

UNIVERSITY OF DELAWARE INSTITUTIONAL STUDENT TEACHING GUIDELINES

**UNIVERSITY OF DELAWARE
NEWARK, DELAWARE**

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REVISED 2008

THE STUDENT TEACHING EXPERIENCE

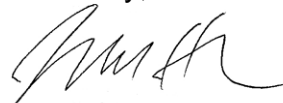
Dear UD Student Teacher Candidate:

You are about to embark on a fascinating journey into the “real” world of education. Value your student teaching experience. Be prepared to listen and learn not only from your cooperating teacher but also from your students. Now is the time to apply theory and pedagogy to practice within “your” classroom.

The student teaching experience provides an opportunity to acquire knowledge, understanding, theory, ideas and skills during the time when you will encounter real problems, grow personally as well as professionally, and actively participate in the world of the classroom. All of these factors make the student teaching experience one of the most exciting, rewarding, and challenging phases of teacher education. Successful teaching experiences come to those student teachers who blend appropriate methods, academic competence, and special personal qualities into a unique learning experience for their students.

Remember that you are an ambassador from the University of Delaware. Your performance will demonstrate your skills and attest to the quality of the university you represent. Best wishes for an enriching and quality student teaching experience!

Sincerely,

A handwritten signature in black ink, appearing to read 'John M. Hartman', written in a cursive style.

John M. Hartman, Ed.D.

PREFACE

The Office of Clinical Studies takes pride in welcoming you to the student teaching semester. These guidelines were developed in concert with representatives from programs across the educational unit. We trust that the student teaching experience will effectively build upon previous clinical experiences. Specifically, we hope that student teaching will provide (1) an in-depth opportunity for student teachers to observe and assess the effectiveness of a successful experienced teacher and (2) an in-depth opportunity for student teachers to develop and refine their instructional competencies as they prepare to enter the education profession.

The purpose of these guidelines is to provide student teachers, cooperating teachers and university supervisors with information regarding the student teaching experience across all programs. We provide suggestions about roles, responsibilities, and procedures and activities that might be employed during the student teaching period. We trust that you will make use of this reference during the student teaching experience. If any questions or problems arise, please contact your university supervisor or the Office of Clinical Studies in 200 Academy Street at (302) 831-2319 or hartmanj@udel.edu.

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I. PROFESSIONAL EDUCATION AT THE UNIVERSITY OF DELAWARE

Student teachers and cooperating teachers should be familiar with The University of Delaware Conceptual Framework (see Appendix I).

Teacher education at the University of Delaware is shared by a variety of professional preparation programs and governed by the University Council on Teacher Education (UCTE). While valuing the diversity of professional preparation programs on our campus, the University of Delaware Conceptual Framework serves to link these programs in a common mission and establishes a shared vision for teacher education at the University of Delaware. The conceptual framework articulates our efforts in preparing educators to work effectively in P-12 schools. It provides direction for our programs, courses, teaching, candidate performance, scholarship, service, and accountability.

Our conceptual framework was developed with broad-based input and participation from our faculty, staff, teacher candidates, and the professional education community at large. It is knowledge-based and consistent with the mission of teacher education at the University of Delaware. The UD conceptual framework is a living document that is open to continuous assessment, refinement, and adaptation.

The Conceptual Framework outcomes for teacher candidates, the INTASC Standards, and the Delaware Professional Teacher Standards are integral features of the assessments you have been asked to complete during your tenure in a University of Delaware teacher education program. In addition, the assessments you have completed are linked to the appropriate specialty organization standards. For information on how the University of Delaware Conceptual Framework outcomes, the Delaware Professional Teaching Standards and the specialty organization standards are linked with assessments, refer to each specific teacher education program.

II. PARTICIPANT RESPONSIBILITIES

A. THE ROLE OF EACH PARTICIPANT

Teacher educators at the University of Delaware are aware of the significant contribution made by the school systems that participate in the student teaching program. The continued support and cooperation of these school systems in sharing this joint responsibility of teacher preparation is most deeply appreciated.

The major participants in the student teaching program are listed in the chart below.

