Section A

ORIENTATION and SYLLABUS
The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge and skills, leadership and commitment to equity. The framework describes these qualities and is available online at:


To these ends, candidates in University of Delaware professional education programs will:

- continuously engage in inquiry, reflection, learning and improvement of their practice, informed by evidence and their experience, as well as by research and professional literature, and they will help contribute to the knowledge base of education through their own professional learning and experience;
- respond in creative, empathetic and flexible ways to the needs and interests of the students, families and communities whom they will serve and advocate for their needs and interests both in their own institutions and in broader policy arenas;
- be committed to their students’ academic, social and emotional learning and inspire their students’ desire for learning and for the content being learned;
- be passionate about their profession and seek opportunities for professional growth and leadership;
- situate their knowledge in local, state, national and global contexts and recognize others’ perspectives; and
- believe that all students can learn and structure their practices to promote equity and equality in education.

Candidates will embody three qualities as they move on their trajectory to become the professionals described above: knowledge and skills, leadership and commitment to equity. They will develop these interdependent qualities through rich experiences in their programs and achieve the following outcomes associated with them.

Knowledge and Skills
Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and inservice teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.
Leadership
Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

Commitment to Equity
Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will have an understanding of the diverse students’ learning needs and backgrounds, a recognition and understanding that equity and equality are not the same and the compassion to modify teaching and leadership practices to respond to the needs of diverse learners and their families, teachers, and administrators.

Outcomes
The outcomes for candidates are consistent with Delaware state standards, national accreditation standards, national specialty organization standards, and the InTASC Model Core Teaching Standards. Candidates will demonstrate in their professional education programs:

1. a commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, evidence-based decision making, and the reflective re-examination of content knowledge and pedagogy.
2. a commitment to the belief that learners of all ages and abilities can be educated by interacting with others appropriately and respectfully, addressing preconceptions, being receptive to feedback and employing strategies that emphasize interacting in a positive manner.
3. the capacity to create and implement productive, safe, and engaging learning experiences and evidence-based assessments that reflect an understanding of:
   - human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
   - the content knowledge and pedagogical content knowledge that promotes students’ knowledge, skill development, critical reflection and problem-solving according to the methods of inquiry and standards of evidence used in their area of expertise;
   - appropriate and effective use of technologies; and
   - the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities.
4. the capacity to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, and caring learning environment to optimize every learner's educational attainment.

References


EDUC 400
STUDENT TEACHING

COURSE DESCRIPTION:

Welcome to the student teaching semester! In this, your student teaching semester, you now have the opportunity to apply, adapt, and revisit all that you have learned about teaching and learning as you serve the children, adolescents, and adults within the school and community settings in which you are placed.

COURSE GOALS:

1. Self-reflection, which will enable you to critique your performance and to make and support judgments and instructional decisions with evidence about the learning of individuals or groups of students.

2. Deeper insight into the nature of the learning process and greater knowledge of human development.

3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work for common purposes.

4. Realization of the importance of your own personal and professional goals.

5. Proficiency in instructional competencies and classroom management techniques through direct experiences and the thoughtful analysis and revision of approaches

6. Knowledge of the resources and materials available to the classroom teacher and the ability to adapt and/or incorporate available resources and materials into the instructional program.

7. Increased skill in performing routine administrative duties including the maintenance and submission of required records and reports.

REQUIRED TEXT:

University of Delaware ETE Student Teaching Manual. The manual includes course requirements, various forms and logs, evaluation information and instruments, detailed information about lesson planning, developing units, and other assignments and projects, and more.

FORMAT OF THE COURSE:

Over the course of your student teaching placement(s), you will engage in a variety of activities and experiences designed to enable you to apply, adapt, revise, and revisit all you have learned to date about teaching and learning. Specifically, you will engage in coteaching experiences designed to acquaint you with students, with classroom management techniques and with instructional methods, strategies, and materials. You will plan and implement daily lesson plans and develop and implement larger projects. You will be evaluated using criteria that reflect the course objectives, and you will receive feedback, suggestions, and guidance from your UD Field Educator and your Clinical Educator. Finally, you will engage in thoughtful analysis and continual revision of your approaches to teaching and learning.

