

ORIENTATION FOR CLINICAL EDUCATORS

Beginning Weeks

- During these beginning weeks, please refer to the **12-Week Sequence** to discuss a schedule for assuming lead teaching responsibilities, classroom routines, etc. with your teacher candidate.
- Encourage your teacher candidate to share his/her ideas regarding instructional strategies, the learning climate, use of technology, etc.
- Teacher candidates are expected to collaborate with colleagues and families. Please introduce your teacher candidate to these partners in education.

Lesson Planning

Detailed daily plans for each lesson (cotaught or independently taught) is expected for each teacher candidate. The teacher candidate must adhere to the required components outlined in the ETE student teaching lesson template found in this manual. However, a course instructor may use a course-specific lesson plan template for a class assignment. All other plans should follow the template components. The bullets below provide additional guidelines:

- Teacher candidates completing middle school placements will use the full format lesson plan template for weeks 1-8. The modified plan will be discussed at the mid-way conference. With clinical educator and field instructor approval, teacher candidates may use this format for weeks 9-12.
- Teacher candidates completing placements in elementary, special education and English as a Second Language will use the full format lesson plan template for weeks 1-7. The modified plan will be discussed at the mid-way conference. With clinical educator and field instructor approval, teacher candidates may use this format for weeks 8-12.
- Lesson plans are required for student teaching. Teacher candidates may not teach without lesson plans. During the beginning weeks, a Lesson Plan contract will be completed between the clinical educator and the teacher candidate.

EdTPA

All teacher candidates in the elementary placement will complete an edTPA. In this assessment, teacher candidates will describe, analyze, and evaluate the teaching of sequential lessons within a literacy unit of instruction that will be referred to as a “learning segment”. The learning segment needs to be 3-5 hours in length. This typically translates to 3-5 hours of instruction. 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. The literacy portion of the edTPA is typically implemented during weeks 8, 9, or 10 of the field experience.

The second component of the edTPA is a math re-engagement lesson. This task may be completed anytime after week 3. The teacher candidate will need to review formative assessment data to plan a re-engagement lesson for students.

Clinical Educator's edTPA Role

- Help your candidate select a central focus (The edTPA handbook and modules will provide the guidelines for the teacher candidates)
- Review the form of acceptable support (see *edTPA Teachers who support Teacher Candidates* handout in CE folder)
- Support parent permission collection – your candidate will have the forms (follow district protocols)
- Preplan your coteaching role for videotaped lessons, that allow for the teacher candidate to be in the lead role

Special Education

The tasks refer only to those Teacher Candidates in their Special Education Placement. Teacher candidates completing their special education placement will complete three professional tasks to enhance their professional development as a special education educator.

- Progress Monitoring
- Accommodations Tracking
- IEP Writing

Course Work

The teacher candidate's course instructors will assign additional projects throughout the semester. Course instructors will be sending information about these projects and assignments via email. If you have a question about an assignment please do not hesitate to contact the instructor directly.

Conferences

- Clinical educators should conference with the teacher candidate **weekly** to discuss progress and set professional goals for the upcoming week. Formal written feedback needs to be given **weekly**.
- During your weekly conference, please discuss with your teacher candidate his/her teaching responsibilities for the upcoming week. Teacher candidates are to send Weekly Teaching Schedules to their field instructors by **9PM on Thursday** for the following week.
- During the mid-point of the experience, the university field instructor will be meeting with you and your teacher candidate to discuss overall performance. Please bring your completed **"Mid-Way Conference Evaluation"** form to the conference and be prepared to lead the discussion as to how your teacher candidate is progressing.
- During the final week of the placement, the university field instructor will be meeting with you and the teacher candidate in a summative conference. **Please bring 2 copies of your Capstone Evaluation report.**

Policies

Sexual Misconduct from a School-Based Member: If your teacher candidate informs you about sexual misconduct from a school-based member, please contact the university field instructor.

Attendance: Teacher candidates are considered professional staff and are required to adhere to the district calendar and to the University of Delaware student teaching schedule. In-service days and the day before or after holidays are scheduled teaching days. 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.

Teacher candidates are expected to attend all field days according to the sequence provided prior to the start of the semester and be in attendance following the teacher hours in their school. Absences from the field will be considered excused according to University policy.
<http://catalog.udel.edu/content.php?catoid=18&navoid=1234#University%20Attendance%20Policies>

Candidates with multiple unexcused absences may be called to a disposition meeting to discuss. All absences with the exception of religious holidays will need to be made up. Religious holidays listed on the University calendar **do not** have to be made up. Make-up days cannot occur on Fridays if candidates have University classes on these days. The clinical educator and field instructor will agree upon all make-up days.

Teacher candidates may have time in their course schedules to complete extra time in the field. The extra time in the field may not be exchanged for another field day or a shortened placement.

Student teaching allows teacher candidates to observe and experience all of the responsibilities of teaching and managing a classroom. This important learning allows the teacher candidates to have a full understanding of what it means to be a teacher and to be fully prepared for their own classroom. This can only be accomplished through consistent attendance in the classroom. Therefore, teacher candidates with absences in excess of five days (excused or unexcused) may need to repeat the placement. When a teacher candidate is absent from the field for a total of five days, a meeting will be called with the Student Success Coordinator to determine whether the candidate can remain in the placement or will need to repeat the placement. If it is determined that the candidate can continue in the placement, a plan will be created outlining what the candidate must do to continue in the field placement. If the teacher candidate misses more days, **the field placement will be terminated at the eighth absence and the candidate will be required to repeat the placement.**