Field Instructor, Clinical Coordinator
and
Adjunct Field Instructor
Handbook
Fall 2017
Table of Contents

- Responsibilities
  - Orientation for Teacher Candidates
  - Orientation for Clinical Educators
  - Course roster
  - Observations
  - Post-Observation Conferences
  - Documentation
  - Mid-term evaluation & Conference
  - Improvement Plan & Improvement Plan Conference
  - Final evaluation/Capstone & Conference
  - Field Instructor meetings
  - Winter and Summer retreats
  - Field placements from OCS provided list
  - Reporting final grades
  - District referral forms
  - Letters of Recommendation
- Communication with Teacher Candidates and Clinical Educators
  - Prior to the start of the semester
  - During the semester
  - Friday Forecasts
- Communicating teacher candidate issues to program coordinator
- Dispositions
  - When to complete
  - The process
  - FI responsibilities throughout the process
- Process for a teacher candidate to be removed from the field
- Failing EDUC 400 (Student Teaching)
- Process for changing field placements for non-academic or professionalism issues
- Placement process – outline our new process and everyone’s responsibilities
- Teacher Candidate Responsibilities/Expectations
  - University Resource Guide
  - ETE Manual
- Important Websites
- Questions or Problems: Where Do I Go?
Field Instructors, Clinical Coordinators, and Adjunct Field
Instructors’ Responsibilities

A. Communication with Teacher Candidates and Clinical Educators

Prior to the start of the semester
Various pieces of information are communicated to the teacher candidates and clinical educators prior to the start of the semester. Field instructors, clinical coordinators, and adjunct field instructors will be informed of emails that have been sent to teacher candidates and/or clinical educators but there will be emails that will need to be “personalized” and forwarded to the assigned cohort. It is the responsibility of the field instructors, clinical coordinators, and adjunct field instructors to check email frequently for important communication information. Communication for the fall semester begins as early as August 1st. Communication for the spring semester begins as early as January 15th.

During the semester
Field instructors, clinical coordinators, and adjunct field instructors will be informed of emails that have been sent to teacher candidates and/or clinical educators but there will be emails that will need to be “personalized” and forwarded to the assigned cohort. It is the responsibility of the field instructors, clinical coordinators, and adjunct field instructors to check email frequently for important communication information.

Friday Forecasts
The Friday Forecast is a weekly communication for teacher candidates and clinical educators. The Friday Forecast will be sent to field instructors, clinical coordinators, and adjunct field instructors by Wednesday evening for the following week. You may personalize your email to the teacher candidates and clinical educators then attach the Friday Forecast as a common communication. All teacher candidates and clinical educators should receive the Friday Forecast no later than Friday morning (Thursday evening is acceptable).

B. Orientation for Teacher Candidates
Field instructors, clinical coordinators, and adjunct field instructors will schedule and conduct an orientation for teacher candidates during the first week of the field placement. The orientation will be approximately 2 hours. This orientation is in addition to the CANVAS module completed by the teacher candidates prior to the first day of field experience. New adjuncts will be supported by the lead field instructor for orientation.
C. Orientation for Clinical Educators
Field instructors, clinical coordinators, and adjunct field instructors will schedule and conduct orientations for clinical educators. The orientation will review the information provided in the clinical educator folder. Clinical educator folder information and forms can be found online at http://www.education.udel.edu/ete/student-teaching/coop-folder/

D. Course Roster
Field instructors and clinical coordinators will be asked to review their course roster at the beginning of the semester (September 15th) via UDSIS. Any errors/changes need to be communicated to the Program Coordinator. The Program Coordinator will review the adjunct roster.

E. Observations
Field instructors, clinical coordinators, and adjunct field instructors will conduct 5 observations per teacher candidate. Struggling teacher candidates may require more observations. Detailed written feedback is expected for each observation. Written feedback may be handwritten or electronic. Formative feedback forms may also be used, the forms are located at http://www.education.udel.edu/ete/student-teaching/field-instructor/
It is important that the teacher candidate has a copy of the feedback and the observer retain a copy of the feedback. edTPA lessons are not observable lessons. Samples of teacher candidate observational feedback are located in Appendix A.

F. Post-Observation Conferences
Field instructors, clinical coordinators, and adjunct field instructors will conference with the teacher candidate following an observation. The post-conference may occur immediately following the lesson or it may be scheduled at another mutual time. Phone conferences are acceptable particularly during the demanding time of the semester when the teacher candidate’s teaching load is increased.

