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At the University of Delaware, our candidates are prepared to be reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners.

Reflective Practitioners . . .

Reflective practice is the foundation of competence for our professional education candidates. Their course work, field experiences, and work with colleagues and mentors all emphasize the importance of thoughtful analysis and continual revision of effective approaches to teaching and learning.

Serving Diverse Communities of Learners . . .

In our professional preparation programs, diversity – whether related to gender, ethnicity, disability, economic status, developmental level, learning style, or other characteristics – is treated as a source of enrichment and not as a deficit. UD-prepared educators aim to create and become a part of diverse learning communities – in classrooms, in local environments and within a global context.

As Scholars, Problem Solvers, and Partners . . .

With reflective practice as a guiding principle and with diverse-learning communities as a context, the University of Delaware prepares candidates to adopt and integrate three critical professional roles: scholar, problem solver, and partner. In serving children, adolescents, and adults within school and community settings, UD-prepared educators function as:

Scholars, who are grounded in the knowledge of their disciplines, in pedagogical content knowledge, and in theory and research concerning individuals, families, and communities.

Problem solvers, who construct practical, effective approaches to professional challenges using a sound base of theory and research, and who help others construct their own ways of addressing challenges.

Partners, who support the positive development of children, adolescents, and adult learners within families and communities, and give balanced attention to the emotional, social, physical and cognitive dimensions of students’ lives.
Bachelor of Science in Education (BSED)
ELEMENTARY TEACHER EDUCATION (ETE) PROGRAM REQUIREMENTS
Elementary Education and Special Education, Middle School OR Urban Education

*Students must have a C- or better in ALL courses for the ETE major*

**GENERAL STUDIES** (all students complete these courses)

**English** - 9 credits
3 cr. - ENGL 110 - Critical Reading and Writing  
3 cr. - ENGL 101 (students in the middle school English concentration only) **OR** an approved ENGL literature course (students NOT in the middle school English concentration). A list of approved courses is available online at [www.udel.edu/education/ete/english-literature-courses.html](http://www.udel.edu/education/ete/english-literature-courses.html).  
3 cr. - LING 101 – Introduction to Linguistics

**Science** - 12 credits
4 cr. - BISC 104 **OR** 207 - Principles in Biology OR Introductory Biology I  
4 cr. - GEOL 113 - Earth Science  
4 cr. - SCEN 102 - Physical Science

**Mathematics** - 9 credits
3 cr. - MATH 251 - Mathematics for K-8 Teachers: Numbers & Operations  
3 cr. - MATH 252 - Mathematics for K-8 Teachers: Rational Numbers & Probability  
3 cr. - MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement

**Social Studies** - 12 credits
3 cr. - HISTORY 103, 104, 205, **OR** 206 - World OR U.S. History  
3 cr. - POSC 102 **OR** 150 - Civics & Economics for Teachers OR American Political System  
3 cr. - ECON 100, 102, **OR** 151 - Economic Issues & Policies, Civics & Economics For Teachers OR Introduction to Microeconomics.  
NOTE: POSC 102 and ECON 102 are the same course (cross-listed). Students cannot take POSC 102 and ECON 102.  
3 cr. - GEOGRAPHY 102, 120, 203, **OR** 210 - Human, World Regional, Cultural, OR Economic Geography

**Fine Arts** - 3 credits
Any ART, ARTH, DANC, MUED, MUSC **OR** THEA course. This course should satisfy the Creative Arts and Humanities category unless this breadth requirement is satisfied by another course (e.g., EDUC 240 or one of the literature courses that meet the Creative Arts and Humanities category).

**PROFESSIONAL STUDIES** (all students complete these courses)

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<td>Non-School Factors</td>
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<td>Cultural Diversity, Schooling &amp; the Teacher</td>
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<td>Differentiated Literacy Instruction</td>
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<td>EDUC 437</td>
<td>Diag. &amp; Instruction: Literacy Problems</td>
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<td>Educational Technology: Prof. Tools</td>
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<td>EDUC 400</td>
<td>Student Teaching: Elementary Education</td>
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<td>EDUC 390</td>
<td>Classroom Management for Social &amp; Emotional Learning</td>
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**CONCENTRATION AREAS** (all students complete one of the following six concentrations)

**English**

ENGL 204 - American Literature  
ENGL 205 - British Literature I  
ENGL 206 - British Literature II  
ENGL 294 - English Language: Grammar and Usage  
EDUC/ENGL 403 - Literature for Adolescents: Multimedia Texts  
ENGL diversity course  
ENGL writing course  
EDUC 320 - Reading and Writing in the Middle-Grades  
EDUC 400 - Student Teaching: Middle School English  
A list of approved diversity and writing courses is available at [www.udel.edu/education/ete/second/english.html](http://www.udel.edu/education/ete/second/english.html).

**Mathematics**

MATH 221 - Calculus I  
MATH 241 - Analytic Geometry & Calculus I  
MATH 222 - Calculus II  
MATH 242 - Analytic Geometry & Calculus II  
MATH 240 - Geometry & Measurement for MS Teachers  
EDUC 336 - Middle School Mathematics Curriculum & Methods  
EDUC 400 - Student Teaching: Middle School Mathematics  

MATH 210 - Discrete Mathematics  
MATH 230 - Finite Mathematics  
STAT 200 - Basic Statistical Practice  
MATH 201 - Introduction to Statistical Methods I  
MATH 217 - Algebra for Middle School Teachers  

**Science**

BIOLOGY courses (6 credits)  
PHYSICAL SCIENCE courses (6 credits)  
EARTH SCIENCE course (3 credits)  
ENVIRONMENTAL SCIENCE course (3 credits)  
SCEN 650 - Scientific Inquiry for Teachers  
EDUC 443 - Teaching Science in the Middle School  
EDUC 400 - Student Teaching: Middle School Science  
A list of approved science courses is available at [http://www.udel.edu/education/ete/second/science.html](http://www.udel.edu/education/ete/second/science.html).

