

University of Delaware English Education Program

Student Teaching Handbook

Fall 2021 – Spring 2022

REVISED AUGUST 2021

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

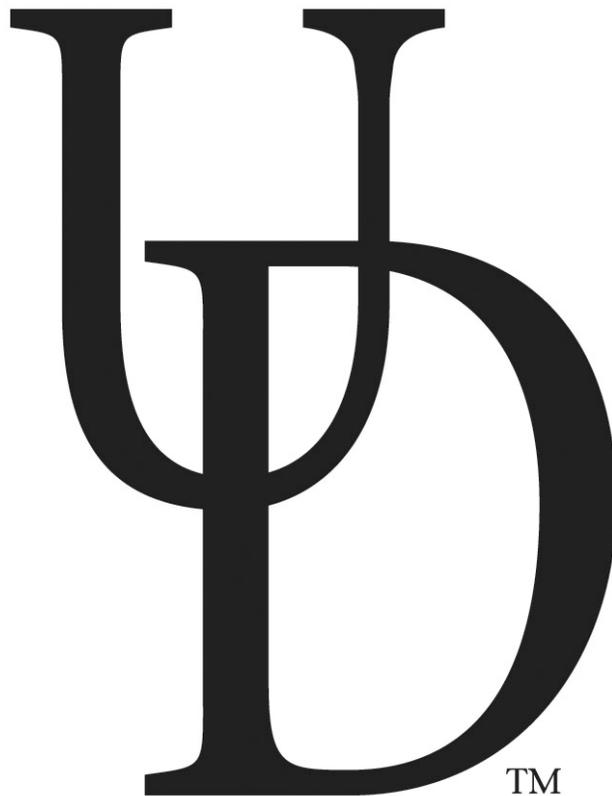


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August 2021

Greetings!

This handbook offers guidelines and information about University of Delaware's English Education (XEE) program and its teacher candidates' capstone clinical experience, including both the fall semester 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: 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: 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: 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 meeting 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 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 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

Important Dates for Fall 2021

August 31	UD fall semester classes begin
September 6-24	Initial meetings between clinical educators and teacher candidates; teacher candidates start school visits
November 22-26	UD Thanksgiving break
December 10	Last day of UD fall semester classes
December 11	UD reading day
December 13-18	UD final exams

Check school district calendars for other important dates, such as in-service meetings and days with modified schedules.

Initial Meetings

In early September, field instructors arrange a meeting with each teacher candidate, clinical educator, and field instructor at the secondary 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 each class. See **Appendix 1** for a fall orientation checklist that the clinical educator and teacher candidate should work together to review and complete. The clinical educator should also review safety procedures in **Appendix 2** and sign this sheet once all items are complete; the teacher candidate will return Appendix 2 to the English Education student teaching coordinator.

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 (75 minutes or more) 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 more frequently.) If possible, the teacher candidate and the clinical educator should agree on a specific time each week for the teacher candidate to visit so that the clinical educator can plan with the candidate in mind, involving them in more than just observation. 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 student teaching coordinator. We do recognize that this semester may bring further pandemic-related challenges, so if schedules need to change, the teacher candidate and clinical educator should communicate with the student teaching coordinator to arrange a suitable solution. The teacher candidate keeps a record of visits during the semester that is turned in on the last day of ENGL 491 class (the fall methods course). See **Appendix 3** 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 4** for suggestions and requirements regarding how to involve teacher candidates in the fall semester.

Fall ENGL 491 Assignments

During their fall semester methods course (ENGL 491), teacher candidates complete a number of assignments tied to their clinical experience, including a project—the Communities Project—for which they need to teach at least one class period at their student teaching site.

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 student teaching site. Teacher candidates are required to use what they learned in their research to create a lesson that responds to the unique needs of their students, makes meaningful community connections, and focuses on student and/or community culture(s), paying special attention both to language varieties spoken in the school and community and to rhetorical choices about language. 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 student teaching 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 discussions, 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 5** for this document. More information about this requirement will be communicated in ENGL 491.

IV. Guidelines – Spring

Important Dates for Spring 2022

Teacher candidates should follow the schedule of the school district where they are student teaching, attending all professional development days.

February 7	First day of student teaching
March 21-April 1	Mid-point of the semester: approximate dates of mid-semester conferences
TBD	Delaware PK-12 Recruitment Fair (DE schools' recruitment fair): teacher candidates may attend and can be excused from student teaching
TBD	Delaware Valley Education Consortium (DVEC) Job Fair: teacher candidates may attend and can be excused from student teaching
May 9-20	Approximate dates of final conferences for clinical educators and field instructors
May 9-13	Final full week of the semester: teacher candidates phase out of teaching and finish work in schools (grading, administrative tasks, observing other teachers)
May 20	Last day for teacher candidates to be in schools
TBD	English Education Graduation Party
TBD	English Department Convocation
May 29	Tentative date for 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, and/or level if the school uses 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 student teaching coordinator.

