

Elementary Teacher Education Program

Field Instructor Handbook

Fall 2021

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**Field** **Instructors’ Responsibilities**

1. **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 10th .

Contact for the spring semester begins January 15th.

**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.

**Monday Newsletter**

The Monday newsletter is a weekly communication for teacher candidates and clinical educators prepared by the student teaching coordinator. The Monday newsletter will be sent to field instructors over the weekend prior in order for distribution on Mondays. Field instructors may personalize the email to the teacher candidates, and clinical educators then attach the Monday newsletter as a standard communication. All teacher candidates and clinical educators should receive the Monday newsletter no later than 5 pm on Mondays throughout the semester.

1. **Orientation for Teacher Candidates**
2. Teacher candidates will complete several CANVAS modules for EDUC 400 information prior to the beginning of the semester. Field instructors will review work completed on CANVAS.
3. The student teaching coordinator will provide orientation for all the teacher candidates at the beginning of the semester to review common expectations and responsibilities across all certification area programs. This is typically 2 hours.
4. Field instructors will schedule and conduct additional orientation session(s) for teacher candidates in their specific cohort during the first two weeks of the field placement. An outline of topics to review will be provided by the student teaching coordinator. This is typically 2-3 hours and can be broken into smaller segments.
5. **Orientation for Clinical Educators**

Field instructors will schedule and conduct orientations for clinical educators prior to the semester or during week 1 of the semester. The orientation will review schedules, forms, roles, responsibilities, etc. of the program. This is typically 45 minutes for a new clinical educator and 20 minutes for returning clinical educators. This information is provided online for clinical educators at <http://www.education.udel.edu/ete/student-teaching/coop-folder/>

1. **Course Roster**

Field instructors will be asked to review their course roster by September 15th/February 15th . Any errors/changes need to be communicated to the student teaching coordinator to adjust student registration. The student teaching coordinator will review the adjunct roster.

1. **Points of Contact with Teacher Candidates**
2. **Observations:** Field instructors will conduct at least 4 observations of practice (Planning, Learning Environment, Instruction, Assessment, and Professionalism) per teacher candidate. Struggling teacher candidates may require more observations. At least 1 observation is required to be in the classroom. The remaining observations can be completed in the classroom, recorded lessons, and/or live Zoom.

Detailed written feedback is expected for each observation. Written feedback may be handwritten or electronic. 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.

1. **Post-Observation Conferences**

Field instructors will conference with the teacher candidate following an observation. The post-conferences may occur immediately following the lesson, concurrent with a video parallel conference (reviewing teaching video together), or scheduled at another mutual time. Conferences can be conducted either in-person or via Zoom.

1. **Mid-Term and Final Evaluation Conferences**

Field instructors will conduct a mid-term evaluation conference between weeks 5-7 for each candidate. The field instructor is responsible to schedule a three-way conference including the teacher candidate, clinical educator and themselves to review progress and provide access to the evaluation form. Teacher candidates need to be advised 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, strengths and areas of needed improvement/and or goals. If there are any major areas of concern, identify what is needed as an improvement plan and notify the student teaching coordinator. The conferences may take between 30-50 minutes.

The Capstone evaluation conferencing forms can be located at <http://www.education.udel.edu/ete/student-teaching/field-instructor/>

At the mid-term conference, if a score of 1 is assigned to any indicator (including dispositions), the teacher candidate must be informed that the score(s) must improve to pass student teaching. On the Capstone conference form, the field instructor will document that the teacher candidate is in danger of failing EDUC 400 (Student Teaching) and outline steps of an improvement plan. In most instances, scores are typically lower at the mid-term point, and most teacher candidates achieve scores of 2’s and/or 3’s by the end of the placement.

**Final evaluation** **conferences** during weeks 11 and 12 are conducted in a similar fashion as the mid-term conference. Often these conferences are between 15-30 minutes and must include the review of scores, strengths, and areas of needed improvement/and or goals. The field instructor is responsible to schedule a three-way conference with the teacher candidate and the clinical educator and provide access to the evaluation form. Teacher candidates need to be advised to come prepared to the conference with self-assessed scores. Everyone should consider final scores compared to the progress since the mid-term evaluation conference.

If a score of 1 is assigned to any indicator (including dispositions), the teacher candidate must be informed that they did not pass EDUC 400 (Student Teaching).

The final Capstone scores need to be formally submitted by both the field instructor and the clinical educator on TaskStream <https://login.taskstream.com/signon/>. Notification and directions for this submission will come from the Office of Clinical Studies.

