# Table of Contents

Welcome Letter.................................................................................................................. 3  
Introduction....................................................................................................................... 4  
Vision Statement............................................................................................................... 4  
Guidelines – **Fall**......................................................................................................... 4  
Important Dates for Fall 2015.......................................................................................... 4  
Initial Meetings............................................................................................................... 5  
Fall Visits and Teaching.................................................................................................... 5-6  
Fall Assessments of Teacher Candidates......................................................................... 6  
Guidelines – **Spring**..................................................................................................... 6  
Important Dates for Spring 2016....................................................................................... 6-7  
Curriculum and Teaching Schedules............................................................................... 7  
  - Start Date.................................................................................................................. 7  
  - Teaching Schedule.................................................................................................... 7-9  
  - Absences..................................................................................................................... 9  
Lesson Planning............................................................................................................... 9  
  - Planning Time.......................................................................................................... 9  
  - Lesson Plans............................................................................................................. 9  
Grading.......................................................................................................................... 10  
  - ENGL 492 Student Teachers as Action Researchers (S.T.A.R.) Project................... 10  
Spring Assessments of Teacher Candidates.................................................................... 10  
  - University-Based Clinical Educator Visits and Formative Assessments.................. 10-11  
  - School-Based Clinical Educator Observations and Formative Assessments.......... 11  
  - Mid-Point Conference............................................................................................... 11-12  
  - Additional Guidelines for University-Based Clinical Educators............................ 12-13  
Final Conference and Online Assessments through FEPS.............................................. 13  
Letters of Recommendation........................................................................................... 14  
Appendix 1: Survival Checklist for Teacher Candidates.................................................. 15  
Appendix 2: Fall Classroom Visit Log............................................................................ 16  
Appendix 3: Guidelines for Active Participation Starting in the Fall Semester................. 17  
Appendix 4: Tentative Spring Teaching Plan................................................................... 18
Greetings!

This handbook offers guidelines and information about University of Delaware’s English Education program and its teacher candidates’ capstone clinical experience – including both the fall semester classroom visits and the spring semester of student teaching. The handbook begins with a vision statement that is intended to serve as guiding principles for our work together. The remainder of the handbook contains guidelines specific to the English Education program. The handbook provides answers to questions regarding the responsibilities of our teacher candidates and clinical educators, both school-based and university-based. We look forward to working with you to prepare the next generation of highly qualified English Language Arts teachers.

University-based clinical educators (formerly known as university supervisors or university mentors): Our program values your professionalism and guidance. We know that what you offer to our students has a tremendous impact on their beliefs about teaching and their dispositions as educators.

School-based clinical educators (formerly known as cooperating teachers or classroom mentors): Our program relies upon your professional support in vital ways. Our teacher candidates get their most meaningful first teaching experiences in your classrooms. We trust in your expertise to continue the work we have begun here at the university.

Teacher candidates (formerly known as student teachers): Congratulations to all of you for arriving at this exciting point in your professional studies! We look forward to working with you as we teach and learn together throughout the year.

Thank you, once more, for being a part of English teacher preparation at the University of Delaware! With all of us working together, we anticipate a productive and meaningful year.

Sincerely,

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I. Introduction

The English Department at the University of Delaware is committed to responding to the needs of pre-service teachers of secondary English. The English Education program at UD is NCATE-accredited (2011), and we continually revise the program in order both to meet the need for qualified teachers of English Language Arts in the 21st century and to achieve the standards of the National Council of Teachers of English.

Our aim is to create an English Education program of distinction at the University of Delaware while keeping with our commitment to provide Delaware with excellent English educators.

II. Vision Statement for Student Teaching in Secondary English

The English Education Program at the University of Delaware is committed to preparing a new generation of secondary English teachers who not only:
- are highly knowledgeable in the content areas of the English Language Arts;
- are able to plan for and carry out effective instruction, assess student learning, and reflect on their pedagogical practice;
- can address diversity and complexities of teaching in any school setting;
- but also engage in professional activities
  - in community with other educators and
  - in ways that demonstrate
    - a knowledge of and responsiveness to their students’ home cultures,
    - a commitment to develop and grow in their skills, knowledge and pedagogy of how to teach all of their students.

