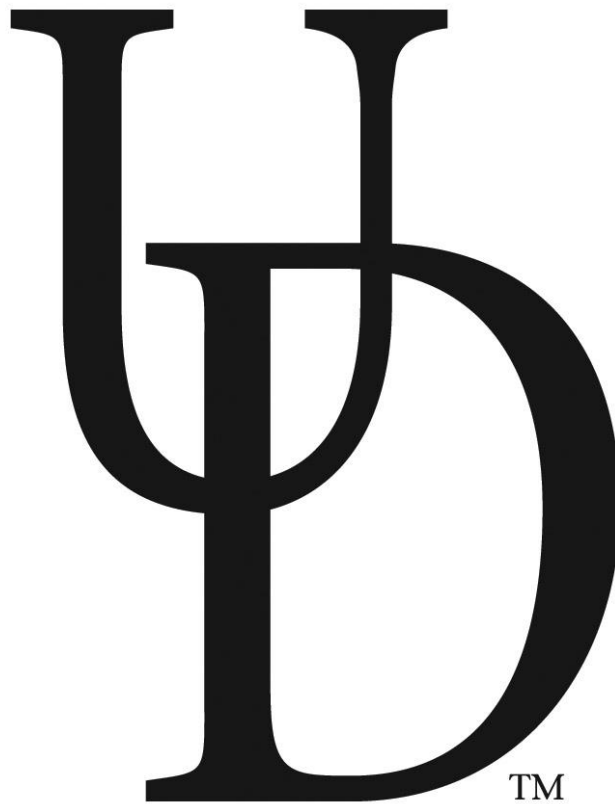


**University of Delaware  
English Education Program**

Student Teaching Handbook

Fall 2018 – Spring 2019

*Teacher Candidates, Clinical Educators, and Field Instructors  
Teaching & Learning Together*



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August 2018

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 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, clinical educators, and field instructors. We look forward to working with you to prepare the next generation of highly qualified English Language Arts teachers.

Field instructors (formerly known as university supervisors/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.

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,

English Education Faculty

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## **I. Introduction**

The English Department at the University of Delaware is committed to responding to the needs of preservice teachers of secondary English. The English Education program faculty at UD continually collect data and reflect on the requirements of the major, making necessary adjustments in order to meet the need for qualified teachers of English Language Arts in the 21<sup>st</sup> 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 and the region 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>) the guidelines offered below are specific to the English Education program.

## **III. Guidelines – Fall & Spring**

### **Important Dates for Fall 2018**

August 28	UD fall semester classes begin
September 3	Labor Day Holiday - UD offices closed; classes suspended
September 3-21	Initial meetings between clinical educators and teacher candidates
September 24-October 5	Teacher candidates start school visits for the fall semester
October 30	Education Meet-Up at Trabant (focus is on networking/information sharing)
November 17-25	UD Thanksgiving break
December 7	Last day of UD fall semester classes
December 8 & 9	UD reading days
December 10-15	UD final exams

### Important Dates for Spring 2019

February 11	Student teaching begins
<b>Spring break is determined by your school district's dates</b>	
March 30 - April 7	UD spring break (no ENGL 492)
April 3	DVEC Job Fair (Oaks Expo Center)
April 11	Teach in Delaware Day (Trabant)
May 20	Last day of UD spring semester classes
May 21, 25 & 26	UD reading days
May 22 - 30	UD final exams
May 24	Last Day of Student Teaching
TBD	English Education Graduation Party
May 27	Memorial Day observed; UD offices closed; no exams

*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, field instructors arrange a meeting at each school site. At this meeting the teacher candidate, clinical educator, and field instructor will review the expectations for the fall semester and requirements for the spring capstone clinical experience. The field instructor will address expectations for mentoring teacher candidates, including suggestions and guidelines for conferencing and assessments.

### Fall Visits and Teaching

After the initial meeting, the clinical educator should arrange a first visit date for the teacher candidate. On that first day, we ask that the clinical educator introduce the teacher candidate to the class. See **Appendix 1** for a survival checklist, which the clinical educator can assist with. The clinical educator can 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, co-teachers (TAM, Special Education, and/or ELL), 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 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 educator 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 clinical educator give the teacher candidate 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 Clinical Educators

During their fall semester methods courses, teacher candidates complete a number of assignments tied to their clinical experience, including a project for which they need to teach at least one class period at their student teaching site, the Communities Project.

For the Communities Project, teacher candidates study the school’s community and the communities served by the school. This assignment 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 clinical educator will fill out a shortened version of the UD Teacher Candidate Capstone Clinical Experience Formative Observation form to provide feedback to the teacher candidate and the ENGL 491 instructor on this lesson. This shortened version of the form will be provided via email by the English Education Field Placement Coordinator.

