**University of Delaware Conceptual Framework for Professional Education Programs**

FALL 2021

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates in

professional education programs. The University prepares educators with the knowledge, skills, and

dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the

needs and interests of students, families, and communities. The candidates in our programs will implement

best practices and recognize students and professionals as whole persons who are developing across the

cognitive, social, emotional, and physical domains within families, communities, cultural, and economic

contexts. Candidates will embody three qualities as they move on their trajectory to become professionals:

knowledge and skills, leadership and commitment to equity. The framework describes these qualities and is

available online at:

[**http://www.dcte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf.**](http://www.dcte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf)

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

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

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

**Knowledge and Skills**

Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and in-service teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.

**Leadership**

Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

**Commitment to Equity**

Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will develop the skills needed to serve all students’ learning needs through the development of and inclusive classroom environment, a recognition of equity and understanding that equity and equality are not the same and thus they will adapt their decision making according to the students they serve, and the skills to modify teaching and leadership practices to respond to the needs of all learners and their families, teachers, and administrators.

**Outcomes**

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

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

**References**

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**EDUC 400**

**STUDENT TEACHING**

**COURSE DESCRIPTION**

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

**COURSE GOALS**

1. Self-reflection, which will enable you to critique your performance and to make and support judgments and instructional decisions with evidence about the learning of individuals or groups of students.
2. Deeper insight into the nature of the learning process and greater knowledge of human development.
3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work for common purposes.
4. Realization of the importance of your own personal and professional goals.
5. Proficiency in instructional competencies and classroom management techniques through direct experiences and the thoughtful analysis and revision of approaches
6. Knowledge of the resources and materials available to the classroom teacher and the ability to adapt and/or incorporate available resources and materials into the instructional program.
7. Increased skill in performing routine administrative duties including the maintenance and submission of required records and reports.

**REQUIRED RESOURCE**

University of Delaware ETE Student Teaching Manual. The manual includes course requirements**,** various forms, evaluation information, detailed information about lesson planning, and more. The manual is included through the EDUC 400 CANVAS site.

**FORMAT OF THE COURSE**

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

**COURSE REQUIREMENTS**

1. Teacher Candidate notebook

You will maintain a Google Drive notebook that contains a variety of information that encompasses your assignments and experiences in student teaching. Specifically, your notebook will include placement, student and classroom information, lesson plans and materials, record keeping, and evaluations/feedback.

1. Weekly schedule

The weekly schedule, which is submitted to the field instructor, provides a scope and sequence your instructional responsibilities for the coming week.

1. Introduction to Families

*After approval from Field Instructor and Clinical Educator,* utilize digital tools with text, images, audio, and/or video AND a letter to introduce yourself and begin to establish partnerships with the families of your students.

1. Lesson Plans (cotaught or independently taught)

Lesson plans will be quite varied and based on the organization of your classroom. When possible, you will adhere to the required components outlined in the ETE student teaching lesson template found in this manual. However, if your course instructor asks you to use a course-specific lesson plan template for a class assignment, use that template for specific assignments. Additionally, planning for synchronous and asynchronous lessons may look different. Some school may have templates they would like all their teachers to use. In those situations, you can use what your clinical educator is using. During week 1, a lesson plan contract will be agreed upon with your clinical educator.

1. Attend Professional Meetings

Attendance at field instructor conferences/meetings, PLC meetings, grade level/team meetings, school faculty meetings and district in-service functions is required (when course schedule permits). The professional meetings expose you to a wide range of information that requires your thoughtful and critical consideration and follow-up in the classroom. For example, experimenting with new ideas and revising or adapting instructional practices so as to best meet the needs of your students.

1. Teaching

You will complete multiple weeks of teaching in which you are actively engaged with students. In addition, you may prepare asynchronous lessons that should be engaging and meaningful for your students. Thorough, careful, long-range planning best facilitates this important experience.

1. Reflective Practice

Teacher candidates will participate in reflective writing and/or discussions via post-conferences, video annotations, parallel conferences, blogs, and/or dialogue journals.

8. Special Education Tasks (This refers only to those TCs in their Special Education Placement)

Teacher candidates completing their special education placement will complete two professional tasks to enhance their professional development as a special education educator.