In accordance with the vision statement above, and in addition to the information offered on the Office of Clinical Studies website (http://www.ocs.udel.edu/coordinators-supervisors-cooperating-teachers/), the guidelines offered below are supplemental and specific to the English Education program.

III. Guidelines – Fall & Spring

Important Dates for Fall 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>UD fall semester classes begin</td>
</tr>
<tr>
<td>September 7-25</td>
<td>Initial meetings between clinical educators and teacher candidates</td>
</tr>
<tr>
<td>September 28-October 8</td>
<td>Teacher candidates start school visits for the fall semester</td>
</tr>
<tr>
<td>November 23-27</td>
<td>UD Thanksgiving break</td>
</tr>
<tr>
<td>December 11</td>
<td>Last day of UD fall semester classes</td>
</tr>
<tr>
<td>December 12,13</td>
<td>UD reading days</td>
</tr>
<tr>
<td>December 14-19</td>
<td>UD final exams</td>
</tr>
</tbody>
</table>

Important Dates for Spring 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 8, 2015</td>
<td>Student teaching begins</td>
</tr>
<tr>
<td><strong>Spring break is determined by your school district’s dates</strong></td>
<td></td>
</tr>
<tr>
<td>March 25-April 4</td>
<td>UD spring break (no ENGL 492)</td>
</tr>
</tbody>
</table>
Check school district calendars for other important dates such as scheduled in-service meetings, testing days, and days with modified schedules.

**Initial Meetings**

In early September, the university-based clinical educators arrange a meeting at each school site for all three parties. At this meeting the teacher candidate, university-based clinical educator, and school-based clinical educator will review the expectations for the fall semester and requirements for the spring capstone clinical experience. The university-based clinical educator will address our expectations for mentoring teacher candidates, including suggestions and guidelines for conferencing using formative and summative assessments.

**Fall Visits and Teaching**

After the teacher candidate has met with the clinical educators, the school-based clinical educator should arrange a first visit date for the teacher candidate. On that first day, we ask that school-based clinical educators introduce the teacher candidate to the class. See Appendix 1 for a survival checklist, which the school-based clinical educators can assist with. School-based clinical educators begin should help the teacher candidates tour the school building, showing where facilities are located (copy machines, faculty lounge, a place to put their coats), and introducing teacher candidates to the office personnel, the principal and/or assistant principals, English department chair and colleagues, instructional coaches, and any other important staff members.

During the fall semester, teacher candidates are required to conduct at least 10 weeks of visits in the school in which they will student teach. Teacher candidates who will be working in a school with a block schedule should visit for a minimum of 2 class periods per week; teacher candidates in schools without a block schedule should visit a minimum of 3 class periods per week. (Many teacher candidates visit their future classrooms more frequently and/or for greater durations.) The teacher candidate and the school-based clinical educator should agree on a specific time each week for the teacher candidate to visit. Please note that teacher candidates cannot ‘bank’ hours of visits in order to skip one of the 10 weeks unless approved by the clinical educators and the English Education Field Placement Coordinator. The teacher candidate keeps a record of visits during the semester that is turned in on the last day of class for ENGL 491 (the fall methods course). See Appendix 2 for this form.

As the semester progresses, we ask that the school-based clinical educators give teacher candidates additional responsibilities; for example, teacher candidates could facilitate group work, team teach a lesson, lead a writing workshop, and/or conference with students. This type of work is more than mere observing; it is “active participation,” which is required for teacher candidates during the fall. See Appendix 3 for some suggestions about how to involve teacher candidates in the fall semester.
Fall Methods Course Assignments and Fall Observation by School-Based Clinical Educators

During their fall semester methods courses, teacher candidates complete a number of assignments tied to their clinical experience. They are required to complete a project studying the school’s community and the communities served by the school. This project culminates in their creating and teaching a lesson at the school site. They need to teach this Communities Project lesson before the last day of UD classes in December (ideally before Thanksgiving). The school-based clinical educator will fill out a shortened version of the formative Teacher Candidate Capstone Clinical Experience Evaluation form to provide feedback to the methods instructor (ENGL 491) on this lesson. This form will be provided by the ENGL 491 instructor. Teacher candidates also will create a unit plan that is, ideally, based on texts or projects they will be teaching in the spring. School-based clinical educators may provide assistance on these projects, if requested by the teacher candidates.