COURSE REQUIREMENTS (to be completed for each semester):
1. **Teacher Candidate notebook**
   You will maintain a notebook that contains a variety of information that encompasses your assignments and experiences in student teaching. Specifically, your notebook will include placement, student and classroom information, lesson plans, record keeping, written observations/evaluations from your Clinical Educator and your UD Field Educator, and the Self-Reporting Log.

2. **Weekly schedule**
   The weekly schedule, which is submitted to the UD Field Educator, projects your instructional responsibilities for the coming week.

3. **Letter of introduction**
   This letter will enable you to begin to establish partnerships with the families of your students.

4. **Detailed plans for each lesson.**

5. **EdTPA.**
   In this assessment, you will describe, analyze, and evaluate the teaching of a 3-5-lesson unit of instruction that will be referred to as a “learning segment”. The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, developing knowledge of one’s students, reflecting and acting on evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

6. **Attend UD seminars, PLC meetings and district in-service functions.**
   Attendance at UD seminars, PLC meetings and district in-service functions exposes you to a wide range of information that requires your thoughtful and critical consideration and follow-up in the classroom; i.e., experimenting with new ideas and revising or adapting instructional practices so as to best meet the needs of your students.

7. **Teaching.**
   You will complete a semester of teaching in which you are actively engaged with students. Thorough, careful, long-range planning best facilitates this important experience.

8. **Bulletin Boards/Displays**
   You will be asked to create at least 2 bulletin boards/displays for each semester.

9. **Reflective Journal**
   You will record evidence of performance in this journal. Additionally, your Clinical Educator will provide feedback to you via this journal.

**GRADING:**

In order to pass EDUC 400, you must:

1. **Pass the Summative Student Teaching Evaluation.** **Unsatisfactory** performance on the summative evaluation is:
   - If a score of 2 is assigned to more than half of the indicators within one scoring cluster, the student will not pass the placement.
   - A score of 1 for any indicator

**Your UD Field Educator will determine if you have passed the course.**

2. Successfully complete the required projects for each of the following placements:
   a. Elementary Education – edTPA in Elementary (full version only).
   b. Special Education – edTPA in special education.
   c. Middle School Concentration Area – Middle Grades edTPA for your concentration area.
   d. Urban Education – Second edTPA.
GUIDELINES FOR PROFESSIONAL CONDUCT DURING CLINICAL EXPERIENCES

As a representative of the University of Delaware, you are expected to practice sound professional ethics and to conduct yourself in a professional, responsible, and reliable manner at all times. Remember that you are a guest in your cooperating school and are expected to maintain high professional standards.

The following are some general guidelines for professional conduct during your placement:

I. BEFORE REPORTING TO YOUR CLINICAL SITE

A. To participate in a clinical experience, you must have a valid negative Tuberculin test on file at Student Health Services. The test should be good for three years and must be valid throughout your stay in the schools/centers. Please be aware that some schools/districts will acknowledge test results for only one year.

B. Some childcare centers/preschools will require a criminal background check before you can begin your placement. Check with your center/preschool director to see if a background check is required. Criminal background checks can be processed by Delaware State Police personnel at Troop #2, State Road, New Castle; Headquarters Complex, Route 13, Dover; or Troop #4, Route 13, Georgetown. Appointments may be made by calling 1-800-778-9000 between 8:00 a.m. and 4:00 p.m. Monday thru Friday, excluding holidays. A fee of $49.00 is required.

C. Arrange for reliable transportation since you are responsible for your own transportation to the clinical sites.

D. If no specific orientation date has been established, call your Clinical Educator to arrange a time for your first visit on a mutually agreed upon date.

E. Dress appropriately and professionally. This would include no jeans, T-shirts, shorts, sweat clothes, mini-skirts, see-throughs, midriffs, sneakers, hats, baseball caps, or excessive cologne/jewelry. Exceptions to this might include physical education settings, some Field trips, floor activities and other situations as deemed appropriate by your University supervisor.

F. Be sure that you are well groomed.

II. AT THE CLINICAL SITE

A. Report to your school/center on the day(s) scheduled. Be prompt and arrive early enough to begin work on time. Fulfill completely the commitment made to the class/group/pupil.