1. **Professional Learning Communities (PLC)**

Field instructors will conduct at least 4 PLC meetings (2 before and 2 after the mid-term evaluation). PLC meetings are designed to support the smaller cohorts of teacher candidates. The meetings should be candidate-centered to discuss what is going on in the placements, professional challenges/development, and resource sharing. Typically, these meetings last about an hour and can be done online or in-person.

1. **Documentation**

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.

1. **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 and a conference held (if it does not coincide with the mid-term conference). **No candidate** **should have a disposition meeting or fail student teaching without an improvement plan.** Field instructors should use theimprovement 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. The Improvement Plan form is located at <http://www.education.udel.edu/ete/student-teaching/field-instructor/>
2. **Field Instructor meetings**

Field instructors are encouraged to attend 2-3 meetings throughout the semester. The sessions provide opportunities to share field related successes, concerns/issues, and collaborative problem-solving.

1. **Reporting final grades**

Full-time field instructors will post EDUC 400 grades (P/F) on the course roster via UDSIS by the required University grade deadline.

Adjunct field instructors will submit a list of teacher candidates’ names and final grade for the semester (P/F) to the student teaching coordinator.

1. **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.

1. **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**](http://facultyhandbook.udel.edu/handbook/4213-guidelines-writing-letters-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**

o If a positive recommendation cannot be written, the individual should be so informed.

1. 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.

1. 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.
   1. 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**
   1. 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.
3. 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 teaching coordinator informed of any teacher candidate issues that could affect the success of the candidate or the classroom learning environment. The student teaching 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 or if any other action is required. The student teaching coordinator will keep the ETE Program Coordinator informed of all candidate concerns.

**Disposition Policy**

[**https://www.ocs.udel.edu/information/dispositions-policy/**](https://www.ocs.udel.edu/information/dispositions-policy/)

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 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 completing the form, and the teacher candidate's advisor.
* 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 (or revised from a previous plan). 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 kept by the ETE Program Coordinator 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 teaching coordinator and the ETE Program Coordinator providing as much detail as possible of the issues.
* Within 24 hours, the field instructor will provide the ETE Program Coordinator with all documentation and/or details to support removing the candidate from the field.
* As soon as the ETE Program Coordinator receives notice of the removal, she/he/they will contact the candidate to call a meeting and let the candidate know that he/she/they may not return to the field before the meeting.
* The ETE Program Coordinator and the field instructor will meet with the candidate ASAP to discuss the issue and inform the candidate that he/she/they 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 ETE 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. 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 at 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 ETE 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 apossible 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:

1. The field instructor will notify the student teaching 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.
2. The student teaching coordinator will consult with OCS to secure a new field placement for the candidate and notify the ETE Program Coordinator.

* Using the list from the districts 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.

* 1. Once the new placement has been confirmed, Office of Clinical Studies will contact the student teaching coordinator, the field instructor, and the teacher candidate with details about the new placement. 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.

1. 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 teaching coordinator will…**

1. Send a Google form survey to the teacher candidates to learn more about specific needs for placements (carpooling needs, location, relatives working in schools, outside commitments, etc.)
2. Share list of students to full-time field instructors to identify who they will place in their districts based on needs, numbers, and certification areas
3. Once the information is compiled and organized on a Google form, it will be shared with Office of Clinical Studies (OCS) to coordinate placements.
4. Continue to communicate with OCS of any drops, adds, or changes to the teacher candidate placement list.
5. Will work with the ETE program coordinator to assign/re-assign teacher candidates per field instructor/district.

**Office of Clinical Studies (OCS)** will . . .

1. 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. Field instructors may provide OCS with a list of their placement recommendations.
2. Conduct the district approval of the recommendations and/or available placements.
3. Communicate with student teaching coordinator and full-time field instructors throughout the placement process (Google Drive Documents are shared with updated placement information).
4. 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 student teaching coordinator, Office of Clinical Studies, and ETE program coordinator.**

**Fall Timeline for Spring Placements:**

Beginning of October - The student teaching coordinator (STC) will send Google survey to teacher candidates.

Mid-October – The STC will share placement list with survey results to full-time field instructors to identify candidates for their districts.

End of October – The STC will share placement list with OCS

Mid-January – OCS will finalize placements and notify student teacher coordinator, teacher candidates, clinical educators

**Spring Timeline for Fall Placements:**

Beginning of March – The Student Teaching Coordinator (STC) will send Google survey to teacher candidates.

Mid-March - The STC will share placement list with survey results to full-time field instructors to identify candidates for their districts.