Fall Assessments of Teacher Candidates

In addition to the formative evaluation form filled out for the teacher candidate's fall Communities Project lesson, there is one online evaluation required in the fall. In late November or early December, school-based clinical educators will receive an email from the Office of Clinical Studies at the University of Delaware with instructions on how to complete an online dispositions form. This form asks the school-based clinical educators to rate the teacher candidates on criteria important for successful professional behaviors in the classroom and with colleagues.

Curriculum

In order for teacher candidates and their school-based clinical educators to prepare well in advance for the spring semester, conversations about curriculum, planning, and teaching dates should begin in the fall. To facilitate these conversations, school-based clinical educators should provide teacher candidates with information about the required curriculum for each kind of class (e.g., 9th grade Honors, 11th grade American Lit CP, etc.) that will be taught in the spring. At the end of the fall semester, teacher candidates will be required to present an outline of their teaching plans for the spring semester. See Appendix 4 for this document. More information about this requirement will be communicated in the fall methods course (ENGL 491).

IV. Guidelines – Spring

Important Dates for Spring 2016

*Note that teacher candidates do NOT take UD’s spring break. They follow the schedule of the school district where they are student teaching. However, ENGL 492 will not be held during UD’s spring break.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 8</td>
<td>First day of student teaching</td>
</tr>
<tr>
<td>March 21- April 1</td>
<td>Mid-point of the semester: approximate dates of mid-semester conferences</td>
</tr>
<tr>
<td>March 25-April 4</td>
<td>UD spring break (teacher candidates come to school as usual, no ENGL 492)</td>
</tr>
</tbody>
</table>
April 6  Delaware Valley Education Consortium (DVEC) Job Fair (PA area - teacher candidates may attend if approved by clinical educators)
April 15  University-based clinical educators submit outstanding student-teacher award nominations to English Education Field Placement Coordinator
April 20  Project Search (Job Fair at UD – teacher candidates are expected to attend and are excused from student teaching)
May 2-13  Approximate dates of final conferences for school-based clinical educators and university-based clinical educators
May 6  Last day of teacher candidate instruction: hand classes back to school-based clinical educators by this date (can phase out starting 5/2 if desired)
May 9-13  Final week of the semester: teacher candidates finish work in schools (grading, administrative tasks)
May 13  Last day for teacher candidates to be in schools
May 17  English Education Graduation Party
May 28  Commencement

**Teaching schedule:** Teacher candidates’ daily teaching schedule should include a range of both content area and student populations, a range built into most school-based clinical educators’ schedules. This kind of diversity is beneficial for teacher candidates’ learning, and the versatility gained is valued on the job market as well. If a school-based clinical educator’s schedule does not include at least two kinds of teaching experiences (classes that vary by content, grade level, and/or student ability if the school uses ability-group tracking), supplemental plans should be made with another teacher whose class(es) the student-teacher could teach. Any such arrangements should be made in collaboration with the university-based clinical educator and English Education Field Placement Coordinator.

**Start date:** The capstone clinical experience begins on the first day of the spring semester, February 8, 2016. While teacher candidates are permitted to spend time at their school sites before spring semester starts (if they are available), they are not expected to do so, and beginning early does not allow them to complete their clinical experience early.