Teacher candidates also will create a unit plan that is, ideally, based on texts or projects they will be teaching in the spring. Clinical educators may provide assistance on these projects, if requested by the teacher candidates.

### Fall Assessments of Teacher Candidates

In addition to the 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, 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 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 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, clinical educators should provide teacher candidates with information about the required curriculum for each kind of class (e.g., 9<sup>th</sup> grade Honors, 11<sup>th</sup> 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 2019**

*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.*

February 11	First day of student teaching
March 25-April 5	Mid-point of the semester: approximate dates of mid-semester conferences
March 30-April 7	UD spring break (teacher candidates come to school as usual, no ENGL 492)
April 3	Delaware Valley Education Consortium (DVEC) Job Fair (teacher candidates may attend and are excused from student teaching)
April 11	Teach in Delaware Day (job fair at UD – teacher candidates may attend and are excused from student teaching)
May 6-24	Approximate dates of final conferences for clinical educators and field instructors
May 20-24	Final week of the semester: teacher candidates phase out of teaching and finish work in schools (grading, administrative tasks)
May 24	Last day for teacher candidates to be in schools
TBD	English Education Graduation Party
May 31	English Department Convocation
June 1	Commencement

**Teaching schedule:** Teacher candidates' daily teaching schedule should include a range of both content area and student populations, a range built into most 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 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 field instructor and English Education Field Placement Coordinator.

**Student teaching start date:** The capstone clinical experience begins on the first day of the spring semester: February 11, 2019. 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 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 how to transition responsibilities.

We endorse the following plan:

1<sup>st</sup> week: Teacher candidate assists clinical educator, prepares to take over 1<sup>st</sup> class

2<sup>nd</sup> week: Teacher candidate takes over 1<sup>st</sup> class

3<sup>rd</sup> week: Teacher candidate takes over 2<sup>nd</sup> class

4<sup>th</sup> week: Teacher candidate takes over 3<sup>rd</sup> class

5<sup>th</sup> through 13<sup>th</sup> weeks: Teacher candidate is responsible for all classes

During the 14<sup>th</sup> week of student teaching, the teacher candidate will hand the classes back to the clinical educator in a manner mutually agreed upon

14<sup>th</sup> week: Teacher candidate finishes up grading and paperwork, observes other teachers if possible

Below you will find a chart that outlines the transitioning of classroom responsibility for the teacher candidates. (In the past, student teaching was based upon completion of hours and a solo week, but those guidelines no longer apply.)

The clinical educator should remain in the classroom with the teacher candidate during the beginning of the student teaching experience, but as the candidate becomes more comfortable and competent, s/he should be left alone for longer periods in order to develop rapport and a sense of authority with the students. The clinical educator 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 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 2019

Week	Date	Mon	Tues	Wed	Thurs	Fri
1	2/11	First week in schools	<ul style="list-style-type: none"> <li>Beginning of semester conference with clinical educator and field instructor to review requirements and expectations (optional).</li> <li>Observe, assist with all teaching duties, and begin to add some classroom responsibilities.</li> <li>Team teach with clinical educator.</li> <li><b>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 clinical educator and field instructor should be consulted).</b></li> </ul>			
2	2/18	Pick up section 1	<ul style="list-style-type: none"> <li>Continue team teaching with sections 2-4.</li> <li>Clinical educator begins formal/written observations on a weekly basis. Continue informal observation and feedback.</li> <li>Field instructor begins classroom visits.</li> <li>Teacher candidate could observe other teachers.</li> </ul>			
3	2/25	Pick up section 2	<ul style="list-style-type: none"> <li>Continue teaching section 1. You are now teaching two sections a day.</li> <li>Continue team teaching with sections 3 &amp; 4.</li> <li>Clinical educator begins leaving classroom for short periods of time.</li> </ul>			
4	3/4	Pick up section 3	<ul style="list-style-type: none"> <li>Continue teaching sections 1 and 2. You are now teaching three sections a day.</li> <li>Clinical educator leaves classroom for longer periods of time.</li> </ul>			
5-14	3/11-5/13	Teach all sections	<ul style="list-style-type: none"> <li>You are now teaching all classes.</li> <li>Teacher candidates follow their school's calendar (report to schools even on UD's spring break).</li> <li>Clinical educator leaves classroom for longer periods of time.</li> </ul>			