**Social Studies**

HIST 103/104 - World History OR 205/206 - US History (whichever was not taken for General Studies)  
POSC 240 - Introduction to International Politics  
POSC 270 - Comparative Politics  
GEOG course  
ECON course  
Two additional courses (6 credits) chosen from the areas of GEOG, ECON, HIST, and/or POSC  
NOTE: two courses in this concentration must be at or above the 300 level.  
EDUC 348 - Investigating Social Studies in Middle School Communities  
EDUC 400 - Student Teaching: Middle School Social Studies  
One free elective course (3 credits) from any department.
SPECIAL EDUCATION

EDUC 410 - Assistive Technology
EDUC 431 - Applied Behavior Analysis
EDUC 432 - Curriculum for School-Aged Exceptional Children
EDUC 435 - Educational Evaluation for Exceptional
EDUC 400 - Student Teaching: Special Education

In addition to the above courses, students complete one of the three following options:

(1) Focus area – Students complete 15 credits in the focus areas of English, math, science, social studies or urban education. The list of courses that will satisfy this option is available online at http://www.udel.edu/education/ete/second/SpecialEducationFocusAreas.pdf.

(2) Disabilities Studies Minor

(3) Human Development and Family Studies Minor

URBAN EDUCATION

EDUC 258 or 259 Cultural Diversity, Schooling & the Teacher OR Cultural Diversity in Community Contexts (whichever was not taken for Professional Studies)
EDUC 395 - Building Communities of Learners in Urban Contexts
EDUC 440 - Literacy Instruction for English Language Learners
EDUC 459 - Urban Schools and Urban Landscapes

Three restricted elective courses (3 credits each) that reflect students’ interest in Urban Education. Courses must be approved by an advisor.

One free elective course (3 credits) from any department.
EDUC 400 - Student Teaching: Elementary Education

University Breadth Requirements

All students must fulfill university breadth requirements in the areas of Creative Arts and Humanities, History and Cultural Change, Social and Behavioral Sciences and Mathematics, Natural Sciences and Technology. ETE students take courses that automatically satisfy all of the categories except Creative Arts and Humanities. It is easy to fulfill this category by selecting the correct fine arts course, literature course or by taking EDUC 240. You do not need to take an extra course to fulfill this category. For further information on the courses that satisfy the breadth requirements see:

http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_2107&ACYEAR=2010-2011&DSPL=Published
These are **SUGGESTED** course sequences. Individual sequencing will vary.

### Elementary and Middle School Mathematics

#### Fall
- EDUC 100 (1)
- EDUC 286 (1)
- BISC 104 (4)
- LING 101 (3)
- MATH 251 (3)
- EDUC 205 (3)
  
  **15 credits**

#### Spring
- MATH 252 (3)
- EDUC 230 (3)
- HIST 103, 104, 205, 206 (3)
- ENGL 110 (3)
- MATH 221 (3)

  **15 credits**

#### Fall
- MATH 253 (3)
- EDUC 210 (3)
- MATH 217 (3)
- Fine Arts (3)
- GEOL 113 (4)

  **16 credits**

#### Spring
- MATH 240 (3)
- MATH 222 (3)
- POSC 102 or 150 (3)
- EDUC 258/259 (3)
- EDUC 240/247 (3)

  **15 credits**

#### Fall
- EDUC 310 (3)
- EDUC 335 (3)
- EDUC 341 (3)
- EDUC 346 (3)
- EDUC 451 (3)

  **15 credits**

#### Spring
- EDUC 336 (3)
- EDUC 387 (2)
- EDUC 436 (3)
- EDUC 390 (3)
- MATH 230 (3)
- ECON 100, 151 or 102 (3)

  **17 credits**

#### Fall
- EDUC 400: Elementary (5)
- EDUC 400: Middle School Mathematics (5)
- EDUC 433 (2)

  **12 credits**

#### Spring
- ENGL LIT (3)
- MATH 210 (3)
- SCEN 102 (4)
- STAT 200 (3)
- GEOG 102, 120, 203 or 210 (3)

  **16 credits**

**NOTE:** MATH 253 is a prerequisite for MATH 240.
### Elementary and Middle School Science

#### Fall
- **EDUC 100** (1)
- **EDUC 286** (1)
- **BISC 104** (4)
- **MATH 251** (3)
- **LING 101** (3)
- **EDUC 240/247** (3)  
  **15 credits**

#### Spring
- **MATH 252** (3)
- **ENGL 110**
- **HIST 103, 104, 205, 206** (3)
- **EDUC 205** (3)
- **EDUC 230** (3)  
  **15 credits**

#### Fall
- **MATH 253** (3)
- **GEOL 113** (4)
- **EDUC 258/259** (3)
- **Science - env** (3)
- **Science - bisc** (3)  
  **16 credits**

#### Spring
- **SCEN 102** (4)
- **EDUC 210** (3)
- **Science - bisc** (3)
- **ENGL LIT** (3)
- **GEOG 102, 120, 203, 210** (3)  
  **16 credits**