**Transitioning into full time teaching:** Before the start of the spring semester, teacher candidates and school-based clinical educators should discuss in what order and on what day the teacher candidate will begin teaching each class. Looking at the time period between the first and last days of student teaching, and using each class’s curriculum (and testing schedules, if necessary) as a guide, the pair should decide together when the teacher candidate will begin taking on class responsibilities.

We endorse the following plan:
1\textsuperscript{st} week: Teacher candidate prepares to take over 1\textsuperscript{st} class
2\textsuperscript{nd} week: Teacher candidate takes over 1\textsuperscript{st} class
3\textsuperscript{rd} week: Teacher candidate takes over 2\textsuperscript{nd} class
4\textsuperscript{th} week: Teacher candidate takes over 3\textsuperscript{rd} class
5\textsuperscript{th} through 12\textsuperscript{th} weeks: Teacher candidate is responsible for all classes
During the 13\textsuperscript{th} week of student teaching, the teacher candidate will hand the classes back to the school-based clinical educator in a manner mutually agreed upon.

On the next page, you will find a chart that outlines the transitioning of classroom responsibility for the teacher candidates. In the past, the program has been based upon completion of hours
and a solo week, but those guidelines no longer apply. The chart outlines a 14-week student teaching experience without a specific hour requirement, but with a longer time for teacher candidate to be teaching full time.

School-based clinical educators should remain in the classroom with teacher candidates during the beginning of the student teaching experience, but as teacher candidates become more comfortable and competent, they should be left alone for longer periods in order to develop their own rapport and sense of authority with the students. School-based clinical educators should continue to visit the teacher candidate's classroom at least once each week, however, for a formal observation (more on the following pages). Once the teacher candidate has taken over the classroom, we ask that the school-based clinical educator leave the room or refrain from taking over or commenting while the teacher candidate is teaching. Any necessary discussions about the teacher candidate's lesson can be saved for a conference after class.

SUGGESTED SCHEDULE FOR TRANSITIONING TO STUDENT TEACHING - SPRING 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/8</td>
<td>First week in schools</td>
<td>• Once you pick up a responsibility, you should continue with it until the end of the placement except for unusual circumstances (in which case your university-based clinical educator should be consulted).</td>
<td>• Beginning of semester conference with university- and school-based clinical educators to review requirements and expectations (optional).</td>
<td>• Observe, assist with all teaching duties, and begin to add some classroom responsibilities.</td>
<td>• Team teach with school-based clinical educator.</td>
</tr>
<tr>
<td>2</td>
<td>2/15</td>
<td>Pick up section 1</td>
<td>• Continue team teaching with sections 2-4.</td>
<td>• School-based clinical educator begins formal/written observations on a weekly basis. Continue informal observation and feedback.</td>
<td>• University-based clinical educator begins classroom visits.</td>
<td>• Teacher candidate could observe other teachers.</td>
</tr>
<tr>
<td>3</td>
<td>2/22</td>
<td>Pick up section 2</td>
<td>• Continue teaching section 1. You are now teaching two sections a day.</td>
<td>• Continue team teaching with sections 3 &amp; 4.</td>
<td>• School-based clinical educator begins leaving classroom for short periods of time.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/29</td>
<td>Pick up section 3</td>
<td>• Continue teaching sections 1 and 2. You are now teaching three sections a day.</td>
<td>• School-based clinical educator leaves classroom for longer periods of time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-13</td>
<td></td>
<td>Teach all sections</td>
<td>• You are now teaching all classes.</td>
<td>• Teacher candidates follow their school's calendar (report to schools even on UD’s spring break).</td>
<td>• School-based clinical educator leaves classroom for longer periods of time.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>5/2</td>
<td>Phase out week</td>
<td>• Teacher candidates begin handing back classes to school-based clinical educator.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Absences: Teacher candidates and school-based clinical educators follow the same schedules, rules, procedures, and policies with regard to the hours of arrival and departure, vacation days, participation in professional development days, absenteeism, punctuality, dress, and so on. The only exception is that teacher candidates may be absent from teaching for the job fairs or interviews. Attendance at Project Search, the job fair held at UD, is expected; if teacher candidates are interested in attending the DVEC job fair, they should check with their clinical educators and the English Education Field Placement Coordinator. If teacher candidates are not attending the job fair for some reason, they should be teaching as usual.