			<ul style="list-style-type: none"> <li>Final conference with field instructor and clinical educator in 13<sup>th</sup> or 14<sup>th</sup> week.</li> </ul>
14	5/20	Phase out week, wrap up, paperwork	<ul style="list-style-type: none"> <li>Teacher candidates begin handing back classes to clinical educator (can be done gradually or all at once).</li> <li>Final conference with field instructor and clinical educator this or last week.</li> <li>Teacher candidates finish grading; can observe other teachers.</li> </ul>

**Absences:** Teacher candidates and clinical educators follow the same schedules, rules, procedures, and policies with regard to the hours of arrival and departure, participation in professional development days, absenteeism, punctuality, dress, and so on. The only exception is that teacher candidates may be absent from teaching for job interviews. Attending at least one of the job fairs (DVEC or Teach in Delaware Day) is expected. Teacher candidates should let their clinical educators and field instructors know ahead of time if they are attending DVEC and/or Teach in Delaware Day. If teacher candidates are not attending a job fair, they should be teaching as usual.

Teacher candidates, clinical educators, and field instructors 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 field instructor and English Education Field Placement Coordinator.

### Lesson Planning

**Planning time:** Planning time between teacher candidates and 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 clinical educators to share their lesson plans, we do not want the teacher candidates to be teaching the clinical educators' lessons exclusively. Teacher candidates need to be planning their own lessons around English Language Arts concepts that they discuss with their clinical educators.

The clinical educator and teacher candidate 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, the teacher candidate prepares as complete a draft as possible of the next week's lesson plans and any supporting materials. During their weekly planning time, the teacher candidate and clinical educator go over each plan together, and the teacher candidate notes what revisions are needed. The following day (Fridays, given the above recommendation), the teacher candidate shares revisions with the clinical educator, who then approves the revised plans.

In the event that a teacher candidate repeatedly does not complete lesson plans on time, the clinical educator should warn the teacher candidate and notify the field instructor, who will communicate with the Field Placement Coordinator. Clinical educators are welcome to reach out to the Field Placement Coordinator at any time as well. The field instructor and clinical educator should then meet with the teacher candidate in order to create an action plan with specific goals and dates. Both the clinical educator and the field instructor 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 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, the Action Research Project, and the External Assessment (edTPA)

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 (Mondays 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 and need to allow plenty of time to travel to UD in time for class.

Teacher candidates will conduct an action research project as part of their ENGL492 coursework. This project involves adjusting instruction and/or assessments and measuring results.

In addition, state certification requirements now mandate that teacher candidates complete an standardized, externally assessed portfolio project that includes video clips of their teaching: the Education Teacher Performance Assessment (edTPA). This test requires candidates to film themselves during the capstone clinical experience and write narratives about various aspects of teaching. The Office of Clinical Studies and English Education Program will work with clinical educators and school districts to secure the necessary permissions for filming, and the teacher candidates will receive more information about these assessments in their ENGL 491 and ENGL 492 classes.

### 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>.

Teacher candidates should wear UD identification every day.

Teacher candidates must have a large three-ring binder placed in the classroom, accessible for the clinical educator and field instructor. 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 field instructor. The completed binder is a requirement for a passing grade in ENGL 492.

## Spring Assessments of Teacher Candidates

**Field instructor visits and formative assessments:** Field instructors visit each teacher candidate at least five times during student teaching. The first visit is intended to establish rapport and communication with the clinical educator and teacher candidate. Therefore, the 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 field instructor's five visits will generally be established in advance with the teacher candidate, although the field instructor may conduct one or two unannounced visits. Each observation is followed by a conference lasting a minimum of 30 minutes. Field instructors may request a copy of a lesson plan the day ahead of an observation and/or hold a pre-conference with the teacher candidate in which they review the lesson plan.

Face-to-face conferences are the primary form for post-observation conferences between teacher candidates and field instructors, but supplemental phone, email, and text message 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 field instructor should look for during her/his next visit. Clinical educators are not expected to attend the field instructor's post-observation conferences with the teacher candidate, particularly since the clinical educator may not have been present in the classroom for the observed lesson.

After each observation and conference, the field instructor provides written feedback to the teacher candidate on the UD Teacher Candidate Capstone Clinical Experience Formative Observation form. The completed formative observation form is provided to the teacher candidate within 24 hours of the visit, and a copy will be collected by the English Education Field Placement Coordinator at the midpoint and end of student teaching. These forms are not submitted online.

**Clinical educator observations and formative assessments:** Each clinical educator is responsible for weekly assessments of his/her teacher candidate, also using the UD Teacher Candidate Capstone Clinical Experience Formative Observation form (which will be provided via email by the field instructor and is also available at the English Education website, <http://www.english.udel.edu/programs/xee/Pages/cooperating-teachers.aspx>). As with the field instructor, the clinical educator's observation of her/his teacher candidate is followed by a discussion during which the clinical educator's written responses should be shared. The formative observation forms can also be completed collaboratively. Another option is that the 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. Copies of all evaluations should be kept in the teacher candidate's lesson planning binder so that the field instructor can review them at each visit.

