of Delaware, check the website for your school district. Check with your school policy for when teachers are expected to report for delayed openings.

## **6.3 Public Transportation Information**

The following links provide options to travel to your placement.

- [City of Newark bus routes](#)
- [DART bus routes](#)
- [UD shuttle bus routes](#)
- [Zipcar at UD](#)

## **6.4 Liability and Health Insurance**

Teachers and student teaching candidates have been held legally liable by the courts for the behavior of learners under their direction. That is, if a learner is injured because of the negligence of either a teacher or teacher candidate, that person can be legally responsible for the expenses involved. The University of Delaware carries comprehensive general liability insurance to protect itself and its trustees, employees, students, and volunteers from the consequences of negligence in the performance of official University duties. This policy provides coverage to University students who are

performing student teaching duties.

Teacher candidates are encouraged to be covered by a health insurance program in case of an injury suffered while completing a student teaching experience. University Health Services will provide medical care for all full-time student teaching candidates. If a candidate elects to seek medical attention outside of University Health Services, then his/her own health insurance plan or personal financial resources will be responsible for the cost of the care. The school district to which the student is assigned may or may not accept responsibility.