Teacher candidates and clinical educators should discuss at the beginning of the semester what method of communication should be used in case of emergency (e.g., snow days or illness). If a serious issue occurs that requires a teacher candidate's extended absence, s/he may need to make up missed days, a situation that should be negotiated with the university-based clinical educator and English Education Field Placement Coordinator.

Lesson Planning

Planning time: Planning time between teacher candidates and school-based clinical educators is one of the keys to a successful student teaching experience. Within the first few days of the spring semester, the pair should determine when and where they will set aside time (at least one or two periods each week) to talk together about issues of teaching and learning. It is essential to schedule this time; meeting together to talk about teaching and learning must be a priority every week.

Lesson plans: While we encourage school-based clinical educators to share their lesson plans, we do not want the teacher candidates to be teaching the school-based clinical educators’ lessons exclusively. Teacher candidates need to be planning their own lessons around English Language Arts concepts that they discuss with their school-based clinical educators.

School-based clinical educators and teacher candidates should determine, early in the semester, what day of the week and by what method the teacher candidate's lesson plans-in-progress will be discussed. (Thursdays often work well.) In preparation for that meeting, teacher candidates prepare as complete a draft as possible of the next week's lesson plans and any supporting instructional materials (e.g., handouts, overheads, assessments, etc.). During their weekly planning time, the teacher candidate and school-based clinical educator go over each plan together, and the teacher candidate notes what revisions are needed. The following day (Fridays, given the above recommendation), teacher candidates share their revisions with their school-based clinical educators, who then approve the revised plans.
In the unlikely event that a teacher candidate repeatedly does not complete lesson plans on time, the school-based clinical educator should warn the teacher candidate and notify the university-based clinical educator, who will communicate with the English Education Field Placement Coordinator. Clinical educators should then meet with the teacher candidate in order to create an action plan with specific goals and dates. Both clinical educators should make every effort to assist the teacher candidate in her/his area(s) of difficulty.

**Grading:** Teacher candidates are expected to do their own grading, but school-based clinical educators should review or spot-check it, especially at the beginning of the term and in the case of papers or tests that count heavily toward the secondary school students’ final grades. Responding to student writing is of particular importance to English educators, and discussions about the variety of approaches in this area are highly encouraged.

**ENGL 492 and S.T.A.R. (Student-Teacher as Action Researcher) Project**

The capstone clinical experience is officially registered at UD as the course EDUC 400. In addition, teacher candidates take one UD course during the Spring semester: ENGL 492, a three-credit pass/fail seminar (Tuesdays from 4:30-7:30 p.m.). Teacher candidates should not be required to be present at any school events that would interfere with their attendance at seminar. Teacher candidates need to allow plenty of time to travel back to campus in time for class at 4:30 p.m.

Teacher candidates will conduct an action research project as part of their ENGL492 coursework. This research project involves measuring student learning and adjusting approaches and assessments.

**Other Requirements**

Teacher candidates need to have background checks for clearance. To get the most up-to-date information, please see the Office of Clinical Studies (OCS) website: http://www.ocs.udel.edu/index.php/student-teaching/criminal-background-clearances/.

Teacher candidates should wear UD identification every day.

Teacher candidates must have a large three-ring binder placed in the classroom, accessible for clinical educators. This binder will contain all lesson planning materials, including daily reflections on each lesson plan. The binder will be checked at mid-point by the instructor of ENGL 492 and periodically by the university-based clinical educator. The completed binder is a requirement for a passing grade in ENGL 492.

**Spring Assessments of Teacher Candidates**

**University-based clinical educator visits and formative assessments:** University-based clinical educators visit each teacher candidate at least five times during student teaching. The first visit is intended to establish rapport and communication among the clinical educators and teacher candidate. This visit may be casual and not assessed. Thereafter, each university-based clinical educator communicates with the teacher candidate and school-based clinical educator concerning the dates and times for which s/he will need to schedule (a) observations of the teacher candidate and (b) post-observation conferences with the teacher candidate.
minimum number of visits for formative assessment will be four, plus one initial visit possibly without numerical assessment. The final visit will be the summative assessment conference.