#### Fall
- **Fine Arts** (3)
- **Science - earth** (3)
- **Science - phys** (3)
- **ECON 100, 151, 102** (3)
- **Science - phys** (3)  
  **15 credits**

#### Spring
- **EDUC 310** (3)
- **EDUC 335** (3)
- **EDUC 346** (3)
- **EDUC 451** (3)
- **EDUC 341** (3)  
  **15 credits**

#### Fall
- **EDUC 443** (3)
- **EDUC 387** (2)
- **EDUC 390** (3)
- **SCEN 650** (3)
- **EDUC 436** (3)
- **POSC 102 or 150** (3)  
  **17 credits**

#### Spring
- **EDUC 400: Elementary** (5)
- **EDUC 400: Middle School Science** (5)
- **EDUC 433** (2)  
  **12 credits**
### Elementary and Middle School Social Studies

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## Elementary and Middle School English

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<td>ENGL 206</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>ENGL 204</td>
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<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
Elementary and Special Education

Fall

EUDC 100 (1)
EDUC 286 (1)
BISC 104 (4)
MATH 251 (3)
HIST 103, 104, 205, 206 (3)
EDUC 205 (3)

15 credits

Spring

SCEN 102 (4)
MATH 252 (3)
EDUC 258/259 (3)
EDUC 210 (3)
ENGL 110 (3)

16 credits

Fall

POSC 150 or 102 (3)
MATH 253 (3)
EDUC 240/247 (3)
EDUC 230 (3)
Focus area or minor course (3)

15 credits

Spring

LING 101 (3)
Focus area or minor course (3)
Fine Arts (3)
Focus area or minor course (3)
ECON 100, 151, 102 (3)

15 credits

Fall

EDUC 310 (3)
EDUC 335 (3)
EDUC 346 (3)
EDUC 341 (3)
EDUC 387 (2)
EDUC 451 (3)

17 credits

Spring

EDUC 431 (3)
EDUC 432 (3)
EDUC 435 (3)
EDUC 410 (1)
EDUC 437 (3)
EUDC 390 (3)

16 credits

Fall

EDUC 400: Elementary (5)
EDUC 400: Special Education (5)
EDUC 433 (2)

12 credits

Spring

ENGL LIT (3)
GEO 113 (4)
GEOG 102, 120, 203, 210 (3)
Focus area or minor course (3)
Focus area or minor course (3)

16 credits

NOTE: For students pursuing the Disabilities Studies minor, HEPP 465 must be taken in the senior year and HDFS 270 is a prerequisite for HEPP 465.
### Elementary and Urban Education

#### Fall
- EDUC 100 (1)
- EDUC 286 (1)
- BISC 104 (4)
- MATH 251 (3)
- HIST 103, 104, 205, 206 (3)
- EDUC 205 (3)

15 credits

#### Spring
- SCEN 102 (4)
- MATH 252 (3)
- EDUC 259 (3)
- EDUC 210 (3)
- ENGL 110 (3)

16 credits

#### Fall
- POSC 150 or 102 (3)
- MATH 253 (3)
- EDUC 240/247 (3)
- EDUC 230 (3)
- EDUC 395 (3)

15 credits

#### Spring
- LING 101 (3)
- Urban elective (3)
- EDUC 258 (3)
- Urban elective (3)
- ECON 100, 151, 102 (3)

15 credits

#### Fall
- EDUC 310 (3)
- EDUC 335 (3)
- EDUC 341 (3)
- EDUC 346 (3)
- EDUC 451 (3)

15 credits

#### Spring
- EDUC 440 (3)
- EDUC 459 (3)
- EDUC 390 (3)
- EDUC 436 (3)
- EDUC 387 (2)
- Free elective (3)

17 credits

#### Fall
- EDUC 400: Elementary Education (10)
- EDUC 433 (2)

12 credits

#### Spring
- ENGL LIT (3)
- GEOL 113 (4)
- GEOG 102, 120, 203, 210 (3)
- Urban elective (3)
- Fine Arts (3)

16 credits
NOTE for all areas: MATH 251 should be taken in the fall of the freshmen year if at all possible. EDUC 100 (Freshman Year Experience) must be taken in the fall of freshman year. EDUC 286 should be taken in the fall or spring of freshmen year. ENGL 110 will be taken in the spring of the freshman year. Sequencing of other courses may vary depending on the student’s concentration.

CHOOSING A CONCENTRATION AREA

Each student in the Elementary Teacher Education program will choose a concentration from the following choices:

- Middle School English
- Middle School Mathematics
- Middle School Science
- Middle School Social Studies
- Special Education
- Urban Education

All ETE students take the 1 credit course EDUC 100: Introduction to Elementary and Middle School Education in the first semester of their freshman year. This course will help students choose their concentration and is considered a First Year Experience course by the University.

Students will select their concentration in EDUC 100. There is an application for the special education concentration. Each concentration is limited by the number of school placements and spaces in the concentration courses. Hopefully, each student will get their first choice of concentration. However, each student will be asked to make a second choice selection in case their first choice is over-enrolled.

After your concentration area has been approved at end of first semester, students must go to UDSIS and declare their concentration so that it appears on their transcript and on UDSIS. This is done by changing your program/plan to elementary with the chosen concentration.
In addition to the elementary courses, students who wish to concentrate in special education take the following courses in their junior or senior year and student teach in a special education classroom during their senior year:

- EDUC 410 - Assistive Technology
- EDUC 431 - Applied Behavior Analysis
- EDUC 432 - Curriculum for School-Aged Exceptional Children
- EDUC 435 - Educational Evaluation for Exceptional Children
- EDUC 437 - Diag. and Instruction: Literacy Problems
- EDUC 400 - Student Teaching: Special Education

Students must have a 2.75 GPA or above in the special education courses (EDUC 230, 410, 431, 432, 435, and 437) before student teaching.

