



Elementary Teacher Education Program  
Field Instructor Handbook

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## **Field Instructors' Responsibilities**

### **A. Communication with Teacher Candidates and Clinical Educators**

#### **Before the start of the semester**

Various pieces of information are communicated to the teacher candidates and clinical educators before the start of the semester. 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 to check email frequently for important information.

Contact for the fall semester begins August 1<sup>st</sup>.

Contact for the spring semester begins January 15<sup>th</sup>.

#### **During the semester**

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 to check email frequently for important 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, by Wednesday evening for the following week. Field instructors may personalize the email to the teacher candidates, and clinical educators then attach the Friday Forecast as a standard communication. All teacher candidates and clinical educators should receive the Friday Forecast no later than noon on Friday.

### **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. This orientation is in addition to the CANVAS module completed by the teacher candidates before 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 15<sup>th</sup>) 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 essential 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 5-7. 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 20-50 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 to pass student teaching. On the Three-Way Conference form, the field instructor will 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 expected by the candidate. The candidate must sustain the growth for the remainder of the placement, and failure 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 meeting 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 are encouraged to attend 3-4 meetings throughout the semester. The sessions provide opportunities to share field related successes, concerns/issues, and collaborative problem-solving.

**L. Winter and Summer retreats**

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 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 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 is 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**

- If a positive recommendation cannot be written, the individual should be so informed.
  
- 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 an 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 a 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**

Field instructors should keep the Student Success Coordinator informed of any teacher candidate issues that could affect the success of the candidate or the classroom learning environment. The Student Success Coordinator will check to see if the candidate is having any problems in courses or had any similar issues in the past. Together it will be determined if a disposition meeting is needed, if the Student Success Coordinator will meet with the candidate or if any other action is required.

### **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 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 Student Success 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 Student Success Coordinator, teacher candidate, the field instructor completing the form, and the teacher candidate's advisor. If the Student Success 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 stay in the field, an improvement plan will be developed. It will be explicitly noted that if the candidate's professionalism does not improve, the candidate may be removed 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 of the behavior, the impact on the learning community, and if the candidate had previous disposition issues.
- The teacher candidate will be given a copy of the improvement plan.
- The original disposition form, notes from the disposition meeting, and improvement plan are filed in the Student Success Coordinator's Office with copies sent to the Office of Clinical Studies.
- If a teacher candidate is removed from the field, the candidate 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 before 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 a 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 determines that the presence of the teacher candidate is detrimental to the learning community, the placement can be ended.

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

- The field instructor will immediately notify the Student Success Coordinator providing as much detail as possible of the issues.
- Within 24 hours, the field instructor will provide the Student Success Coordinator with all documentation and/or details to support removing the candidate from the field.
- As soon as the Student Success Coordinator receives notice of the removal, she/he will contact the candidate to call a meeting and let the candidate know that he/she may not return to the field before the meeting.
- The Student Success Coordinator and the 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 the 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.
- If the removal from the field occurs before the end of the drop period, the candidate may withdraw from EDUC 400. If the removal from the field occurs after the drop period, the candidate will fail student teaching.
- The Student Success 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. If there is ANY chance that the candidate is in danger of failing, all documentation needs to include a statement that the teacher candidate is not passing or the teacher candidate is in risk of failing 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 is 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 extraordinary circumstances. If changes need to be made, field instructors should follow these procedures:

- Adjunct Field Instructors
  - The adjunct field instructors will notify the Field Instructor 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, the process will move forward with changing the placement.
  - The Field Instructor Coordinator will consult with OCS to secure a new field placement for the candidate.
  - Once the new placement has been confirmed, Office of Clinical Studies will contact the Field Instructor Coordinator, The Student Success Coordinator, the adjunct field instructor, and the teacher candidate with details about the new placement. The adjunct field instructor 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.
- CT faculty and Professionals
  - The field instructor will notify the Field Instructor Coordinator and Office of Clinical Studies 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, the process will move forward with changing the placement.
  - The field instructor will notify OCS of the needed change.
  - Using the list of available from the district with approved clinical educators, Office of Clinical Studies 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, Office of Clinical Studies will share the new placement information with the Field Instructor Coordinator, Student Success Coordinator, field instructor and teacher candidate.  
  