The university-based clinical educator’s five visits will generally be established in advance with the teacher candidate, although one or two unannounced visits are permissible. Each observation by a university-based clinical educator is followed by a conference lasting a minimum of 30 minutes. At least once during the semester, the teacher candidate and university-based clinical educator should have a more in-depth discussion that lasts most of a planning period. One possible time during which this longer conference can occur is just after the teacher candidate has viewed a videotape of his/her own teaching, but this focus is not required.

Face-to-face conferences are the primary form for post-observation conferences between teacher candidates and university-based clinical educators, but supplemental phone and email conversations may be used as well. Post-observation conferences should include positive comments about strengths and any improvements since the last visit, an explicit definition of any areas that need work, and a discussion about what the university-based clinical educator should look for during her/his next visit. School-based clinical educators are not expected to attend the university mentor’s post-observation conferences with the teacher candidate, particularly since the school-based clinical educator may not have been present in the classroom for the observed lesson.

After each observation and conference, the university-based clinical educator provides written feedback to the teacher candidate on the UD Teacher Candidate Capstone Clinical Experience Evaluation form. Another option for assessment is for the teacher candidate and university-based clinical educator to complete the form together. The completed formative observation form is provided to the teacher candidate within 24 hours of the visit and will be collected by the English Education Field Placement Coordinator at the midpoint and end of student teaching. These forms are not submitted online.

**School-based clinical educator observations and formative assessments:** Each school-based clinical educator is responsible for weekly assessments of his/her teacher candidate, also using the UD Teacher Candidate Capstone Clinical Experience Evaluation form (which will be provided via email by the university-based clinical educators). As with the university-based clinical educator, the school-based clinical educator’s observation of her/his teacher candidate is followed by a discussion during which the school-based clinical educator’s written responses should be shared. The formative observation forms can also be completed collaboratively if this is agreeable to both teacher candidate and school-based clinical educator. Another option is that the school-based clinical educator take notes on the lesson (scripting the lesson) and then simply use the formative evaluation form for scoring purposes, attaching the script or notes to the form. All evaluations should be kept in a file in the classroom or in the teacher candidate’s lesson planning binder so that the university-based clinical educator can review them at each visit.

**Mid-point conference:** Approximately midway through student teaching, the university-based clinical educator will schedule a conference with the school-based clinical educator and teacher candidate. At this time, the three participants will work collaboratively to review progress and set goals for the second half of student teaching. The university-based clinical educator will give additional instructions to the teacher candidate and school-based clinical educator before the conference. Typically, all three parties come to the conference with drafts of a mid-point
evaluation form completed with notes. All parties should remember that the teacher candidate is still a novice and can be scored accordingly.

At the beginning of the mid-point conference, the university-based clinical educator collects copies of the school-based clinical educator's completed formative evaluation forms to date; together with copies of his/her own, these will be submitted to the English Education Field Placement Coordinator within a week of the mid-point conference.

All participants should help create a positive atmosphere during their conference in which everyone will feel affirmed. It is usually best to have the teacher candidate begin by assessing her/his own progress, strengths, and goals. The school-based clinical educator can respond and make her/his own comments. The university-based clinical educator should then provide a summary thus far, respond to what has been said, and add her/his own comments. The university-based clinical educator will take careful notes during the conference, including direct quotes, in order to write the midpoint evaluation report. The university-based clinical educator may also collect the forms with notes from the teacher candidate and school-based clinical educator if desired.