* Progress Monitoring

**Taking Care of YOURSELF!**

***Mental Health Support and Safety including Sexual Assault***

Being a preservice teacher is challenging. Your field instructors (FI) urge you to take advantage of UD’s **FREE** support system to take care of your mental health and well-being. The UD Center for Counseling & Student Development website is: <https://sites.udel.edu/counseling/> and the telephone is 302-831-2141. UD’s counseling center also accepts emergency walk-ins (no appointment needed) during regular business hours (M/Th/F 8AM-5PM & T/W 8AM-6PM). Simply walk into the front door and state that you are having a mental health emergency. You will be seen by the next available counselor. The center is located at 261 Perkins Student Center. The 24/7/365 UD Helpline is 302-831-1001. If your call is related to a Sexual Assault/Offense, please press ext. 1. You can also text for help by texting UDTEXT, or STEVE (for students of color), to the phone number 741741 to connect with confidential text message support. Finally, you might consider downloading the LiveSafe app on your mobile device, which connects you to help 24 hours a day. If you perceive an immediate danger or risk of suicide, call 911 for immediate assistance.

***Disclosures of Instances of Sexual Misconduct***

If, at any time during this course, your field instructor (FI) happens to be made aware that a student may have beenthe victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), the FI is obligated by federal law to inform the university’s Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. **If such a situation is disclosed in the field, in a paper assignment, or in a conference, the FI WILL protect your privacy—promising NOT to disclose the incident to anyone but the Title IX Coordinator.** For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

**GRADING**

In order to pass EDUC 400, you must pass the Capstone Student Teaching Evaluation including Professional Dispositions. **Unsatisfactory/not apparent performance on the final evaluation is a score of 1 for any indicator (including dispositions).**

The field instructor will determine if you have passed the course.

**Incomplete Grades**

If teacher candidates are not going to complete course requirements by the deadlines established for the semester, contact with the field instructor must be made prior to the deadline. Teacher candidates must present a valid excuse for not meeting deadlines for the field instructor to consider. Extensions will not automatically be granted. Teacher candidates may be called to a disposition meeting for not meeting deadlines for student teaching requirements.

**GUIDELINES FOR PROFESSIONAL CONDUCT DURING CLINICAL EXPERIENCES**

1. **AT THE CLINICAL SITE (Virtual) – No recording without approval of Clinical Educator, no screenshots of students.**
   1. Report to your school/center on the day(s) scheduled. Be prompt to **begin** work on time. Fulfill the commitment made to the class/group/pupil.
   2. **Notify your Field Instructor and your Clinical Educator** before the beginning of the school dayif you are going to be late or absent. An absence or lateness should occur only in cases of illness or an emergency. Studying for an exam is not considered as an illness or emergency. Personal commitments or academic deadlines are not acceptable reasons for your lateness or absence. Please see the section IV for details about the attendance policy.
   3. Friends and family should not be visible during remote instructional time or present at the school site.
   4. Learn and carry out the school/center policies and procedures that have been established for pupils.
   5. Abide by the regulations and rules established for school/center personnel.
   6. Hold all information in confidence concerning pupils or others as directed.
   7. Take responsibility for acquiring pertinent information about pupils for whom you are responsible, and for becoming thoroughly acquainted with these pupils.
   8. Be discreet about your personal life. Your school is not the place to discuss your social life or your personal experiences with drugs or alcohol (no matter how educational they may seem to you).
   9. Be sensitive when taking notes during a placement. Never record anything that you would be uncomfortable sharing with your Clinical Educator.
   10. Keep your Field Instructor informed of progress made, problems encountered, and any crisis events (weather, fire, active shooters, etc.) related to your school.
   11. Personal cell phone use is never appropriate while involved with live school instruction and/or meetings.
   12. It is expected that teacher candidates **will first contact their field instructor** with any questions, problems or concerns related to student teaching requirements. If candidates still have concerns, they should contact the appropriate ETE administrator.
2. **JUDICIAL AND LEGAL IMPLICATIONS**
   1. Read and familiarize yourself with the Code of Conduct from the University of Delaware Official Student Handbook. This Code of Conduct extends to your off-campus clinical experiences. Any acts of misconduct during your Field placement(s) shall be subject to action within the Undergraduate or Graduate Student Judicial System. The Code of Conduct can be found at <http://www.pcs.udel.edu/student-code-conduct/>
   2. Persons applying for a teaching position in Delaware and a number of other states must undergo a criminal background check. Please be certain that you make good decisions and use good judgment at all times. Failure to do so could jeopardize your teaching career by making you ineligible for employment in many districts.