The field instructor will notify the candidate of the start date.
  - The field instructor 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 Elementary Teacher Education program process for making field placements:

### **The Student Success Coordinator will...**

1. Supply the Field Instructor Coordinator with the number and placement types at the beginning of each semester (September for spring placements, February for fall placements).
2. The Field Instructor Coordinator will work with the Associate Director of Undergraduate Studies for appropriate numbers per field instructor. The Field Instructor Coordinator will work with the CT and CC field instructors to match field instructors (including adjuncts) with districts and placement types. The Field Instructor Coordinator will communicate this information to the Office of Clinical Studies (OCS).
3. OCS will work with districts in creating lists of available and approved teachers who may serve as clinical educators. Field instructors may encourage clinical educators to fill out the district paperwork to host a teacher candidate in upcoming semesters. The field instructors are not making placements with clinical educators.
4. Field instructors may provide OCS with a list of their placement recommendations.
5. OCS will conduct the district approval of the recommendations and/or available placements.
6. OCS will continue to communicate with CT and CC field instructors throughout the placement process (Google Drive Documents are shared with updated placement information).
7. Student Success Coordinator will continue to communicate with the Field Instructor Coordinator any drops or adds to the teacher candidate placement list.
8. The Field Instructor Coordinator will work with the Associate Director of Undergraduate Studies to assign/re-assign teacher candidates per field instructor/district.
9. The Field Instructor Coordinator will communicate updates to OCS.
10. OCS will notify teacher candidates and clinical educators of the placements by the second week in January for the spring and the second week in August for the fall. The field instructors (including adjuncts) will be copied on the communication.

**The master list will be maintained by the Office of Clinical Studies and shared with field instructors (including adjuncts), Field Instructor Coordinator, Student Success Coordinator and Associate Director of Undergraduate Studies.**

Fall Dates for Spring Placements:

1. Last Friday in September – Student Success Coordinator will communicate the number and type of placements to the Field Instructor Coordinator and the Associate Director of Undergraduate Studies.
2. Beginning of October - The Field Instructor Coordinator and Associate Director of Undergraduate Studies will work with the CT and CC field instructors to match field instructors (including adjuncts) with districts and placement types.
3. Second Monday in October - Field Instructor Coordinator will provide OCS with a draft of the field instructor assignments. Updates will be made throughout the semester as needed.

4. First Monday in November – Field Instructor placement recommendations due to OCS.
5. First Monday in December – OCS will send placement confirmations to teacher candidates and clinical educators. Assigned field instructors will be copied on these communications.

### **Spring Dates for Fall Placements**

1. First Friday in March – Student Success Coordinator will communicate the number and type of placements to the Field Instructor Coordinator and Associate Director, Undergraduate Studies.
2. Beginning of March - The Field Instructor Coordinator and Associate Director, Undergraduate Studies will work with the CT and CC field instructors to match field instructors (including adjuncts) with districts and placement types.
3. Third Monday in March - Field Instructor Coordinator will provide OCS with a draft of the field instructor assignments. Updates will be made throughout the semester as needed.
4. First Monday in April – Field Instructor placement recommendations due to OCS.
5. First Monday in May – OCS will send placement confirmations to teacher candidates and clinical educators. Assigned field instructors will be copied on these communications.

## **Teacher Candidate Responsibilities/Expectations**

### **A. University Resource Guide**

The University Council on Teacher Education approved a University Resource Guide for Teacher Candidates. Teacher candidates and 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 and 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?

Issue	Contact Person	Email
Candidate related issues such as lateness, missing field days, unresponsiveness, potential failure due to weak performance, dispositions	Laurie Palmer	<a href="mailto:lpalmer@udel.edu">lpalmer@udel.edu</a>
Placement Issues (once the semester has started)	Steff Kotch-Jester Jamie Bailey	<a href="mailto:Sakjstr@udel.edu">Sakjstr@udel.edu</a> <a href="mailto:Jamierb@udel.edu">Jamierb@udel.edu</a>
Task Stream (edTPA) Task Stream (Capstone)	Alyssa Truskowski Debbie Ziomek	<a href="mailto:atrusz@udel.edu">atrusz@udel.edu</a> <a href="mailto:dziomek@udel.edu">dziomek@udel.edu</a>
Friday Forecast	Dede Lilly	<a href="mailto:dlilly@udel.edu">dlilly@udel.edu</a>
School Based or District	Steff Kotch-Jester Jamie Bailey	<a href="mailto:sakjstr@udel.edu">sakjstr@udel.edu</a> <a href="mailto:jamierb@udel.edu">jamierb@udel.edu</a>
All other concerns (conferencing, deadlines, expectations, scope and sequence, mid and final evaluations, usage of forms, logistics, communication with FIs)	Vicki Goettel Dede Lilly	<a href="mailto:vgoettel@udel.edu">vgoettel@udel.edu</a> <a href="mailto:dlilly@udel.edu">dlilly@udel.edu</a>