The mid-point conference and report are not intended to cause teacher candidates unnecessary concern but rather to help them learn and grow. For this reason, it is important for clinical educators to help the teacher candidate formulate a specific plan to improve any areas of concern that are evident at that point of the semester. It is essential that everyone agree upon the areas that need improvement and that the expectations for the rest of the semester are clearly communicated. If either clinical educator has any doubts about the teacher candidate's abilities and progress, those concerns must be expressed at the mid-point conference. The final report should not bring up any weakness on the part of the teacher candidate that has not previously been documented on formative forms or the mid-point evaluation report. If there are concerns, specific goals that the teacher candidate needs to reach must be agreed upon during the mid-point conference, and the clinical educators must make a list of exactly what the teacher candidate must do to pass the capstone clinical experience; this information must be included on the signed copy of the mid-semester report. In this way, there is a record of mutual agreement about the terms for passing.

Additional guidelines for university-based clinical educators as they write the midpoint evaluation report: The midpoint evaluation report should be detailed. Some of this information can be used again on the final report. It should be written in a constructive tone that emphasizes concrete plans for improvement rather than recriminations, and it should include the following information:

a. the number of classes the teacher candidate is now teaching, the length of time s/he has been teaching them, what is being taught, and approximately what kind of planning the teacher candidate is now doing;

b. the number of observations the clinical educators have made to this point;

c. the areas in which the teacher candidate excels and the skills that need further development (university-based clinical educators should indicate any differences of opinion among the participants); and

d. goals that have been outlined for the teacher candidate.

This information may be presented in narrative or bullet form.

The university-based clinical educator should distribute copies of the midpoint evaluation report to the teacher candidate and school-based clinical educator. The university-based clinical
educator should also give a copy signed by all three parties to the English Education Field Placement Coordinator within one week of the conference. University-based clinical educators must communicate to the Field Placement Coordinator immediately after the mid-point conferences regarding teacher candidates about whom they are particularly concerned.

**Final conference and online assessments through FEPS:** In addition to the written formative evaluation forms and midpoint conference, UD has an online assessment system called Field Experience Placements System (FEPS). School-based clinical educators log in at the following address: [http://www.feps.udel.edu/CoopTeachLogin.asp](http://www.feps.udel.edu/CoopTeachLogin.asp). A teacher login number will be emailed to school-based clinical educators by the Office of Clinical Studies (OCS) at UD. Please contact Kim Cavallio at cavallio@udel.edu with any questions about how to log into the system. University-based clinical educators log in at the following address, using their UD ID logins and passwords: [http://www.feps.udel.edu/facindex.asp](http://www.feps.udel.edu/facindex.asp).

On the final summative Teacher Candidate Capstone Clinical Experience Evaluation, ratings should reflect the teacher candidate's exit level of competence, not the average of his or her performance. No criticism that has not already appeared on written evaluations should be included in the final report unless it pertains to a problem that has just arisen. Note that while the midpoint evaluation form is completed collaboratively, clinical educators fill out the online form on FEPS separately.

The final summative evaluation is the only form that must be filled out online in the spring through FEPS. Because it is possible to get timed out of the FEPS system and lose work, we encourage clinical educators to write in Microsoft Word (or another word processing program) and save their written comments as they consult the final evaluation, then cut and paste their work into the online form. School-based clinical educators receive a small honorarium at the conclusion of UD’s semester; note that in order to receive their honoraria, school-based clinical educators must fill out this form online as soon as possible at the end of the capstone clinical experience. The evaluation should include a paragraph describing the teacher candidate's teaching load, how long he or she carried that load, what grade level(s) s/he taught, and some examples of curricula s/he taught during the semester. School-based clinical educators should also indicate how many times they observed the teacher candidate and provide a detailed assessment of his/her strengths. The teacher candidates have access to these final evaluations online.

At the end of the semester, university-based clinical educators hold a summative conference with school-based clinical educators and teacher candidates. This conference is held in the last week or two of student teaching, and by the time it occurs, school-based clinical educators should have completed the final summative evaluation form and written a letter of recommendation (if requested) for the student teacher. During the summative conference, the school-based clinical educator shares his/her final evaluation form and letter of recommendation with the teacher candidate, and the university-based clinical educator collects from the school-based clinical educator a copy of the formative evaluation forms completed since the midterm; these copies should then be given to the English Education Field Placement Coordinator. Also before (or very shortly after) this conference, the university-based clinical educator fills out a final summative Teacher Candidate Capstone Clinical Experience Evaluation for the teacher candidate on FEPS.