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

* + 1. Conviction or manufacture, delivery or possession, or possession with intent to deliver a controlled substance, or a counterfeit controlled substance;
    2. Conviction of any felony in this state or any other jurisdiction in the last five years; or
    3. Conviction of any crime against a child in this State or in any other jurisdiction.
  1. Individual school districts make the determination regarding what makes a person ineligible for employment. Generally, a felony arrest, a serious offense, or any crime against a child would make one ineligible for employment; however, a pattern of misconduct (e.g., DUI, underage drinking, petty theft, reckless driving, etc.) could also make one ineligible for employment. Since different districts view various offenses differently, something one district might perceive as not very serious might be seen as quite serious by another district. Be aware that even petty problems, viewed collectively, could render you ineligible for employment. It is in your best interest to keep your record clean.

1. **GROUND FOR DISMISSAL FROM STUDENT TEACHING**
   1. Candidates in a teacher education program are expected to conduct themselves in a professional manner at all times. Candidates may not engage in acts of behavior which are professionally inappropriate for teachers or which are unlawful for any citizen. If a candidate engages in any of the following acts, it may result in dismissal from student teaching:
      1. Candidates may not date pupils, parents of pupils enrolled in the school, or school or University personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your field instructor or the Associate Director of Clinical Studies.
      2. Candidates may not socialize (in person or virtually) with school pupils except in an official capacity at officially sponsored school events.
      3. Candidates may not drink, smoke, be under the influence or be in the possession of alcoholic beverages or illegal drugs during virtual school functions, nor with or in the presence of any school pupil(s).
      4. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language during virtual school functions; nor may they suggest access to inappropriate material (e.g., on the Internet).
      5. Candidates may not take pupils off school property unless accompanied by the Clinical Educator or another full-time employee assigned by the principal.
      6. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.
      7. Candidates must not exhibit any behaviors that interfere with the school’s learning environment.
      8. Candidates must adhere to the professional dispositions including the consistent effort to create, use, and implement inclusive and non-discriminatory classroom materials and instructional methods (including, but not limited to, teaching strategies, communication with pupils, and management techniques).
   2. If at any time your conduct causes the Clinical Educator, school/district administrator, or the Field Instructor to determine that your involvement in the classroom has become detrimental to the well-being, safety, and/or educational program of the pupils in the class, you will be removed from your school and your placement could be terminated by the University.
   3. As a result of any serious violation of the student code of conduct and/or the professional dispositions policy, you could be removed from your school and the University could terminate your placement.
   4. You will be withdrawn from your student teaching placement if 1) the Clinical Educator decides that you cannot return to the classroom due to your behavior, 2) your performance is consistently unsatisfactory/not apparent or 3) there is not satisfactory progress on assignments.

* The field instructor will determine if you have passed the course.
* Please note that a single score of a 1 in the dispositions section of the summative evaluation may result in a disposition hearing (see the official professional dispositions policy on the OCS website at [www.ocs.udel.edu)](http://www.ocs.udel.edu/)

Failure to abide by these regulations may result in judicial action by the University of Delaware, legal action, and/or failure of student teaching.

**APPEAL PROCESS**

If a teacher candidate does not pass a student teaching placement, then he/she can request a new placement. If the Program Coordinator, Field Instructor and the Associate Director of Clinical Studies deny the student’s request for another placement, then the teacher candidate can appeal the decision, in writing, to the University Council on Teacher Education (UCTE). The committee will review the appeal and approve or deny the request for a second and final placement.

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

Signature of Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_

Printed Name of Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_



Dear Teacher Candidate,

During your student teaching/graduate internship experience, you have the opportunity to collect student work and to take photographs and digital recordings of your practice (e.g., video and audio recordings). We are asking your permission to use the photographs, digital recordings, and student work from your experience for the following purposes.