G. Documentation
Field instructors, clinical coordinators, and adjunct field instructors must keep documentation (digital and/or hand-written) of all observations, conferences, meeting, and phone calls. It is also critical to save/file email communications with teacher candidates.

H. Mid-term Evaluation & Conference
Field instructors, clinical coordinators, and adjunct field instructors will conduct a mid-term evaluation between weeks 5 and/or 6. The Three-Way Conference Form is completed for each teacher candidate, this may occur during the conference. A three-way conference is scheduled between the teacher candidate, clinical educator and the field instructor or clinical coordinator or adjunct field instructor. It is our practice for the teacher candidate to come prepared to the conference with self-assessed scores. The conference must include the review of scores as assigned by the teacher candidate, clinical educator and field instructor or clinical coordinator or adjunct field instructor, strengths and areas of needed improvement/and or goals. The conferences may take
between 30-50 minutes. The Three-Way conference forms can be located at http://www.education.udel.edu/ete/student-teaching/field-instructor/

If a score of 2 is assigned to more than half of the indicators within one scoring cluster (including dispositions), the teacher candidate must be informed that the scores must improve in order to pass student teaching. On the Three-Way Conference Form, document that the teacher candidate is in danger of failing EDUC 400 (Student Teaching). In most instances scores are typically lower at the mid-way point and most teacher candidates achieve a score of a 3 to more than half of the indicators by the end of the placement. Therefore, it is important to make frequent checks on teacher candidate progress. For struggling teacher candidates and any teacher candidate with a score of a 1, an Improvement Plan and Improvement Plan Conference is required. The Improvement Plan form is located at http://www.education.udel.edu/ete/student-teaching/field-instructor/

I. Teacher Candidate Improvement Plan & Improvement Plan Conference
Whenever a teacher candidate is struggling in any area of their performance to the point where it is affecting their success, an improvement plan should be written. No candidate should have a disposition meeting or fail student teaching without an improvement plan. Field instructors, clinical coordinators, and adjunct field instructors should use the improvement plan to help guide the candidate. It is also important to note when improvement should be seen, that the candidate must sustain the improvement for the remainder of the placement, and failing to do so may result in failing student teaching.

J. Final Evaluation/Capstone & Conference
Field instructors, clinical coordinators, and adjunct field instructors will conduct a final evaluation between weeks 11 – 12. The Capstone Evaluation Form is completed for each teacher candidate. A three-way conference is scheduled between the teacher candidate, clinical educator and the field instructor or clinical coordinator or adjunct field instructor. The conference must include the review of scores, strengths and areas of needed improvement/and or goals. If a score of 2 is assigned to more than half of the indicators within one scoring cluster (including dispositions), the teacher candidate must be informed that they did not pass EDUC 400 (Student Teaching). The Capstone Evaluation Form is located in TaskStream https://login.taskstream.com/signon/ Certification specific copies of the Capstone Evaluation can be found at http://www.education.udel.edu/ete/student-teaching/field-instructor/

K. Field Instructor meetings
Field instructors, clinical coordinators and adjunct field instructors are encouraged to attend monthly meetings throughout the semester. The meetings provide opportunities to share field related successes, concerns/issues, and collaborative problem solving.
L. Winter and Summer retreats
Field instructors, clinical coordinators and adjunct field instructors are encouraged to attend a 1-2-day(s) retreat at the end of each semester. The retreat provides an opportunity to reflect and debrief the semester. Current documents, policies and practices are reviewed for revisions.

M. Reporting final grades
Field instructors and clinical coordinators will post EDUC 400 grades (P/F) on the course roster via UDSIS by the required University grade deadline. Adjunct field instructors will email the Program Coordinator a list of teacher candidates’ names and final grade for the semester (P/F).

N. District referral forms
Teacher candidates often ask field instructors, clinical coordinators and adjunct field instructors to serve as a reference. If you agree to serve as a reference for a teacher candidate, districts may contact you to complete referral/reference forms. It is helpful for teacher candidates if you check email occasionally during winter and summer break for district contact.

O. Letters of Recommendation
Teacher candidates often ask field instructors, clinical coordinators and adjunct field instructors to write a letter of recommendation. The University’s Faculty Handbook provides guidelines for writing letters of recommendation.