TITLE	FUNCTION
Director of Clinical Studies	The Director of Clinical Studies works directly with the designated representative of the superintendent of schools in each district or school system in interpreting the program and in assigning the student teacher. The Director coordinates all phases of the placement and serves as liaison between the individual schools, school districts, and the University of Delaware. The Director advises university program coordinators on specific issues involving student teachers.
Program Coordinators	University employees who oversee specific programs within UD's Teacher Education Program. Coordinators can make recommendations for placements in concert with the Director of Clinical Studies.
School District Administrators	Designated administrators work directly with the Director of Clinical Studies in all activities on the school system level and serve as liaisons to the University of Delaware. These administrators consult with local supervisors and principals in approving student teaching assignments within the individual schools according to accepted protocols.
University Supervisor	University supervisors, who can also be program coordinators, work cooperatively with principals and cooperating teachers in the operations of the program. They visit as often as possible to support the efforts of the student teacher and cooperating teacher. Discussions and assessments center around the following points: (a) Student teacher progress; (b) Student teacher's strengths and weaknesses; (c) Impact on student learning. The supervisor will meet regularly with the student teacher and the cooperating teacher for the purpose of exchanging information, extending guidance, and facilitating the professional growth of the student teacher. Supervisors also provide assistance and advisement in problem situations. The university supervisor will schedule a three-way conference for a mid-point and final evaluation of the student teacher's performance within the placement. The final evaluation will be posted online according to OCS policy.

TITLE	FUNCTION
The School Principal	The principal works closely with the designated administrator of the school system and university personnel to place student teachers with cooperating teachers under conditions most suitable and beneficial to the student teacher. The principal encourages outstanding classroom teachers to become cooperating teachers.
Cooperating Teacher	The cooperating teacher must meet educational and certification standards of his/her teaching field and the state in which s/he is employed. The cooperating teacher must be classified as a highly qualified and competent teacher, demonstrate expertise in the classroom, skilled in interpersonal relationships, and interested in guiding a student teacher. Student teachers should plan to meet with their cooperating teacher regularly. The cooperating teacher is the student teacher's primary teaching resource. The cooperating teacher will work with the university supervisor to help the student become aware of their strengths and weaknesses. The cooperating teacher will be required to complete an online final evaluation that assesses the student's progress throughout their clinical experience. Cooperating teachers may be asked to submit letters of recommendation.
Student Teacher	<p>The student teacher is a university student in good standing who has completed the necessary prerequisites of his/her teaching specialization and meets the selection criteria, including grade point average, which have been established in his/her area.</p> <p>A student teacher is not a teacher's aide. The student teacher is a novice teacher who is functioning under the guidance of an experienced teacher and university supervisor.</p>

B. UNIVERSITY SUPERVISOR RESPONSIBILITIES

The university supervisor (who may also be the program coordinator) will visit and conduct formal and informal observations of the student teacher several times throughout the semester (student teachers will report on the number and quality of these observations at the conclusion of the experience). The supervisor will evaluate the student's performance with the student and the cooperating teacher. Between scheduled (formal) or unscheduled (informal) visits, the student teacher may contact the university supervisor at any time to discuss concerns and problems. The supervisor will work closely with the student teacher so that the student teaching experience can be a satisfying and rewarding experience, personally and professionally. If the student teacher is unable to reach the university supervisor or program coordinator, s/he should contact the Office of Clinical Studies (OCS).

Student teachers and cooperating teachers can expect the university supervisors and/or program coordinators to:

- ✓ Wear the official University of Delaware teacher education ID badge as a form of identification upon entering the building and keep it on the entire time in the building. Some schools may also require student teachers to sign in manually and electronically as well as sign out.
- ✓ Provide quality orientation experiences for the student teacher and the cooperating teacher.
- ✓ Attend training in the use of the Pathwise (Praxis III) student teaching evaluation instrument.
- ✓ Provide student teachers and cooperating teachers with a suggested weekly sequence that approximates how the student teacher should progress through the experience as determined by program.
- ✓ Keep a daily log that records the locations of the visits as well as the daily mileage to be submitted at the end of each month to OCS.
- ✓ Collaborate with the cooperating teacher in the evaluation process.
- ✓ Provide written feedback to the student teacher following each observation and conduct post observation conferences when possible.
- ✓ Schedule a mid-point *THREE-WAY CONFERENCE* (involving the student teacher, cooperating teacher and supervisor) to evaluate the student teacher's progress to that stage of the experience. This three-way conference is a formative assessment used to provide feedback on the student's progress. This formative conference is documented and a copy is provided to the candidate. This three-way conference is a procedure used for the purpose of letting the student teacher know where s/he stands at the midpoint of the experience and to establish a plan for guiding the efforts of the student teacher for the remainder of the experience. It should also serve as a time for the student teacher to self-reflect and share thoughts, ideas, and concerns with his/her cooperating teacher and university supervisor. While it is not necessary to submit a grade for the student teacher at this point, if a student is not making satisfactory progress within program requirements or exhibits a disposition that is problematic, s/he should be informed in writing of the deficiency. This documentation could be a filing of a Professional Dispositions of Effective Educators Form (see Appendix III) and/or a written improvement plan.
- ✓ Conduct additional *THREE-WAY CONFERENCES* as the need arises.
- ✓ Conduct a final *THREE-WAY CONFERENCE* at the conclusion of the student teaching experience. Share completed copies of the cooperating teacher's and the university supervisor's final evaluation report with the student teacher at this time. All supervisor and cooperating teacher final Pathwise evaluations **MUST** be posted to the UD clinical online system (F.E.P.S.) if applicable.

C. COOPERATING TEACHER RESPONSIBILITIES AND SUGGESTED ACTIVITIES

The University recognizes that the cooperating teacher is a valued and significant participant in the clinical experience of our candidates. The daily interactions and supportive classroom environment are critical components of the experience.

The basic RESPONSIBILITIES required of all UD cooperating teachers include:

- ✓ If you are a new cooperating teacher, participate in Pathwise training provided each semester by program coordinators that outlines the evaluation instrument in detail. Cooperating teachers who would like a refresher of this instrument can go to the Office of Clinical Studies website (<http://www.udel.edu/ocs/co-op/index.html>).
- ✓ Regular communication (verbal or electronic) with the student teacher and supervisor.
- ✓ Review lesson plans required of the student.
- ✓ Regular, formative observations of the student teacher followed by verbal and/or written feedback.
- ✓ Participate in a mid-point and final three-way conference to provide detailed feedback related to the student teacher's progress as outlined in the domains within Pathwise.
- ✓ Submit the UD Honorarium form including information related to your assignment and credentials.
- ✓ Expect student teachers to assist in all duties (e.g., recess, cafeteria, hallway, bus, assembly, etc.). During these less structured times, it is necessary that cooperating teachers share these responsibilities with their student teachers. In other words, student teachers should not assume these duties alone even during their "solo" experiences.

The members of the teacher preparation community at the University of Delaware submit the following SUGGESTIONS for your consideration:

- ✓ Familiarize yourself with the background of the student teacher by reviewing materials provided by the University.
- ✓ Plan an orientation for the student teacher of your classroom and school.
- ✓ Introduce her/him to the faculty and school staff including the principal.
- ✓ Acquaint the student teacher with the curriculum within your program, the daily schedule and routines, location of materials, standards of conduct and discipline policies/procedures, emergency procedures, etc.
- ✓ Share pertinent information regarding students (cumulative records, IEP's, health considerations, prior parental contacts, etc.).
- ✓ If possible provide a table/desk, storage space, handbooks, teacher guides, textbooks, etc.
- ✓ Acquaint the student teacher with the communication system established at your site including email, basic school forms, and the acceptable use policy established by the district or school.
- ✓ Expect that the student teacher follows school schedules, and provide the student teacher with a district calendar.
- ✓ Prepare for the student to assume more responsibilities gradually as they prepare for a period of solo responsibility and instruction.