**Letters of recommendation:** While it is a professional courtesy for clinical educators to write letters of recommendation for the teacher candidates they supervise, teacher candidates should
still be sure to ask their mentors personally for these letters. Clinical educators can paste some of all or their letters of recommendation into the “closing statement” section of the final summative evaluation form online. Recommendation letters should provide a sense of what makes this teacher candidate unique, desirable as a potential employee, and promising as an educator.
Appendix 1
Survival Checklist for Teacher Candidates

Have you found
  • The library/media center?
  • Computer lab?
  • The lunchroom/cafeteria?
  • Teachers’ lounge, mail room, restroom?
  • Counselor/social worker/guidance office?
  • Principal/administration office?
  • Materials: textbook room, office supplies?
  • Faculty parking lot/spaces?
  • School nurse?
  • Gym/auditorium?
  • Sign-in area?

Have you met
  • The principal?
  • The assistant principal(s)?
  • Instructional/data coaches?
  • Department chair?
  • Administrative assistant(s)?
  • Custodians?
  • Media specialist/librarian(s)?
  • Your neighbors in classrooms nearby?
  • Special Education and ELL support staff?

Do you have
  • Curriculum guide/books used, etc.?
  • Faculty handbook?
  • Student handbook?
  • A place to put your coat, bag, etc.?
  • School calendar?

Other things to know:
  • Grading system/online gradebook
  • Attendance reporting system
  • Bell schedules
  • Procedures for making copies
### Appendix 2
#### Record of Fall Visits
*due to ENGL491 instructor by December 2, 2015*

<table>
<thead>
<tr>
<th>Date</th>
<th>Times</th>
<th>Classes Visited</th>
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Appendix 3
Suggestions for Involving a Teacher Candidate in the Fall Semester

1. Have the teacher candidate watch you teach. Point out, in advance, particular details and subtleties in your teaching (e.g., how you handle a problem student in period 3).

2. Involve the teacher candidate in ongoing instructional management activities (e.g., preparing assignments, grading work).

3. Include the teacher candidate in your planning and let him/her lead certain activities, or teach parts of a lesson or unit.

4. Transfer some lesson planning to the teacher candidate, while continuing to include the teacher candidate in instructional activities or conferencing activities.

5. Develop the next unit plans with the teacher candidate. Let the teacher candidate plan objectives with your oversight.

6. Fill out the formative evaluation form when your teacher candidate teaches his/her fall lesson for the Communities Project and share your feedback.

7. At the end of the fall semester, set the curricular goals for the spring semester, and set up dates by which time the teacher candidate will gradually take over lesson planning (with your review) and instruction for each of your classes.
Appendix 4
Tentative Spring Teaching Plan
due to ENGL491 instructor by December 2, 2015

Teacher Candidate: _______________________________
School: ________________________________________
School-Based Clinical Educator: __________________
University-Based Clinical Educator: ________________

*Teacher candidates and school-based clinical educators: Please complete this form as fully as possible, with a shared understanding both that the plan below is subject to change and that any changes will be addressed as soon as they occur. Please also refer to the handbook for complete descriptions of the required student teaching load and dates. Thank you!*

<table>
<thead>
<tr>
<th>Name of prep (e.g., 10th grade CP)</th>
<th>Number of classes of this kind (e.g., how many 10th grade CP classes do you have?)</th>
<th>Length of class &amp; how often it meets (e.g., 48 minutes, M-F, rotating schedule)</th>
<th>Tentative beginning and end dates for teacher candidate to teach this prep (if more than one class, include separate dates)</th>
<th>Curriculum/units that the teacher candidate will likely teach in this prep during the dates to the left</th>
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