

ORIENTATION FOR CLINICAL EDUCATORS

A. How to Get Started in the Beginning Weeks:

1. During these beginning weeks, please refer to the **appropriate sequence** to discuss a schedule for assuming lead teaching responsibilities, classroom routines, etc. with your teacher candidate.
2. Encourage your teacher candidate to share his/her ideas regarding instructional strategies, the learning climate, use of technology, etc.
3. Teacher candidates are expected to collaborate with colleagues and parents. Please introduce your teacher candidate to these partners in education.

B. Expectations of the Teacher Candidate (TC) – Course Requirements:

1. Teacher candidate notebook

Daily, the TC will maintain a Google Drive folder that encompasses their assignments and experiences in student teaching. Specifically, the notebook will include student and classroom information, lesson plans and materials, record keeping of student progress, and evaluations/feedback. This should be shared with the clinical educator.

The clinical educator should review the lesson plans prior to the implementation of the lesson.

2. Weekly schedule

Weekly, the clinical educator will meet with the TC to review their responsibilities for the upcoming week. The TC will then submit a schedule to the field instructor in order to schedule observations and conferences.

3. Introduction to Families

After approval from the Field Instructor and Clinical Educator, the TC will send a letter to introduce themselves and begin to establish partnerships with the students' families.

4. Lesson Plans (cotaught or independently taught)

Lesson plans will be quite varied and based on the organization of your classroom. When possible, the TC will adhere to the required components outlined in the K-8 Teacher Education student teaching lesson template included at the end of this document. If your school uses a template that is required for all their teachers to use, discuss this with the TC and they can adapt to using the same template. During week 1, a lesson plan contract will be agreed upon between the clinical educator and TC to ensure this is a clear process.

5. Attend Professional Meetings

Attendance at field instructor conferences/meetings, PLC meetings, grade level/team meetings, school faculty meetings and district in-service functions are required (when course schedule permits). The professional meetings expose the TC to a wide range of information that helps them think critically about what is happening in the classroom.

6. Teaching

The TC should be actively engaged with students 100% of the time. Each week there is a specific percentage of *lead* teaching, requiring detailed lesson plans, that is the minimum of what the TC is expected to be doing. The rest of the time, there should still be coteaching happening while you are leading lessons. Collaboration and long-range planning best facilitates this important experience.

7. Reflective Practice

Teacher candidates will be encouraged to ask questions and think critically about their practice. Through your ongoing conversations, they should become active partners in thinking about student progress and how to improve their own practice. Included in the [clinical educator resources](#) are probes and discussion questions to help your conversations.

8. Assessment Evidence

Elementary Education Task: UD Teacher Performance Assessment (UDTPA)

Teacher candidates completing their elementary placement will work through three tasks below:

Task 1 – Investigate and summarize school, class, and community

Task 2 – Prepare and teach a 3-5 day mini-unit

Task 3 – Outline and analyze teaching outcomes

Middle School Task: Assessment Monitoring

Teacher candidates completing their middle school placement will maintain assessment records, evaluate student progress, and analyze class results.

Special Education and MLL Tasks: Progress Monitoring

Teacher candidates completing their special education or MLL placement will maintain progress monitoring aligned with students' goals (IEP), evaluate progress, and analyze individual results.

9. Professional attire and demeanor

These are extremely important as the teacher candidates are preparing to enter the work force. Cell phone and personal computer usage are not appropriate while students are present or teachers are having meetings. Teacher candidates should be dressed professionally that aligns with the school expectations.

C. Expectations of the University Field Instructor (FI):

1. **Communication**

Informational emails will be sent prior to the start of the semester and during the semester. A weekly newsletter will be sent during the semester for guidance about the upcoming week. Field instructors will be responsive to clinical educator emails when questions or concerns occur.

2. **Coteaching**

Support and guidance in implementing the coteaching approach for learning to teach. Please refer to the [Coteaching Resource Guide](#) for strategies to utilize with your teacher candidate.

3. **Mentoring**

Support and guidance in developing the clinical educator's role as a mentor.

4. **Observations**

Observations of the teacher candidate's practice may include lesson planning conferences, live observations, and video observations/parallel conferencing. Most teacher candidates will be in-person with remote methods only used if necessary. Struggling teacher candidates may require more observations.

5. **Post-Observation Conference**

The field instructor/teacher candidate post-conference may occur immediately following a lesson observation or it may be scheduled at another mutual time.

6. **Parallel Conference**

The field instructor/teacher candidate parallel (video) conference may occur during the school day (at a mutually agreed upon time).

7. **Mid-Term Conference**

A three-way conference is scheduled between the teacher candidate, clinical educator, and the field instructor. It is our practice for the teacher candidate to come prepared to the conference with self-assessed scores. The field instructor will facilitate the conference. The conference will review the scores of the teacher candidate, clinical educator, and field instructor. The field instructor will share a Google Doc in advance for everyone to record their scores and anecdotal notes.

8. **Final Conference**

A final conference is scheduled between the teacher candidate, clinical educator, and the field instructor. It is our practice for the teacher candidate to come prepared to the conference with self-assessed scores. The field instructor will share a Google Doc in advance and facilitate the conference. The conference will review the scores of the teacher candidate, clinical educator, and field instructor. The field instructor will record the scores and anecdotal notes.