In addition to the above courses, students are required to complete one of the three following options:

**Option 1: Focus area**

Students complete 15 credits in the focus area of English, mathematics, science, social studies or urban education. The list of courses that will satisfy this option is online available at http://www.udel.edu/education/ete/second/SpecialEducationFocusAreas.pdf.

**Option 2: Disability Studies Minor**

See [www.udel.edu/cds/disabilities_minor.html](http://www.udel.edu/cds/disabilities_minor.html) for course requirements.

**Option 3: Human Development and Family Studies minor**

See [www.hdfs.udel.edu/content/minor-in-hdfs](http://www.hdfs.udel.edu/content/minor-in-hdfs) for course requirements.

Students pursing special education may begin blocks in fall or spring of junior year depending on whether or not they have achieved Upper Division Clearance and the number of seats available in the block.
In addition to ENGL 101, ENGL 110 and LING 101, students must take 21 additional credits in English. The following courses are required:

ENGL 204: American Literature 3
ENGL 205: British Literature I 3
ENGL 206: British Literature II 3
ENGL 294: English Language: Grammar and Usage 3
EDUC 403/ENGL 403: Literature for Adolescents: Multimedia Texts 3
*ENGL writing course 3
*ENGL diversity elective 3

21 credits

*See [www.udel.edu/education/ete/second/english.html](http://www.udel.edu/education/ete/second/english.html) for a list of approved courses.

In addition, students must take:

EDUC 320  Reading and Writing in the Middle Grades 3 credits
EDUC 400  Student Teaching: Middle School English 5 credits

The total credits required for the ETE major with the Middle School English concentration is 121.

NOTE: All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in ALL English/Linguistics courses completed before student teaching.

Students pursuing middle school English should be prepared to begin blocks in the first semester of their junior year.
Elementary Teacher Education
University of Delaware

MIDDLE SCHOOL MATHEMATICS

In addition to MATH 251, MATH 252 and MATH 253 students must take 21 additional credits in mathematics. The following courses are required:

MATH 221  Calculus I
Or  MATH 241  Analytic Geometry and Calculus A  3-4 credits

MATH 222  Calculus II
Or  MATH 242  Analytic Geometry and Calculus B  3-4 credits

MATH 210  Discrete Mathematics  3 credits

MATH 230  Finite Math with Applications  3 credits

STAT 200  Basic Statistical Practice
Or  MATH 201  Introduction to Statistical Methods I  3 credits

MATH 240  Geometry and Measurement for Middle School Teachers  3 credits

MATH 217  Algebra for Middle School Math  3 credits

21-23 credits

In addition, students must take:

EDUC 336  Middle School Mathematics Curriculum And Methods  3 credits

EDUC 400  Student Teaching: Middle School Math  5 credits

The total credits required for the ETE major with the Middle School Mathematics concentration is 121-123.

NOTE: All courses must be completed with a C- or better and students must have GPA of 2.75 or above in ALL mathematics courses completed before student teaching.

Students doing middle school mathematics will begin blocks in fall or spring of their junior year, depending on whether or not they have achieved Upper Division Clearance and the number of seats available in the blocks.
Elementary Teacher Education
University of Delaware

MIDDLE SCHOOL SCIENCE

In addition to BISC 104, GEOL 113 and SCEN 102, students must take 21 additional credits in science. The following courses are required:

**Biology** (6 credits)
- BISC 105 Human Heredity and Development
- BISC 106 Elementary Human Physiology
- BISC 107 Elementary Evolutionary Ecology
- BISC 110 Viruses, Genes and Cancer
- BISC 171 Microbiology in Modern Society
- BISC 195 Biological Evolution
- BISC 208 Introductory Biology II
- HESC 220 Anatomy and Physiology
- SCEN 344 Science and Religion
- PLSC 101 Botany I

**Physical Science** (6 credits)
- PHYS 104 Elementary Physics OR
- PHYS 201 Introduction to Physics I OR
- PHSY 207 Fundamentals of Physics I
- SCEN 101, PHYS 201, PHYS 207 or PHYS 104 may be counted toward graduation.
- PHYS 133 Introduction to Astronomy OR
- PHYS 144 Concepts of the Universe
- PHYS 139 Star and Constellation Identification (1 credit)
- PHYS 145 Quasars, Black Holes and the Universe
- PHYS 146 Quarks, Gluons, and the Big Bang: Particles and Cosmology
- SCEN 344 Science and Religion

**Earth Science** (3 credits)
- GEOL 105 Geological Hazards and Their Human Impact
- GEOL 115 Geological Hazards Laboratory
- GEOL 108 Volcanoes and Earthquakes
- GEOL 109 Planets, Asteroids and Impacts
- GEOL 110 Earth History: Evolution, Extinction and the Geological Record
GEOL 111 Geology of Delaware and Its Neighbors  
GEOL 112 Earth Resources and Public Policy  
GEOG 101 Physical Geography: Climatic Processes  
GEOG 106 Physical Geography: Land Surface Processes  
GEOG 152 Climate and Life  
GEOG 220 Meteorology  
MAST 200 The Oceans  