Student teaching start date: The capstone clinical experience—full time student teaching—begins on the first day of the spring semester: February 7, 2022. 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.

Here is a suggested transition plan:

1st week: Teacher candidate observes, assists clinical educator, prepares to take over 1st class

2nd week: Teacher candidate takes over 1st class

3rd week: Teacher candidate takes over 2nd class

4th week: Teacher candidate takes over 3rd class

5th through 13th weeks: Teacher candidate is responsible for all classes

During the 14th week of student teaching, the teacher candidate hands the classes back to the clinical educator in a manner mutually agreed upon

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

Below you will find a chart that outlines this recommended transitioning of classroom responsibility. (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, the candidate 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 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

Week	Date	Mon	Tues	Wed	Thurs	Fri
1	2/7	First week in schools	<ul style="list-style-type: none"> Beginning of semester conference with clinical educator and field instructor to review requirements and expectations (optional). Observe, assist with all teaching duties, and begin to add some classroom responsibilities. Team teach with clinical educator. 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). 			
2	2/14	Pick up section 1	<ul style="list-style-type: none"> Continue team teaching with sections 2-4. Clinical educator begins formal/written observations on a weekly basis. Continue informal observation and feedback. Field instructor begins classroom visits. Teacher candidate could observe other teachers. 			
3	2/21	Pick up section 2	<ul style="list-style-type: none"> Continue teaching section 1. You are now teaching two sections a day. Continue team teaching with sections 3 and 4. Clinical educator begins leaving classroom for short periods of time. 			
4	2/28	Pick up section 3	<ul style="list-style-type: none"> Continue teaching sections 1 and 2. You are now teaching three sections a day. Clinical educator leaves classroom for longer periods of time. 			
5-13	3/7-5/13	Teach all sections	<ul style="list-style-type: none"> You are now teaching all classes. Clinical educator leaves classroom for longer periods of time. Midpoint conference with field instructor and clinical educator in 7th or 8th week. Final conference with field instructor and clinical educator in 13th or 14th week. 			
14	5/16	Phase out week, wrap up, paperwork	<ul style="list-style-type: none"> Teacher candidates hand back classes to clinical educator (can be done gradually or all at once). Final conference with field instructor and clinical educator this or last week. Teacher candidates finish grading; can observe other teachers. 			

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 or job fairs. Teacher candidates should let their clinical educators and field instructors know ahead of time if they plan to attend a job fair or have an interview.

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, the candidate may need to make up missed days, a situation that should be negotiated with the field instructor and English Education student teaching 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, with input from 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, if the above recommendation is being used), 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 student teaching coordinator. Clinical educators are welcome to reach out to the student teaching 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 their 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.

ENGL 492, the Action Research Project, and the 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 student teaching seminar (held one evening a week). Teacher candidates should not be required to be present at any school events that would interfere with their attendance at ENGL 492.

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.

Though as of summer 2021 Delaware has removed the requirement of a standardized, externally assessed portfolio project (the Education Teacher Performance Assessment or edTPA), candidates seeking certification in other states may still need to complete this assessment and thus will film themselves during the capstone clinical experience and write narratives about various aspects of teaching. These candidates will be supported in this process through a 1-credit class during the spring semester at UD if they so choose.

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 that they are in schools.

Teacher candidates must have their materials available for the clinical educator and field instructor's review: all lesson planning materials, including daily reflections on each lesson plan. These materials will be checked at mid-point by the instructor of ENGL 492 and periodically by the field instructor. The completed set of materials is a requirement for a passing grade in ENGL 492. Candidates will share these materials in a Google drive folder during spring 2022.

Spring Assessments of Teacher Candidates

Field instructor visits and formative assessments: Each teacher candidate will be observed at least five times during student teaching by field instructors. The first visit is intended to establish rapport and communication with the clinical educator and teacher candidate and may or may not be scored. The final visit will include the summative assessment conference.

The field instructors' five observations 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 or Zoom conferences are the primary form for post-observation meetings 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 their 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 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 is placed into the candidate's Google drive, for review by the English Education student teaching coordinator at the midpoint and end of student teaching.

Clinical educator observations and formative assessments: Each clinical educator is responsible for weekly assessments of their 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, <https://www.english.udel.edu/undergraduate/english-education-major/clinical-educator-information>). As with the field instructor, the clinical educator's observation of their 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. After the clinical educator provides the candidate with a copy of the formative form, the candidate should put it into the "CE Formative Assessments" folder in their Google drive. This way the field instructor can review the forms periodically.

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.

All participants should help create a productive atmosphere during their conference. It is usually best to have the teacher candidate begin by assessing their own progress, strengths, and goals. The clinical educator can respond and make their own comments. The field instructor can then provide a summary thus far, respond to what has been said, and add their 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 worry 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 student teaching. 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.

Within a week of the midpoint conference, the field instructor will submit a final copy, approved by both the teacher candidate and the clinical educator, to the candidate's Google drive ("Midpoint Evaluation" folder) for review by the English Education student teaching coordinator.