D. Conferences

1. Clinical educators should conference with the teacher candidate **weekly** to discuss progress and set professional goals for the upcoming week. Formal written feedback needs to be given **weekly**.

2. During the weekly conference, please discuss with your teacher candidate his/her teaching responsibilities for the upcoming week. Teacher candidates are to send Weekly Teaching Schedules to their field instructors by **9PM on Thursday** for the following week.

3. Clinical educators and teacher candidates will *meet specifically for* progress conferences during weeks 4 and 11. The DTGSS evaluation form will be completed and submitted to the field instructor.

4. 14-week placements will include a mid-way and final conference. The university field instructor will be meeting with you and your teacher candidate to discuss overall performance. Please complete the **DTGSS Evaluation form (Google form)** with mid-term/final scores prior to the conference and be prepared to lead the discussion as to how your teacher candidate is progressing.

7/7-week placements will include a final conference for each placement. The university field instructor will be meeting with you and your teacher candidate to discuss overall performance. Please complete the **DTGSS Evaluation form (Google form)**, include final scores, prior to the conference and be prepared to lead the discussion.

E. Final DTGSS Evaluation

1. You will be notified by the Office of Clinical Studies with directions to complete the DTGSS Evaluation with formal, final scores through Taskstream.

2. Once completed, you will be paid the \$250 honorarium for hosting a University of Delaware teacher candidate.

F. Policies

1. **Sexual Misconduct from a School-Based Member:** If your teacher candidate informs you about sexual misconduct from a school-based member, please contact the university student teaching field instructor.
2. **Attendance:** Teacher candidates are considered professional staff and are required to adhere to the school district calendar and to the University of Delaware student teaching schedule. When a teacher candidate is absent for an extended period of time, his/her placement may be extended. Please contact the University field instructor if there are questions about a teacher candidate's attendance.

Teacher candidates are expected to attend all field days according to the calendar provided prior to the start of the semester and be in attendance following teacher hours in their school. Absences from the field will be considered excused according to [university policy](#).

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

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

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

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

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

G. Coteaching

Coteachers collectively share the responsibilities of the classroom, placing a central emphasis on student learning. Coteaching provides opportunities for coteachers to work side-by-side while reflecting on their shared teaching practice. As coteachers collaborate they form a professional partnership. Coteaching supports the learning of all of the participants: classroom students, clinical educators, and teacher candidates. See the [Coteaching Resource Guide](#).

University of Delaware Lesson Plan (F24)

Complete each part of the lesson plan. Delete italicized directions after completing each section.

Subject(s):	Date & Time:		
State Standards: <i>List the standards that are being addressed. Include both the number and the description of the standard.</i>			
Learning Goal(s)/Lesson Objective(s): <i>What will students know and be able to do as a result of this lesson? Are these learning target(s)/objective(s) appropriate based on your prior assessment/knowledge of students' understandings? Are your targets/objectives observable and measurable?</i>			
Assessments (name the formative/summative assessment approaches, tools, and strategies):	Criteria (identify criteria for success to align with each type of assessment):		
<ol style="list-style-type: none"> 1. 2. 3. 	Full Understanding <ol style="list-style-type: none"> 1. 2. 3. 	Partial Understanding <ol style="list-style-type: none"> 1. 2. 3. 	Limited Understanding <ol style="list-style-type: none"> 1. 2. 3.
Relevance (Connecting to students' lives and prior academic learning): <i>Describe the relevance for the instruction provided in this lesson:</i> (a) <i>how the learning tasks are appropriate according to personal/cultural/community assets of your students?</i> (b) <i>Which aspect(s) of culturally relevant teaching are in your lesson?</i>			
Instructional Procedures: <i>What learning experiences will students engage in? How will you use these learning experiences and/or their student products as formative assessment opportunities?</i> Include within procedures HOW you will differentiate for students and WHO those students are that may be challenged by the lesson.			
	Lesson Introduction & Activating Strategies: Introduction/Activating/Launch Strategies may include: <ul style="list-style-type: none"> • Capture students' interest/hook • Review prior knowledge • Tell students what it is they are expected to know or be able to do ("Today we will...") • Introduce the lesson • Communicate the purpose of the lesson • Create an inquiry-based setting <i>* Homework checks, attendance and other housekeeping duties do not constitute an opening.</i>		
	Teaching Strategies: Teaching Approaches may include: <ul style="list-style-type: none"> • Presenting content, skills, and strategies • Describe the selected teaching methods, instructional procedures, and learning activities that are appropriate for the students and that are aligned with the objective(s) • Model the skill or strategy • Think aloud • Check for understanding • Guided practice • Independent practice • Collaborative practice with peers • Engage students in question and answer • Provide opportunities for exploration • Provide opportunities for discussion • Include critical questions that you might ask 		

Lesson Closing/Summarizing Strategies:

Summarizing Strategies (Closure) may include:

- Engage students in summarizing main points or big ideas of lesson.
- Revisit objective/essential question.