**Environmental Science** (3 credits)  
CHEM 100 Chemistry and the Human Environments  
BISC 107 Elementary Evolutionary Ecology  
GEOG 230 Humans and the Earth Ecosystem  
GEOG 235 Conservation of Natural Resources  
GEOG 236 Conservation: Global Issues  
GEOG 320 Water and Society  
ENWC 201 Wildlife Conservation and Ecology  
EDUC 643 Environmental Education  
GEOL 112 Earth Resources and Public Policy  
PLSC 170 Soils and Environmental Quality  
PLSC 204 Introduction to Soil Sciences  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCEN 650</td>
<td>Scientific Inquiry for Teachers (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Co-requisite with EDUC 443)</td>
<td></td>
</tr>
</tbody>
</table>

In addition, students must take:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 443</td>
<td>Teaching Science in Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Student Teaching: Middle School Science</td>
<td>5</td>
</tr>
</tbody>
</table>

The total credits required for the ETE major with the Middle School Science concentration is 121.

**NOTE:** All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in ALL science courses completed before student teaching.

Students pursuing middle school science will begin blocks in the spring of their junior year.

Note: Students who pursue this concentration and want to teach in New York need to review the steps to teacher certification in New York at www.udel.edu/education/ete/second/NewYorkStepsToTeacherCertification.pdf.
MIDDLE SCHOOL SOCIAL STUDIES

In addition to the 12 credits of General Studies Social Studies courses (HIST, GEOG, POSC and ECON) students must take 18 additional credits in social studies. The following courses are required:

HIST 103 or 104 - World History OR HIST 205 or 206 - US History
whichever was not taken to fulfill General Studies;
students must have one US and one World History 3 credits

POSC 240 Introduction to International Relations OR
POSC 270 Comparative Politics 3 credits

Economics course* 3 credits
Geography course* 3 credits
History, Geography, Political Science, Economics* 6 credits

18 credits

*Six of these 12 credits must be at the 300 level or higher. See an advisor in 120 Willard Hall for suggested courses.

In addition, students must take:

EDUC 348 Investigating Social Studies in Middle School Communities 3 credits

EDUC 400 Student Teaching: Middle School Social Studies 5 credits

Free Elective (in any department) 3 credits

The total credits required for the ETE major with the Middle School Social Studies concentration is 121.

NOTE: All courses must be completed with a C- or better and students must have a GPA of 2.75 or higher in ALL social studies courses completed before student teaching.

Students pursuing middle school social studies will begin blocks in spring of their junior year.
Elementary Teacher Education
University of Delaware

Urban Education

EDUC 258  Cultural Diversity, Schooling and the Teacher  3 credits
OR
EDUC 259  Cultural Diversity in Community Contexts
whichever was not taken for Professional Studies

EDUC 395  Building Communities of Learners in Urban Contexts  3 credits

EDUC 459  Urban Schools and Urban Landscapes  3 credits

EDUC 440  Literacy Instructor for English Language Learners  3 credits

Restricted electives that reflect students' particular interest in urban education. Possible Restricted electives include:
BAMS 110, BAMS/SOCI 204, BAMS 205, BAMS/SOCI 215, BAMS/SOCI 415, GEOG 325, GEOG 346, HDFS 202, HDFS 230, POSC 355, POSC 452, SOCI 305). Other courses must be approved by an advisor.

Free elective (in any department)  3 credits

EDUC 400  Student Teaching: Elementary  10 credits

The total credits required for the ETE major with the Urban Education concentration is 121.

NOTE: All courses must be completed with a C- or better.

Students pursuing urban education can begin blocks either fall or spring of their junior year.
ELEMENTARY TEACHER EDUCATION PROGRAM
CHECKPOINTS AND CLEARANCES

Advisement for the Elementary Teacher Education major within the School of Education is provided by professionals who are trained in general counseling and are knowledgeable about the degree requirements for the BSED degree. These advisors provide students with information about the program in many different ways, including individual advisement appointments, class meetings, individual and group mailings and School of Education web site. Nevertheless, it is the students’ responsibility to avail themselves of this information, and to complete the requirements for various checkpoints in a timely manner. These checkpoints are outlined below.

UPPER DIVISION CLEARANCE
Before students may begin their upper level (methods) courses, they must satisfy certain requirements established by the faculty in the School of Education through a process called "Upper Division Clearance". Students generally apply for clearance in March of their sophomore year. Students who enter the program as freshmen will begin their methods courses in their junior year – either the first or second semester. Students must provide their own transportation to methods placements. Applications for Upper Division Clearance are available on-line in March. Specific dates are publicized each semester.

STUDENT TEACHING
All students will student teach in the fall or spring of their senior year. Fall student teachers begin in mid-August. Spring student teachers begin in mid-January. Middle school English students will student teach in the fall of their senior year. Middle school social studies and middle school science students will student teach in the spring of their senior year. Other students could student teach either semester of their senior year depending on when they completed their elementary block. Students must provide their own transportation to their student teaching placement. To be eligible to student teach students must satisfy the following requirements.

1. A 2.60 GPA or above in all work completed at the University of Delaware.
2. A 2.75 GPA or above in all required Education (EDUC) courses. All courses must be completed with a grade of "C-" or better.
3. A 2.75 GPA or above in concentration content courses (e.g., math, science, social studies, English, special education).