4.2.13 Guidelines for Writing Letters of Recommendation

Writing letters of recommendation are a matter of personal judgment. Such requests require that forthright evaluations be made about colleagues or students. Therefore, only judgments that can be supported by demonstrable evidence should be part of such correspondence. Letters should address only the relevance of the person’s qualifications for the position about which commentary is sought; reference to an individual’s personal appearance, professional ambition, traits of character, marital status, number of children, etc. should be assiduously avoided. The following guidelines are offered when writing letters of recommendation.

1. When a Student or an Employee (Present or Former) Asks for a Letter of Recommendation
   o If a positive recommendation cannot be written, the individual should be so informed.
   o If the writer has some reservations about offering a positive recommendation, the person requesting the letter should be so informed. If a letter is still sought, then opportunity should be provided for the individual to read the reference letter.
before it is sent.

- If the letter of recommendation must be kept confidential, then written permission must be obtained to waive any right of inspection. A copy should be kept on file and indication that such a waiver has been received included in the body of the letter.

- A faculty member or other employee may not be willing to recommend someone for a position but willing to write a letter of evaluation. If so, there should be written agreement that an alternative letter of evaluation is acceptable to the person requesting a reference letter. Again, evaluations must be based upon clearly documentable evidence.

2. **When an Individual or Agency Outside the University Asks for Commentary About a Colleague or Student**
   - Only positive letters of reference should be written unless the questions asked are specific and refer to job-related activities. Unsupported hostile remarks about students, colleagues or former or current employees must be avoided. Reference letters can be frank as long as the proffered information is accurate and can be documented.

   - Confidential letters of recommendation may be provided to outside groups as long as the individual about whom the reference letter pertains is willing to sign a waiver foregoing his or her right to inspect the letter. If such a waiver is not obtained, the requesting individual or agency should be informed that, consistent with University policy, a reference letter will not be forthcoming.
Communicating Teacher Candidate Issues to the ETE Program Coordinator

Field instructors, clinical coordinators, and adjunct field instructors should keep the ETE Program Coordinator informed of any teacher candidate issues that could affect the success of the candidate or the classroom learning environment. The program coordinator will check to see if the candidate is having any issues in courses or has had any similar issues in the past. Together it will be determined if a disposition meeting is needed, if the program coordinator will meet with the candidate or if any other action is needed.

Disposition Policy
http://www.education.udel.edu/ete/student-teaching/field-instructor/

The University Council on Teacher Education created a professionalism policy that all teacher candidates are expected to follow in all of their courses and field experiences. If field instructors, clinical coordinators and/or clinical educators identify a teacher candidate who is not consistently exhibiting the eight dispositions in the field, they should complete a disposition form and submit it to the ETE Program Coordinator. These forms should be filed as soon as the behavior becomes an issue so that a plan can be developed to help the candidate be successful or to start the process to remove the candidate from the field. The ETE Program Coordinator will:

- Review the documents provided.
- Review the disposition files for any other disposition forms filed for the teacher candidate.
- Call a disposition meeting that will include the teacher candidate, the field instructor, clinical coordinator and/or clinical educator completing the form, and the teacher candidate’s advisor. In the event that the program coordinator is the candidate’s advisor, another advisor can be asked to attend the meeting to support the candidate.
- During the disposition meeting, all documents will be discussed and it will be determined if the teacher candidate will remain in the field or be removed. If the candidate is going to remain in the field, an action plan will be developed. It will be explicitly noted that if the candidate’s professionalism does not improve, the consequence could be removal from the field placement and/or failing student teaching.
- There is not a definitive number of dispositions that lead to automatic removal from the field. This is determined by the severity or the behavior, the impact on the learning community, and if the candidate has had previous disposition issues.
- The teacher candidate will be given a copy of the action plan.
- The original disposition form, notes from the disposition meeting, and action plan are filed in the Elementary Teacher Education Program Coordinator’s Office with copies sent to the Office of Clinical Studies.
- If teacher candidates are removed from the field, they can file a request to receive a second placement for the following semester.
**Process for a Teacher Candidate to be Removed from the Field**

Teacher candidates can be removed from a field placement prior to the completion of the experience. According to the *Guidelines for Professional Conduct During Clinical Experiences*, candidates can be removed from the field for the following reasons:

- Dating pupils, parents of pupils, or school or University personnel during the experience.
- Socializing with pupils outside of sanctioned school event.
- Drinking, smoking, or under the influence or be in possession of alcohol or illegal drugs on school property.
- Using inappropriate language on school premises or at school sponsored events.
- Frequent absences, arriving late or leaving early.
- Any serious violation of the Student Code of Conduct.
- The clinical educator decides that the candidate cannot return to the classroom due to behavior, consistently unsatisfactory performance on summative evaluations or unsatisfactory performance on assignments.