End of March - The STC will share placement list with OCS

Mid - August – OCS will finalize placements and notify student teacher coordinator, teacher candidates, clinical educators

**Communicating with Clinical Eductators**

1. ORIENTATION FOR CLINICAL EDUCATORS

**Beginning Weeks**

1. 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.
2. Encourage your teacher candidate to share his/her ideas regarding instructional strategies, the learning climate, use of technology, etc.
3. Teacher candidates are expected to collaborate with colleagues and parents. Please introduce your teacher candidate to these partners in education.

**Lesson Planning**

Your teacher candidate is expected to write detailed lesson plans for lessons that s/he will be lead teaching. (Please see the University of Delaware **Lesson Plan Template**.) The lesson plans should be given to you according to the lesson plan contract. Feel free to write suggestions/comments on the plans. You may want to initial lesson plans that have been approved for implementation.

**Projects**

* + - 1. Some teacher candidates will be completing an edTPA. In this assessment, teacher candidates 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.

**Clinical Educator’s Role with edTPA**

* Helping your candidate select a topic
* Reviewing the form of acceptable support (see *edTPA Teachers who support Teacher Candidates* handout)
* Supporting parent permission collection – your candidate will have the forms (follow district protocols)
* Preplan your coteaching role for videotaped lessons
  + - 1. Your 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**

1. 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**.
2. 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.
3. 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 complete the **Capstone Evaluation** form (Google form) with mid-term scores prior to the conference and be prepared to lead the discussion as to how your teacher candidate is progressing.
4. 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 complete the **Capstone Evaluation** form (same Google for as the mid-term) with final scores prior to the final conference.

**Final Capstone Evaluation**

1. You will be notified by the Office of Clinical Studies with directions to complete the Capstone Evaluation with formal, final scores through Taskstream.
2. Once completed, you will be paid the $250 honorarium for hosting a University of Delaware teacher candidate.

**Policies**

1. **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 student teaching field instructor.
2. **Attendance:** Teacher candidates are considered professional staff and are required to adhere to the school district calendar and to the University of Delaware student teaching schedule. When a teacher candidate is absent for an extended period of time, his/her placement may be extended. Please contact the university field instructor if there are questions about a teacher candidate’s attendance.

Teacher candidates are expected to attend all field days according to the calendar provided prior to the start of the semester and be in attendance following teacher hours in their school. Absences from the field will be considered excused according to University policy (<http://academiccatalog.udel.edu/Pub_Search.aspx>).

Candidates with multiple unexcused absences may be called to a disposition meeting to discuss. All absences will need to be made up. Make-up days cannot occur on Fridays if candidates have University classes on these days. The university field instructor will support you in developing a plan for the teacher candidate to complete missed field time. Religious holidays listed on the University calendar **do not** have to be made up.

1. **Serving as a paid substitute during student teaching**

A teacher candidate is in the process of gaining experience as a teacher under the supervision and guidance of a certified clinical educator and the university. The University Council on Teacher Education (UCTE) has established the following policy regarding teacher candidates as substitutes to which she/he has been assigned.

Occasionally it is permissible, in the absence of his/her clinical educator for a short period of time (part or all of one or two school days), for the teacher candidate to assume responsibility for his/her clinical educator on the condition that the school principal, the university field instructor, the clinical educator, and the teacher candidate discuss and agree to the arrangement.

**Under no circumstance should a teacher candidate be used as a substitute in a class other than that to which she/he has been assigned.** In all situations where teacher candidates are being PAID and utilized as substitutes, the district will assume liability.  Teacher candidates must not be used as substitute teachers on a regular basis.  Teacher candidates are responsible for registering in advance to substitute within their placement district.