SENIOR CHECK-OUT
Students should make an appointment with their advisor in January or February of their JUNIOR year to review their degree requirements. This appointment is considered the student’s "senior check-out". It is important for the student and the advisor to specify all remaining courses that a student must complete as well as any grade point or other requirements necessary to graduate.
ELEMENTARY TEACHER EDUCATION PROGRAM

UPPER DIVISION CLEARANCE

What is Upper Division Clearance (UDC)?
It is a checkpoint to determine a student's eligibility to begin upper level education methods courses.

When must I apply?
Students should apply for Upper Division Clearance in March of their sophomore year. Applications for Upper Division Clearance are available on-line. Specific dates are publicized each semester.

What are the criteria I must satisfy in order to be cleared?

1. Minimum overall grade point average of 2.60 in all work taken at the University of Delaware.

2. At least two courses must be completed in each of the following areas from the General Studies requirement: Science, Social Sciences, and English. All courses must be completed with a grade of “C-“ or better.

3. Completion of Math 251, Math 252, and Math 253 with a grade of “C-“ or better.

4. Completion with a grade of “C-“ or better and a minimum grade point average of 2.60 in the required courses in education. The required education courses are:

   EDUC 240 Law and Ethics in Education
   OR
   EDUC 247 History of Education in America
   EDUC 286 Educational Technology: Professional Tools
   EDUC 210 Beginning Literacy
   EDUC 205 Human Development Grades K-8
   EDUC 230 Introduction to Exceptional Children
   EDUC 258 Cultural Diversity, Schooling, and the Teacher, OR
   EDUC 259 Cultural Diversity in Community Contexts

5. Successfully passing the Praxis I test according to the Delaware state guidelines listed below. These tests assess basic skills in reading, writing and mathematics. The 3 one-hour tests can be taken on the computer or as a paper-and-pencil test.
<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Name</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10710</td>
<td>175</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10730</td>
<td>174</td>
</tr>
<tr>
<td>Writing</td>
<td>20720</td>
<td>173</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Name</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5710</td>
<td>175</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5730</td>
<td>174</td>
</tr>
<tr>
<td>Writing</td>
<td>5720</td>
<td>173</td>
</tr>
</tbody>
</table>

Students are encouraged to take these tests as early as possible in their college career. There are registration deadlines for these tests and test results usually take 4-6 weeks to be processed, so students should plan several months ahead for when to take these tests. **Students will NOT be registered for their elementary methods courses until they have successfully passed and submitted scores for all three sections.** Students **must** designate the University of Delaware as one of the score recipients at the time they register for these tests. The University’s recipient code number is 5811.

6. Official enrollment in the major.
FIELD EXPERIENCES IN THE
ELEMENTARY TEACHER EDUCATION PROGRAM

The numerous field experiences in the Elementary Teacher Education (ETE) program begin in the freshman year and gradually build upon one another. There are three levels of field experiences for all teacher education candidates at the University of Delaware. These levels are:

▪ Level 1: Early field experiences
▪ Level 2: Methods field experiences
▪ Level 3: Student teaching

These experiences provide you with an opportunity to learn about the classroom environment in diverse settings and to connect theory and practice throughout your program.

The Level 1 field experiences in your freshman and sophomore years include working closely with individual students and observing classrooms. These early experiences will help you learn how to work with students and view classrooms from the perspective of a teacher. You will complete course assignments that are linked to your work in the field in the following courses:

   EDUC 205: Human Development Grades K-8
   EDUC 210: Beginning Literacy Instruction
   EDUC 230: Introduction to Exceptional Children
   EDUC 259: Diversity in Community Contexts

Level 1 field experience settings vary and may be located up to an hour from campus. Transportation is available through the Office of Clinical Studies for placements that are not within walking distance of UD. If you have a car on campus, it needs to be registered through Public Safety and you must adhere to proper parking regulations.

The Level 2 field experiences in your junior and/or senior years begin when you are in the methods courses where you learn how to teach. These methods field experiences take place in the two consecutive semesters prior to student teaching; you take all of your elementary methods courses in the first semester of the two semester sequence and then take the methods course(s) in your concentration area in the second semester of this sequence. These experiences build on the early field experiences and situate you in the role of a classroom teacher. You will design and implement lesson plans as well as work with individual children.

Approximately half of the junior class takes the elementary block of methods courses in the fall and half takes this block in the spring. When you are placed in the elementary block depends on your concentration, whether or not you have achieved Upper Division
Clearance, and the number of seats available in the block. You will usually work with an assigned partner in your Level 2 experiences. The elementary block of courses are:

- EDUC 310: Reading and Writing in the Elementary School
- EDUC 335: Elementary Curriculum: Mathematics
- EDUC 341: Elementary Curriculum: Science
- EDUC 346: Elementary Curriculum: Social Studies
- EDUC 387: Integrating Technology in Education (special education only)
- EDUC 451: Educational Assessment for Classroom Teachers

The special education block of courses are:

- EDUC 390: Classroom Management for Social and Emotional Learners
- EDUC 410: Assistive Technology
- EDUC 431: Applied Behavior Analysis
- EDUC 432: Curriculum for School-Age Exceptional Children
- EDUC 435: Educational Evaluation for Exceptional Children
- EDUC 437: Diagnosis and Instruction: Literacy

The middle school block of courses includes one of the following four content-specific courses and EDUC 387, 390, and 436.

- EDUC 320: Reading and Writing in the Middle Grades
- EDUC 336: Middle School Mathematics Curriculum and Methods
- EDUC 443: Teaching Science in Middle School
- EDUC 348: Investigating Social Studies in Middle School Communities
- EDUC 387: Integrating Technology in Education
- EDUC 390: Classroom Management for Social and Emotional Learners
- EDUC 436: Differentiated Literacy Instruction

The urban education block of courses is EDUC 387, 390, and 436 and may or may not include EDUC 395.