* **Professional Development of Clinical Educators.** The Office of Clinical Studies designs professional development activities for clinical educators in order to prepare them to work with UD teacher candidates. Including photographs, digital recordings, and student work in the professional development activities enables the clinical educators to develop the skills needed to foster the growth of teacher candidates.
* **Accreditation and Program Approval.** The University of Delaware teacher preparation programs must be nationally accredited and approved by the State of Delaware Department of Education. Photographs, digital recordings, and student work may be needed during accreditation and program reviews.

The form below will be used to document your permission for the University of Delaware to use photographs, digital recordings, and student work from your student teaching/graduate internship experience. We greatly appreciate your help in creating and updating our professional development activities and in providing documentation for accreditation and program reviews.

Sincerely,

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Jamie Bailey, Assistant Director Office of Clinical Studies

**For Teacher Candidates**

\_\_\_\_\_ I DO GIVE PERMISSION to use photographs, digital recordings, and student work from my student teaching/graduate internship experience as outlined above.

\_\_\_\_\_ I DO NOT GIVE PERMISSION to use photographs, digital recordings, and student work from my student teaching/graduate internship experience.

Signature of Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_

Printed Name of Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_

**ETE STUDENT TEACHING POLICIES**

**ATTENDANCE**

In-service days and the day before or after holidays are scheduled teaching days. Teacher candidates are considered professional staff and are required to adhere to the district calendar and to the University of Delaware student teaching schedule. Clinical educators are aware of this policy, so teacher candidates are asked to refrain from putting clinical educators in an awkward position by asking them to deviate from this policy. Following the established policy will ensure fairness to everyone involved.

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://catalog.udel.edu/content.php?catoid=18&navoid=1234>

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. 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. The clinical educator and field instructor must approve the make-up days.

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 program coordinator and academic advisor 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 may be terminated at the eighth absence and the candidate will be** **required to repeat the placement.**

If you are involved with **Greek Life**, the Greek Life Leadership shared, *“The expectation of our office that members’ academic commitments take precedence over extracurricular activities and involvement. Please review your individual chapter’s attendance policies and ensure that you are providing excused absences for students who need to fulfill an academic requirement (e.g. attending classes, mandatory training sessions for classes/clinical experiences, other meetings outside of class time that are required participation of classes, etc.). Please also remind your members that it is their responsibility to balance their commitments and ensure they are managing their schedule."*

**Legal Obligation**

**Delaware law mandates any person, agency, organization or entity to make an immediate oral report to the Department of Services for Children, Youth and Their Families, Division of Family Services, when they know of, or suspect, child abuse or neglect under Chapter 9 of Title 16 of the Delaware Code and to follow up with any requested written reports (16 Del. C. §903).**

* To report child abuse or neglect, see Child Abuse and Neglect Reporting or call the 24-hour hotline at (800) 292-9582.
* Child Abuse and Neglect fact sheet: <https://www.childwelfare.gov/pubPDFs/signs.pdf>
* Quick facts about child abuse and neglect in Delaware: <https://www.cwla.org/wp-content/uploads/2019/04/Delaware-2019.pdf>
* If you see something that makes your feel uncomfortable or raises concern, say something!

**LIABILITY AND HEALTH INSURANCE**

Teachers and student teaching candidates have been held legally liable by the courts for the behavior of pupils under their direction. That is, if a pupil is injured because of the negligence of either a teacher or teacher candidate, that person can be legally responsible for the expenses involved. The University of Delaware carries comprehensive general **liability insurance** to protect itself and its trustees, employees, students, and volunteers from the consequences of negligence in the performance of official University duties. This policy provides coverage to students while completing their student teaching.

Teacher candidates are encouraged to be covered by a **health insurance** program in case of an injury suffered while completing a student teaching experience. University Health Services will provide medical care for all full-time student teaching candidates. If a candidate elects to seek medical attention outside of University Health Services, then his/her own health insurance plan or personal financial resources will be responsible for the cost of the care. The school district to which the student is assigned may or may not accept responsibility.

If you are approached by any district administration to make a statement for a district investigation of a teacher and/or a staff member or yourself, please inform the district administrator that you **must have a university representative** present during the inquiry.  Kindly direct them to contact Dr. Stephanie Kotch-Jester, Associate Director of Undergraduate Studies to schedule a meeting for the inquiry/investigation ([sakjstr@udel.edu](mailto:sakjstr@udel.edu)).

**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.