If at any time, the field instructor, clinical educator or school administrator determines that the presence of the teacher candidate is detrimental to the learning community, the placement can be ended.

In the event that it has been determined by the field instructor, clinical educator, or school administrator that a candidate will be removed from the classroom, the following procedure will be used:

- The field instructor, clinical coordinator, or adjunct field instructor will immediately notify the ETE Program Coordinator providing as much detail as possible of the issues.
- Within 24 hours, the field instructor, clinical coordinator or adjunct field instructor will provide the program coordinator with all documentation and/or details to support removing the candidate from the field.
- As soon as the program coordinator receives notice of the removal, she will contact the candidate to call a meeting and let the candidate know that he/she may not return to the field prior to the meeting.
- The program coordinator and the field instructor, clinical coordinator, or adjunct field instructor will meet with the candidate ASAP to discuss the issue and inform the candidate that he/she may not return to the classroom. At this point, the candidate is asked not to communicate with clinical educator. The candidate will return all classroom materials and any of the candidate’s belongings left in the classroom will be picked up by the field instructor, clinical coordinator, or adjunct field instructor.
- If this happens before the end of the drop period, the candidate may withdraw from EDUC 400. If this happens after the drop period, the candidate will fail student teaching.
- The program coordinator will share the process for the candidate to apply for another field placement.
The candidate has the right to go through this process before formally being removed from the classroom.

**Failing EDUC 400 (Student Teaching)**

Teacher Candidates can fail student teaching, but it should never be a surprise to them. Observation documentation, conferences, and improvement plans are used to keep teacher candidates informed of their progress. All documentation needs to include a statement that the teacher candidate is not passing or in danger of failing if there is any chance that the candidate will fail the placement. If a teacher candidate fails student teaching, the ETE Program Coordinator must be notified. Documentation should accompany this notification to support the failing grade. This can include but is not limited to an improvement plan with follow-up notes, observations, conference forms, mid-term or final evaluation forms. This does not have to happen at the end of the semester, but can happen once there is not enough time to make and sustain needed change. The Program Coordinator will meet with the candidate to discuss the evaluation and share the procedures for applying for another placement.
Changing Field Placements (Non-academic or Professionalism Issues)

There are times when a field placement must be changed at the beginning of the semester that are not related to the academic or professionalism performance of the teacher candidate. Examples include the clinical educator has a personal or professional issue come up that will interfere with mentoring a teacher candidate, it is discovered that the clinical educator is not teaching in the areas needed by the candidate, or there is some type of personality conflict that might interfere with the success of the placement. These changes must be made as early in the placement as possible and should not be made after week three unless there are very special circumstances. If changes need to be made, field instructors should follow these procedures:

- **Adjunct Field Supervisors**
  - The adjunct field supervisor will notify the Elementary Teacher Education Program Coordinator as soon as possible about the need for a change. If after discussing the circumstances it is determined that a change of placement is in the best interest of the candidate and clinical educator, we will move forward with changing the placement.
  - The Program Coordinator will work with OCS to secure a new field placement for the candidate.
  - Once the new placement has been confirmed, the Program Coordinator will contact the adjunct field supervisor and the teacher candidate with details about the new placement. The adjunct field supervisor will meet with the new clinical educator to share details of the placement and agree on a teaching sequence so that the candidate can complete appropriate teaching experiences.

- **Field Instructors and Clinical Coordinators**
  - The field instructor/clinical coordinator will notify the Elementary Teacher Education Program Coordinator as soon as possible about the need for a change. If after discussing the circumstances it is determined that a change of placement is in the best interest of the candidate and clinical educator, we will move forward with changing the placement.
  - The program coordinator will notify OCS of the needed change.
  - Using the list of available from the district with approved clinical educators, the field instructor/clinical coordinator will work with the district to secure a new placement. This should be done ASAP to limit the field days missed by the teacher candidate.
  - Once a new placement has been made, the field instructor/clinical coordinator will share the new placements information with the Program Coordinator and OCS. The candidate will be notified of the new placement and the start date of the new placement.
  - The field instructor/clinical coordinator will meet with the new clinical educator to share details of the placement and agree on a teaching sequence so that the candidate can complete appropriate teaching experiences.
Procedures for Securing Field Placements

Using the UCTE signed collaborative agreements with the different school districts on the procedures for making field placement; the following is the process for making field placements:

**Process for Field Instructors and Clinical Coordinators**

1. The ETE Program Coordinator will supply OCS with the number, placement types, and district of needed placements at the beginning of each semester (September for spring placements, February for fall placements).
2. OCS will work with districts in creating lists of available and approved teachers who are available to work with teacher candidates. Field instructors and clinical educators can encourage clinical educators that they want to work with to fill out the paper work to host a teacher candidate in upcoming semesters so that the clinical educators are on the approved list. The field instructors and clinical coordinators will not be making placements at this time.
3. OCS will share the final lists with field instructors and clinical coordinators by the required date.
4. Using the approved list, field instructors and clinical coordinators will identify a clinical educator for each of their assigned teacher candidates.
5. Field instructors and clinical coordinators will provide the ETE Program Coordinator with a list of their matches by the required date.
6. The ETE program coordinator will compile a master list and submit it to OCS by the required date.
7. OCS will conduct a final approval of the list of matches and notify teacher candidates and clinical educators of their placements by the required date.

**Process for Adjunct Field Instructors**

1. The ETE Program Coordinator will notify OCS of number, placement type, and location for placements for adjunct field instructors at the beginning of each semester (September for spring placements, February for fall placements).
2. The OCS will make the placements for the adjunct field instructors.
3. The ETE Program Coordinator will notify the adjunct field instructors of their teacher candidates and their clinical educators once matches are made.
4. The OCS will notify teacher candidates and clinical educators of their placements by the required date.

**Spring 2018 Dates**

- September 2017 – ETE Program Coordinator will work with OCS on number, type, and location of needed spring placements.
- October 6, 2017- ETE Program Coordinator will provide field instructors and clinical coordinators with a draft of their teacher candidate assignments.
- October 20, 2017 – OCS will provide the field instructors and clinical coordinators with lists of available clinical educators so that they can start to make placements.
- November 10, 2017 – Field instructor and clinical coordinator’s lists of placements due to the ETE Program Coordinator.
• November 13, 2017 – ETE Program Coordinator will provide master list of all field placements to OCS.
• December 1, 2017 – OCS will send our placement confirmations to teacher candidates and clinical educators.
Teacher Candidate Responsibilities/Expectations

A. University Resource Guide
The University Council on Teacher Education approved a University Resource Guide for Teacher Candidates. Teacher candidates, field instructors, clinical coordinators, and adjunct field instructors are expected to abide by the policies set in the guide. The University Resource Guide may be found at http://www.education.udel.edu/ete/student-teaching/field-instructor/

B. ETE Manual
The ETE manual provides additional information, policies, and expectations of EDUC 400. Teacher candidates, field instructors, clinical coordinators, and adjunct field instructors are expected to abide by the policies set in the manual. The ETE Manual may be found at http://www.education.udel.edu/ete/student-teaching/field-instructor/
Important Websites

Office of Clinical Studies  http://www.ocs.udel.edu/
School of Education      http://www.education.udel.edu/
ETE Major                 http://www.education.udel.edu/ete/
Student Teaching          http://www.education.udel.edu/ete/student-teaching/
## Questions or Problems: Where Do I Go?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Contact Person</th>
<th>Emails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate related issues such as lateness, missing field days, unresponsiveness, potential failure due to weak performance, dispositions</td>
<td>Laurie Palmer</td>
<td><a href="mailto:lpalmer@udel.edu">lpalmer@udel.edu</a></td>
</tr>
<tr>
<td>Placement issues (once semester has started)</td>
<td>Laurie Palmer</td>
<td><a href="mailto:lpalmer@udel.edu">lpalmer@udel.edu</a></td>
</tr>
</tbody>
</table>
| edTPA                                                                | Dede Lilly, Nick Bell, Elizabeth Soslau | dlilly@udel.edu
|                                                                     |                         | nicksb@udel.edu            |
|                                                                     |                         | esoslau@udel.edu           |
| Task Stream (edTPA)                                                  | Alyssa Truszkowski      | atrusz@udel.edu            |
| Friday Forecast                                                      | Steff Kotch-Jester      | sakotch@udel.edu           |
| School-based or District-based issues                                | Laurie Palmer           | lpalmer@udel.edu           |
| All other concerns (conferencing, deadlines, expectations, scope and sequence, mid and final evaluations, usage of forms, logistics, communication with FIs.) | Steff Kotch-Jester      | sakotch@udel.edu           |