- EDUC 387: Integrating Technology in Education
- EDUC 390: Classroom Management for Social and Emotional Learners
- EDUC 395: Building Communities of Learners in Urban Contexts
- EDUC 436: Differentiated Literacy Instruction

An innovative feature of the ETE program is the Vertical Model of supervision that is employed during the Level 2 and 3 field experiences. In this model, students are divided into several cohorts and each cohort works with an ETE Field Experience Coordinator. Your coordinator will supervise you during the three semesters when you complete your methods courses and student teaching. Each coordinator arranges placements in a particular school district. Working with the same coordinator enables you to develop a close relationship with him or her, and the coordinator can learn which experiences you
need to build on your strengths and improve your practice. Part-time supervisors will also work with you and your coordinator in the field.

You will need to find your own transportation for Level 2 and 3 field experiences. You will often be in schools with a partner or other students, so carpooling can be an option if you do not have your own transportation.

The Level 3 field experience consists of student teaching during the fall or spring of your senior year. Student teaching is the capstone field experience where students in the special education and middle school concentrations teach in an elementary classroom for eight weeks and then teach in an appropriate classroom for their concentration area for another eight weeks. Students in the urban education concentration have one 16-week placement in an urban setting. Student teachers gradually take over classroom responsibilities and complete activities that are designed to prepare them for the teaching profession.

Your coordinator will make your student teaching placement(s) so that you will have worked in diverse settings between your Level 2 and Level 3 field experiences. We want you to be well prepared to teach students with a range of abilities, from different backgrounds, and across variety of grades when you graduate!

**Field Experience Clearances**

**TB Testing:** In order to comply with state regulations, it is necessary for you to show written proof of a negative PPD (Mantoux) Tuberculin Test before working in the schools. Please note that a Tine or Monovac Test cannot be substituted for the PPD (Mantoux) Tuberculin Test. Results are valid for 5 years, however, at any time the nurse at your assigned site may require re-testing. You may have the PPD Tuberculin test administered at Student Health Services (Laurel Hall) on campus, by your physician, or by a public health clinic. You must submit your test results to Student Health Services before your first field experience.

**Criminal Background History:** Prior to the beginning of the student teaching placement, you must submit a complete State/Federal Criminal Background History check and a Child Protection Registry check to the Office of Clinical Studies. The Office of Clinical Studies will contact you about these clearances one semester prior to student teaching. These clearances are only valid for one year, so do not obtain them more than one year before the end of the student teaching experience.

The Office of Clinical Studies can assist you with the above clearances and questions about your Level 1 early field experiences. Their website at [www.ocs.udel.edu](http://www.ocs.udel.edu) describes the services that they provide, information related to field experiences, and how to contact the staff.
**Professionalism During Field Experiences**

Professional dispositions and behaviors are expected when you are in the schools and university classroom. Please keep in mind that you represent the University of Delaware when you are in the field. The chart below describes the ten professional dispositions that all teacher candidates at the University of Delaware must exhibit in schools and university classrooms. You will be evaluated on these dispositions during both of your methods blocks and in student teaching. In addition, an instructor, Field Experience Coordinator, or cooperating teacher may submit a Professional Dispositions form documenting inappropriate student behaviors to the ETE program coordinator at any time during a students’ program. Students who exhibit behaviors inconsistent with the dispositions listed below may be removed from the field and/or the ETE program. The dispositions policy and forms are available online at [http://www.ocs.udel.edu/index.php/information-for-placements/dispositions-policy/](http://www.ocs.udel.edu/index.php/information-for-placements/dispositions-policy/).

<table>
<thead>
<tr>
<th>Dispositions*…</th>
<th>Behaviors that exemplify each disposition….</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.</td>
<td>Works effectively with others, shows emotional maturity and sensitivity</td>
</tr>
<tr>
<td>2. Effective educators express themselves clearly and effectively, orally and in writing.</td>
<td>Writes and speaks coherently and in an articulate manner with correct grammar and spelling</td>
</tr>
<tr>
<td>3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.</td>
<td>Responds appropriately to feedback from educators, families or community members.</td>
</tr>
<tr>
<td>4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.</td>
<td>Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas</td>
</tr>
<tr>
<td>5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.</td>
<td>Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner</td>
</tr>
<tr>
<td>6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.</td>
<td>Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs.</td>
</tr>
<tr>
<td>7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.</td>
<td>Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.</td>
</tr>
<tr>
<td>8. Effective educators are committed to mastering best practices informed by sound theory and research.</td>
<td>Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences</td>
</tr>
</tbody>
</table>
9. Effective educators reflect on their teaching to learn from their experiences and to change their practices. Reflects on teaching practices, considers theory, current research, and student learning in making appropriate planning and teaching modifications.

10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University’s professional education code of conduct (for details see http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html). Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice including attention to the sharing of personal information via digital media and burgeoning internet applications that might negatively impact his/her professional life and demonstrates ethical behavior including academic honesty.

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state’s citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are best prepared for their professional lives.