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, 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. Field instructors must communicate to the student teaching 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 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 their performance. Note that while the midpoint evaluation form is completed collaboratively, clinical educators and field instructors will fill out the final evaluation on Taskstream separately. The teacher candidates will have access to these final evaluations through logging into Taskstream (directions here: <http://www.dcte.udel.edu/taskstream/>).

The evaluation should include a paragraph describing the candidate's teaching load, what grade level(s) were taught, and some examples of curricula taught during the semester. Clinical educators should also indicate how many times they observed the teacher candidate and provide a detailed assessment of their strengths. Clinical educators receive a small honorarium at the conclusion of UD's semester; in order to receive payment, 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 their final evaluation form with the teacher candidate. In order to pass EDUC 400 (student teaching), teacher candidates must earn a score of 3 in the majority of the criteria.

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 Fall Orientation Checklist for Teacher Candidates

Do you have

- Curriculum guide/learning maps/books used, etc.?
- A district email address?
- Access to Schoology or other learning management system?
- Access to the school gradebook and attendance reporting system?
- Handbooks (faculty and student)?
- The school calendar?
- Bell/class schedules?

Have you met

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

Other things to know:

- Best way to communicate with your clinical educator (email, text, phone call? Different methods depending on time of day/week?)
- 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
- Procedures for school closings/delays/early dismissals, including best places to check for updates (e.g., your district's social media accounts, <https://schoolclosings.delaware.gov/>) and 1-hour and 2-hour delay bell schedules

Have you found

- Faculty parking lot/spaces?
- Sign-in area/procedures?
- Copy room/supply areas?
- 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?
- School nurse?
- Custodial staff?
- Gym/auditorium?

Appendix 2 Safety Procedures

SAFETY CHECKLIST FOR TEACHER CANDIDATES AND CLINICAL EDUCATORS

Teacher candidates will review this list with their clinical educator during the first weeks of the field experience. Clinical educators will sign off on the checklist after the review. The teacher candidate should submit the signed form to the student teaching coordinator in ENGL 491.

SAFETY CHECKLIST

- | | |
|---|---|
| <input type="checkbox"/> Lockdown procedures | <input type="checkbox"/> Bodily fluids, reporting accidents, first aid service, health services |
| <input type="checkbox"/> Fire and civil defense drills | <input type="checkbox"/> Playground safety |
| <input type="checkbox"/> Tornado and severe weather emergencies | <input type="checkbox"/> Releasing students to authorized persons |
| <input type="checkbox"/> Abuse reporting | <input type="checkbox"/> Collecting money |
| <input type="checkbox"/> Field Trip Procedures | |

OTHER PROCEDURES

- | | |
|--|--|
| <input type="checkbox"/> Review of district and building handbooks for students and teachers | <input type="checkbox"/> Teachers' meetings (Teacher Candidate's role in them) |
| <input type="checkbox"/> Procedures for snow days/late openings/early dismissal | <input type="checkbox"/> Parent-teacher meetings |
| <input type="checkbox"/> Attendance procedures (teacher and pupil) | <input type="checkbox"/> Home visitations, pupil gifts |
| <input type="checkbox"/> Reporting pupil/teacher absences | <input type="checkbox"/> Reports to parents |
| <input type="checkbox"/> Use of duplicating equipment | <input type="checkbox"/> Media center policies |
| <input type="checkbox"/> Obtaining materials and supplies | <input type="checkbox"/> Procedures for dealing with students' illnesses |
| <input type="checkbox"/> Lunchroom regulations | <input type="checkbox"/> Testing Programs |

Clinical Educator Signature:

Date:

Appendix 3
Record of Fall Visits
due to ENGL491 instructor by the last day of class

Week	Date	Times	Classes Visited and Duties Performed (bulleted list)
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			

Appendix 4 Involving a Teacher Candidate in the Fall Semester

Suggestions:

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 challenging group dynamic in period 3).
2. Involve the teacher candidate in administrative responsibilities, such as logging attendance, entering grades, and writing referrals.
3. Involve the teacher candidate in ongoing instructional activities, such as preparing assignments, grading work, conferencing one-on-one with students, and leading virtual breakout room discussions.
4. Include the teacher candidate in your planning and let him/her lead certain activities, or teach parts of a lesson or unit.
5. Develop the next unit with the teacher candidate's help. Let the teacher candidate plan objectives, activities, technology tools for use, and/or assessments with your oversight.
6. Share information about the students the teacher candidate will be teaching in the spring, including required accommodations. If an IEP or 504 meeting occurs at a time the candidate can attend (particularly if the student is one the candidate will be teaching in the spring), invite the candidate to the meeting.

Requirements:

7. Review items on the safety checklist (Appendix 2).
8. Fill out the formative evaluation form when your teacher candidate teaches the fall lesson for the Communities Project and share your feedback.
9. Before 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 5
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 alterations 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!

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