B. Notify your University UD Field Educator and your Clinical Educator before the beginning of the school day if you are going to be late or absent. An absence or lateness should occur only in cases of illness or an emergency. Having a test the next period is not considered as an illness or emergency. Personal commitments or academic deadlines are not acceptable reasons for your lateness or absence.

C. Friends should not accompany you to the clinical site.

D. Learn and carry out the school/center policies and procedures that have been established for pupils.

E. Abide by the regulations and rules established for school/center personnel.

F. Hold all information in confidence concerning pupils or others as directed.

G. Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone else’s work.
H. Take responsibility for acquiring pertinent information about pupils for whom you are responsible, and for becoming thoroughly acquainted with these pupils.

I. Be fully prepared for your teaching/tutoring assignment(s); this includes materials and/or supplies. If equipment or materials are necessary from the assigned school (and the school or Clinical Educator has willingly offered), request them ahead of time and not on the day of the lesson. Return the equipment and materials to the appropriate place promptly.

J. Be discreet about your personal life. Your school is not the place to discuss your social life or your personal experiences with drugs or alcohol (no matter how educational they may seem to you).

K. Be sensitive when taking notes during a placement. Never record anything that you would be uncomfortable sharing with your Clinical Educator.

L. Keep your University UD Field Educator informed of progress made and problems encountered.

M. Cell phones are never appropriate in the classroom.

III. JUDICIAL AND LEGAL IMPLICATIONS

A. Read and familiarize yourself with the Code of Conduct from the University of Delaware Official Student Handbook. This Code of Conduct extends to your off-campus clinical experiences. Any acts of misconduct during your Field placement(s) shall be subject to action within the Undergraduate or Graduate Student Judicial System. The Code of Conduct can be found at http://www.udel.edu/stuhb/deanstu/POLICY II.html.

B. Persons applying for a teaching position in Delaware and a number of other states must undergo a criminal background check. Please be certain that you make good decisions and use good judgment at all times. Failure to do so could jeopardize your teaching career by making you ineligible for employment in many districts.

A person seeking employment with a public school in Delaware may be disqualified from employment for any of the following reasons:

(1) Conviction or manufacture, delivery or possession, or possession with intent to deliver a controlled substance, or a counterfeit controlled substance;

(2) Conviction of any felony in this state or any other jurisdiction in the last five years; or

(3) Conviction of any crime against a child in this State or in any other jurisdiction.

C. Individual school districts make the determination regarding what makes a person ineligible for employment. Generally, a felony arrest, a serious offense, or any crime against a child would make one ineligible for employment; however, a pattern of misconduct (e.g., DUI, underage drinking, petty theft, reckless driving, etc.) could also make one ineligible for employment. Since different districts view various offenses differently, something one district might perceive as not very serious might be seen as quite serious by another district. Be aware that even petty problems, viewed collectively, could render you ineligible for employment. It is in your best interest to keep your record clean.
IV. \textbf{GROUNDS FOR DISMISSAL FROM STUDENT TEACHING} \\
A. \textbf{Conduct} \\

1. Candidates in a teacher education program 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 the candidate engages in any of the following acts, it may result in dismissal from student teaching:
   a. Candidates may not date pupils, parents of pupils 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 University UD Field Educator or the Associate Director of Clinical Studies.
   b. Candidates may not socialize with school pupils except in an official capacity at officially sponsored school events.
   c. 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 pupil(s).
   d. 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).
   e. Candidates may not take pupils off school property unless accompanied by the Clinical Educator or another full-time employee assigned by the principal.
   f. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.
   g. Candidates must not exhibit any behaviors that interfere with the school’s learning environment.

2. If at any time your conduct causes the Clinical Educator, school/district administrator, or the University UD Field Educator to determine that your presence in the classroom has become detrimental to the well being, safety, and/or educational program of the pupils in the class, you will be removed from your school and your placement could be terminated by the University.

3. As a result of any serious violation of the student code of conduct and/or the professional dispositions policy, you could be removed from your school and your placement could be terminated by the University.