Below are examples of behaviors that you should exhibit while in the field.

a. Behave in a professional manner at all times when you are in schools. This means you will be respectful, show initiative, help when asked, and graciously accept constructive criticism.

b. Dress in a professional manner. This means: no jeans, T-shirts, shorts, sweats, mini-skirts, see-through clothing, midriffs, sneakers, baseball caps, or excessive cologne or jewelry. Exceptions to this might include physical education settings, some field trips, floor activities, and other situations as deemed appropriate by your supervisor.

c. Become familiar with the rules and procedures of the districts, schools, and classrooms in which you work. Typically, these will be provided to you or discussed with you during orientation sessions. You are a guest in the schools and classrooms where you complete your field experiences, so be prepared to abide by their rules.

d. Good communication is central to a good field experience. Communicate with your cooperating teachers, field experience coordinators and faculty. Ask questions if you are uncertain about something. Always let your teacher, coordinator and/or instructor know when you are experiencing a problem in fulfilling your obligations. Raise concerns before they become major problems.

e. When you are assigned to a field experience site, the teacher and students are counting on you to be there each and every assigned day on time, to
remain for the full assigned session, and to give your full attention and enthusiasm to the tasks you are asked to or required to complete.

f. Be discreet about your personal life. If you have a Facebook or similar account, be careful about what is there for the public to see. Schools are not the best places to discuss your social life or personal experiences. Cell phones are never appropriate in the classroom.

g. Always keep in mind that bad decisions and improper or illegal conduct can jeopardize your teaching career. Study carefully the information contained at the web address listed above.

You will receive more detailed information about the field experiences as you progress through the ETE program. If you have any questions, there are many people who will be happy to assist you including your instructors, Field Experience Coordinators, and academic advisor.
FIELD PLACEMENT REPORT

It is important for you to maintain a record of your experiences working with children/youth related to course requirements within your program of study. This record will assist you and faculty in determining appropriate placements throughout your program to ensure a variety and diversity of experiences. These field experiences are a key component of your preparation to become reflective practitioners able to work with a diverse community of learners as a problem solver, scholar and partner.

The field placement reporting document is located on the web at http://www.ocs.udel.edu.

This page has been designed for your use. You may update information on your web-based report every time you are enrolled in a course that requires a field experience. Upon verification of your data by the Office of Clinical Studies, the information will become part of your official field placement report. You will be able to print a copy of your official field placement report, listing a complete history of your experiences working in the schools with children, at your convenience.

FOLLOW THESE SIX EASY STEPS TO ACCESS AND INPUT DATA INTO YOUR PERSONALIZED FIELD PLACEMENT REPORT

Note – this must be completed before the end of the semester

1. From http://www.ocs.udel.edu, click on Student Log In located in the Undergraduate Students section on the right side of the page. Log in with your University of Delaware ID and password.

2. Click on Early Field Experiences.

3. Click on Create or Edit your Field Placement Report.

4. You will see a list of all courses with a field experience you have taken. To update any record select the edit button. Complete the field placement reporting form by selecting the appropriate information from the pull-down menus (course name, section, and term; name of school site, age(s) or grade level(s) of children/youth; number of special need children/youth tutored or observed). In addition, you have the opportunity to add your own comments about the experience. You are now ready to Submit the data for verification. This is a “professional” activity and accuracy is your responsibility. If a student falsifies information it will be considered a breach of our Professionalism Policy subject to appropriate discipline.

5. You can edit the information prior to verification. Once the data has been verified the data it may be viewed and printed by selecting Print Your Field Experience Report.
Praxis II Tests

All teacher education candidates at the University of Delaware must take the Praxis II tests that are required for Delaware teacher certification prior to graduation. The following list includes the tests to take for each of the certification areas possible in the ETE major.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Test Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>0014</td>
</tr>
<tr>
<td>Middle School English</td>
<td>0049</td>
</tr>
<tr>
<td>Middle School Mathematics</td>
<td>0069</td>
</tr>
<tr>
<td>Middle School Science</td>
<td>0439</td>
</tr>
<tr>
<td>Middle School Social Studies</td>
<td>0089</td>
</tr>
<tr>
<td>Special Education</td>
<td>0354</td>
</tr>
</tbody>
</table>

Students must take an exam in each area of certification. We encourage you to take the tests by January of your senior year. ETE majors are prepared to take the Elementary Education test after completing the Elementary Block. Students who are pursuing special education certification are prepared to take the test in this area after completing the Special Education Block. Students who are pursuing middle school certification should consider taking the test in their area after completing most of the content area courses in their concentration, especially the courses that cover the content addressed on the test (see the "Tests at a Glance" on the ETS website at www.ets.org for information on the content covered on a particular test). More information about the Praxis II tests is available online at www.ets.org and http://www.udel.edu/education/ete/praxis-II.html.
This website has all the important info for your entire academic career! We will take you from your very first school placement to your very first job offer, and everywhere in between. We can answer questions like:

What am I supposed to wear to my placement?
How can I find out about financial aid and scholarships?
What is the address for certification in Pennsylvania?
What are the requirements for certification in NJ and NY?
When do I apply for student teaching?
I need to take the PRAXIS exam...what is it? Where do I sign up?
When is the Project Search job fair?
How can I apply online for certification in Delaware?

AND, we are linked to lots of other important places like career services, scholarship and financial aid opportunities, teaching job posting sites and study abroad. This website has everything you need – so check it out every time you are surfing the web!
Bookmark the School of Education’s website at: www.udel.edu/education for all kinds of important information, including:

- **ETE PROGRAM REQUIREMENTS!**
- **REGISTRATION INFORMATION!**
- **ADVISEMENT INFORMATION FOR YOUR CLASS!**
- **HOW TO TRANSFER COURSEWORK FROM OTHER SCHOOLS!**
- **IMPORTANT DEADLINES!**