1. **What the CE Can Expect From the Teacher Candidate**
2. **Teaching notebook** – This is basically the "filing cabinet" for the teacher candidate where everything, including lesson plans and evidence of documenting student progress, should be kept through Google Drive and shared with the clinical educator and field instructor.
3. **Weekly schedule** – The teacher candidate is responsible for sending his/her/they schedule to the UD field instructor according to the field instructor directive.
4. **Letter of introduction** – The field instructor, clinical educator, and the principal (as required) should approve this letter prior to distribution to families.
5. **Detailed lesson plans** – Using the University of Delaware lesson plan format, teacher candidates are **required** to plan for instruction and **submit lesson plans** to their clinical educator **prior to** implementation.
6. **Assessment/evaluation** – Teacher candidates are developing these skills and should be designing, choosing, and using both summative and formative assessment tools to track student learning and progress.
7. **Use of technology** – The teacher candidates had technology classes and should be trying to incorporate innovative technology into their lessons.
8. **Reflective Practice** – The teacher candidates will participate in reflective conferences and other reflection protocols facilitated by their field instructors and clinical educators..
9. **EdTPA** – Some **elementary teacher candidates** willplan and implement their edTPA lessons.
10. **Special Education teacher candidates** are required to maintain progress monitoring of at least 3 students with IEPs.  They should be participating in any meetings and responsibilities to learn about the roles of the special education teacher.
11. **Attendance at school level meetings** – Faculty, grade level, team, and any other professional meeting that is appropriate for teacher candidates to attend (course schedule permitting).
12. **Professional attire and demeanor** – This is extremely important as the teacher candidates are preparing to enter the work force.  Cell phones, text messaging, and personal emailing are not appropriate for use during the school day.
13. **What the CE Can Expect from the University Field Instructor**
14. **Communication -** Informational emails will be sent prior to the start of the semester and during the semester.  A weekly newsletter will be sent each Monday during the semester for guidance about the next week..  Field instructors will be responsive to clinical educator emails when questions or concerns occur.
15. **Orientation -** The field instructor will meet with you to provide an overview of the student teaching expectations.  Information and forms can be found at <http://www.education.udel.edu/ete/student-teaching/coop-folder/>
16. **Coteaching –** Support and guidance in implementing the coteaching approach for learning to teach.  Please refer to the Coteaching Resource Guide for strategies to utilize with your teacher candidate.
17. **Mentoring –** Support and guidance in developing the clinical educator’s role as a mentor.
18. **Observations -** Observations of the teacher candidate’s practice may include lesson planning conferences, live observations, and video observations/parallel conferencing.  Most teacher candidates will be observed using both in-person and remote methods..  Struggling teacher candidates may require more observations.
19. **Post-Observation Conference –** The field instructor/teacher candidate post-conference may occur immediately following a lesson observation or it may be scheduled at another mutual time.
20. **Parallel Conference –** The field instructor/teacher candidate parallel (video) conference may occur during the school day (at a mutually agreed upon time).
21. **Mid-Term Conference -** A three-way conference is scheduled between the teacher candidate, clinical educator and the field instructor.  It is our practice for the teacher candidate to come prepared to the conference with self-assessed scores.  The field instructor will facilitate the conference.  The conference will review the scores of the teacher candidate, clinical educator and field instructor.  The field instructor will share a Google Doc in advance for everyone to record their scores and anecdotal notes.
22. **Final Conference -** A final conference is scheduled between the teacher candidate, clinical educator and the field instructor.  It is our practice for the teacher candidate to come prepared to the conference with self-assessed scores.  The field instructor will share a Google Doc in advance and facilitate the conference.  The conference will review the scores of the teacher candidate, clinical educator and field instructor.  The field instructor will record the scores and anecdotal notes.

**Teacher Candidate Responsibilities/Expectations**

1. **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 <https://www.ocs.udel.edu/wp-content/uploads/2019/10/STResourceGuide-Candidate-UCTE-7-25-19.pdf>

1. **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 can be found on the EDUC 400 CANVAS site.

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| **Important Websites** | |
| Office of Clinical Studies | <http://www.ocs.udel.edu/> |
| Office of Certification and Accreditation | <http://www.teachered.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 | Vicki Goettel | [Vgoettel@udel.edu](mailto:Vgoettel@udel.edu) |
| Placement Issues (once the semester has started) | Vicki Goettel  Jamie Bailey | [Vgoettel@udel.edu](mailto:Vgoettel@udel.edu)  [Jamierb@udel.edu](mailto:Jamierb@udel.edu) |
| Task Stream (edTPA)  Task Stream (Capstone) | Debbie Ziomek | [dziomek@udel.edu](mailto:dziomek@udel.edu) |
| Student Teaching Newsletter | Vicki Goettel | [vgoettel@udel.edu](mailto:vgoettel@udel.edu) |
| School Based or District | Steff Kotch-Jester  Jamie Bailey | [sakjstr@udel.edu](mailto:sakjstr@udel.edu)  [jamierb@udel.edu](mailto:jamierb@udel.edu) |
| All other concerns (conferencing, deadlines, expectations, scope and sequence, mid and final evaluations, usage of forms, logistics, communication with FIs) | Vicki Goettel | [vgoettel@udel.edu](mailto:vgoettel@udel.edu) |
| Certification | Tory McHugh | [victoria@udel.edu](mailto:victoria@udel.edu) |
| Program Advisement | Vickie Lucas  Dede Lilly | [vickie@udel.edu](mailto:vickie@udel.edu)  [dlilly@udel.edu](mailto:dlilly@udel.edu) |