**Mid-point conference:** Approximately midway through student teaching, the field instructor will schedule a conference with the clinical educator and teacher candidate. At this time, the three participants will work together to review progress and set goals for the second half of student teaching. The field instructor will give additional instructions to the teacher candidate and clinical educator before the conference. Typically, all three 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 scored accordingly.

At the beginning of the mid-point conference, the field instructor collects copies of the 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. It is usually best to have the teacher candidate begin by assessing her/his own progress, strengths, and goals. The clinical educator can respond and make her/his own comments. The field instructor can then provide a summary thus far, respond to what has been said, and add her/his own comments. The field instructor will take notes during the conference, including direct quotes, in order to write the midpoint evaluation report. The field instructor may also collect the forms with notes from the teacher candidate and 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 and field instructors 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 the field instructor or the clinical educator has any doubts about the teacher candidate's abilities and progress, those concerns must be expressed at the mid-point conference. Specific goals that the teacher candidate needs to reach must be agreed upon during the conference, and the clinical educator and field instructor must make a list on the mid-semester report of exactly what the teacher candidate must do to pass the capstone clinical experience. The final report should not bring up any weakness that has not previously been documented on formative forms or the mid-point evaluation report unless it manifested since the midpoint. In this way, there is a record of mutual agreement about the terms for passing.

**Additional guidelines for field instructors 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: the areas in which the teacher candidate excels; the skills that need further development (the field instructor should indicate any differences of opinion among the participants); and goals that have been outlined for the teacher candidate. This information may be presented in narrative or bullet form.

The field instructor should distribute copies of the midpoint evaluation report to the teacher candidate and clinical educator. The field instructor should also give a copy signed by all three parties to the English Education Field Placement Coordinator within one week of the conference. Field instructors 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 Taskstream:** For the final summative assessment, clinical educators and field instructors use an online assessment system called Taskstream. Information will be provided by the Office of Clinical Studies (OCS) at UD regarding

how to log into and complete evaluations on Taskstream. Please contact Kim Cavallio at [cavallio@udel.edu](mailto:cavallio@udel.edu) with any questions about the system.

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. Note that while the midpoint evaluation form is completed collaboratively, clinical educators and field instructors will fill out online forms on TaskStream separately. The teacher candidates have access to these final evaluations online.

The evaluation should include a paragraph describing the teacher candidate's teaching load, how long s/he carried that load, what grade level(s) s/he taught, and some examples of curricula s/he taught during the semester. Clinical educators should also indicate how many times they observed the teacher candidate and provide a detailed assessment of his/her strengths. Clinical educators receive a small honorarium at the conclusion of UD's semester; in order to receive their honoraria, clinical educators must fill out all online tasks from OCS as soon as possible at the end of the capstone clinical experience.

At the end of the semester, field instructors hold a summative conference with clinical educators and teacher candidates. This conference is held in the last week or two of student teaching, and by the time it occurs, the clinical educator should have completed the final summative evaluation form for the teacher candidate. During the summative conference, the clinical educator shares his/her final evaluation form with the teacher candidate, and the field instructor collects from the 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. In order to pass EDUC 400 (student teaching), teacher candidates must earn a majority of 3s or 4s in each domain (professionalism, planning, instruction, environment, and assessment).

**Letters of recommendation:** While it is a professional courtesy for clinical educators and field instructors 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. 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.?
- Access to Schoology or other learning management system?
- 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
- Expectations for co-planning and/or co-teaching (with Special Education, TAM, or ELL teachers)
- Cell phone/technology acceptable use policy for students
- Classroom management rules and procedures established by your clinical educator

**Appendix 2**  
**Record of Fall Visits**  
due to ENGL491 instructor by the last day of class

	<u>Date</u>	<u>Times</u>	<u>Classes Visited</u>
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			

### **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 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. Develop the next unit plans with the teacher candidate's help. Let the teacher candidate plan objectives, activities, and/or assessments with your oversight.
5. Share information about the students the teacher candidate will be teaching in the spring, including required accommodations from IEP and 504 plans.
6. Fill out the formative evaluation form when your teacher candidate teaches his/her fall lesson for the Communities Project and share your feedback (required!).
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 the last day of class

Teacher Candidate: \_\_\_\_\_

School: \_\_\_\_\_

Clinical Educator: \_\_\_\_\_

*Teacher candidates and 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!*

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