B. You will be withdrawn from your student teaching placement if 1) the Clinical Educator decides that you cannot return to the classroom due to your behavior, 2) your performance on the summative evaluation is consistently unsatisfactory or 3) there is not satisfactory progress on assignments. \textbf{Unsatisfactory} performance on the summative evaluation includes:
   - If a score of 2 is assigned to more than half of the indicators within one scoring cluster, the student will not pass the placement.
   - A score of 1 for any indicator

Please note that a score of 2 or lower in the dispositions section of the summative evaluation may result in a disposition hearing (see the official professional dispositions policy on the OCS website at \url{www.ocs.udel.edu}).
Failure to abide by these regulations may result in judicial action by the University of Delaware, legal action, and/or failure of student teaching.

**APPEAL PROCESS**

If a student does not pass a student teaching placement, then he/she can request a new placement. If the program coordinator, UD Field Educator and the Associate Director of Clinical Studies deny the student’s request for another placement, then the student 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.

I have read and am aware of the Guidelines for Professional Conduct During Clinical Experiences and Grounds for Dismissal from Student Teaching.

Signature: __________________________________________

Date: _______________________________________________
TEACHER CANDIDATE RESPONSIBILITIES

1. Call your Clinical Educator and UD Field Educator if you are ill and will be absent. You must send in plans, teacher’s manuals, etc., so that your Clinical Educator will be prepared to take over.

2. If you are absent, you will be required to make up the time. It is expected that all appointments will be made outside of school time.

3. Give 24 hours notification to your Clinical Educator and your UD Field Educator when you must leave early for a doctor’s appointment, etc.

4. If you are going to be absent from a seminar for any reason, notify your UD Field Educator. You must designate a person to pick up materials for you and to relay important information to you.

5. Assignments must be turned in on or before the due dates, or a written statement must be submitted to explain why an assignment is not being completed on time. Late assignments will affect your final evaluation.

6. Proofread all assignments prior to submission. Correct any spelling and/or sentence structure errors.

7. Prepare everything you will need for the next teaching day before you leave school. Walk in each morning fully ready to start the day.

8. Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone’s lessons or unit plans.

9. You are responsible for giving final copies of assignments to your Clinical Educator and your UD Field Educator.

10. You must call your UD Field Educator to inform her of schedule changes when they occur.

11. As a teacher and an educated person, you need to be informed about current affairs. Listen to the news or read a newspaper on a daily basis and incorporate this information into your lessons when or where appropriate.

12. Dress appropriately and professionally. (No jeans, shorts, sweat clothes, mini-skirts, tight clothing, etc.) If you choose to dress inappropriately, you will be sent home. Any time missed due to inappropriate clothing will be made up at the end of your placement!

13. You are expected to be on time to school (check your school's hours). Attendance is mandatory. Professional behavior is expected.

14. 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.

15. Be sensitive to paper shortages in your buildings. You are responsible for finding other means of copying University of Delaware assignments. Suggestions: Morris Library copiers, Kinko’s (24 hours service)

16. No personal computer and cell phone usage (including text messaging) while on site.
ETE STUDENT TEACHING POLICIES

ATTENDANCE

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, so Teacher Candidates are asked to 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.

LIABILITY AND HEALTH INSURANCE

Teachers and student teaching candidates have been held legally liable by the courts for the behavior of pupils under their direction. That is, if a pupil 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 students while completing their student teaching.

Teacher Candidate 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.

PROCEDURES FOR HANDLING 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.

What counts?
- Asking you for a date, after you have rebuffed the original request
- Asking for your personal contact details
- Sharing their personal contact details
- Making suggestive comments
- Perceived sexual misconduct (e.g. harassment, stalking) of any sort

Steps for Teacher Candidates
1. Tell the person you are not interested – rehearse responses
2. If advances continue you MUST report the issue to your university student teaching supervisor (UD Field Educator, supervisor, clinical coordinator)
3. Together, you will decide whether or not to inform your clinical educator

Steps for University Student Teaching Supervisor (UD Field Educator, supervisor, clinical coordinator)
1. Report the incident to the principal
2. If applicable, report the incident to the clinical educator
3. Report the incident to Director of the Office of Clinical Studies (OCS) and the Associate Director of the School of Education
4. If the issue persists, discuss removal of teacher candidate from placement with Associate Director of the School of Education and OCS

Steps for the Clinical Educator
1. If your teacher candidate informs you about sexual misconduct from a school-based member, please contact the university student teaching supervisor (UD Field Educator, supervisor, clinical coordinator).