D. STUDENT TEACHER RESPONSIBILITIES

1. GENERAL RESPONSIBILITIES

When student teachers have been assigned to a school they are expected to observe the regulations required of full-time employees of the school. Student teachers will comply with all directives issued by his/her cooperating teacher and/or supervisor. Responsibilities include but are not limited to the following:

- ✓ Arranging a conference with the cooperating teacher prior to the student teaching semester.
- ✓ Reporting to the school on the date stipulated by the student teaching assignment.
- ✓ Following the calendar of the school system.
- ✓ Abiding by the school/district regulations regarding internet and cell phone usage.
- ✓ Practicing sound professional ethics and holding all information in confidence concerning children or others as directed.
- ✓ Continuing the development of conduct that adheres to the requirements of the UD Professionalism Policy.
- ✓ Keeping the university supervisor informed of important developments and problems.
- ✓ Attending all meetings that are required of the cooperating teacher, as appropriate (e.g., faculty meetings, departmental meetings, in-service meetings, parent meetings).
- ✓ Arranging transportation to the school(s) in which they are assigned to teach. Carpooling with other student teachers is acceptable. The University of Delaware is not held liable in the case of an accident.
- ✓ Complying with program expectations relative to absences and attendance.

2. HOUSING

It is highly recommended that students live off-campus during the student teaching semester. Student teachers who require on-campus housing must contact their Program Coordinator/ETE Field Experience Coordinator and the Office of Clinical Studies the year prior to student teaching.

3. PROFESSIONAL CONDUCT

Student teachers are expected to conduct themselves in a professional manner at all times. Student teachers must follow the [UD Professionalism Policy](#) (Appendix III), the [UD Student Code of Conduct](#) (<http://www.udel.edu/stuguide/08-09/code.html>) and [Delaware State Code](#) (<http://delcode.delaware.gov/>). The following are specifically prohibited:

1. Candidates may not date pupils, parents of pupils enrolled in the school, or school/university personnel during the clinical experience. If a student teacher feels any pressure to engage in inappropriate social activity, s/he should contact the cooperating teacher, program coordinator, university supervisor, or Director of Clinical Studies.
2. Candidates may not socialize with school pupils except in an official capacity at officially sponsored school events.

3. Candidates may not drink, be under the influence of alcoholic beverages, or use illegal drugs on school property, nor with or in the presence of any school pupil(s).
4. Candidates may not use obscene, profane, or abusive language on school premises or at school sponsored events; nor may they suggest or encourage access to inappropriate material (e.g., on the Internet).
5. Candidates may not take pupils off school property unless accompanied by the cooperating teacher or another full-time employee assigned by the principal.
6. Candidates must not access any inappropriate electronic material nor post any inappropriate electronic material on social networking websites while on school property.

Failure to abide by these regulations may result in a dispositions hearing, judicial action by the University of Delaware, failure of the course, and/or legal action.

4. DISMISSAL FROM PLACEMENT

Please remember that the student teacher is a guest in the building and in the classroom to which s/he has been assigned. If at any time the cooperating teacher or principal determines that the student teacher's presence in the classroom has become detrimental to the educational program of the students in the class, s/he may be asked to leave the school and their placement may be terminated. Should the student teacher be asked to leave the school for any reason, the University of Delaware is not obligated to reassign them to another school.

III. STUDENT TEACHER EVALUATIONS

A. UNIVERSITY OF DELAWARE PATHWISE CRITERIA AND SCORING MATRICES

The University of Delaware utilizes the Pathwise (Praxis III) evaluation instrument to assess the performance of the teacher candidate during student teaching (as of Fall 2008, the ECE program utilizes an assessment that is germane to NAEYC standards and has been developed by the HDFS program). These instruments provide the candidate, cooperating teacher, and supervisor a set of clear performance expectations and standards to evaluate candidate performance as the prerequisites for institutional recommendation leading to initial licensure. This document is located in Appendix II.

B. UNIVERSITY OF DELAWARE FINAL STUDENT TEACHER EVALUATION

Instructional and Professional Competencies of Reflective Practitioners Serving Diverse Communities of Learners

Please type or print in black ink

Student Teacher:	Semester:	Evaluation Date:
Evaluator:		
UD Supervisor:	Cooperating Teacher:	
School:	District:	Teaching Field/Grade:
Length of Placement: (Weeks)	Hours:	Total:

CLASS PROFILE:

UNIVERSITY OF DELAWARE SCORING SCALE	
Unacceptable	1. Does not meet the criterion expectations 2. Is beginning to meet the criterion expectations
Acceptable	3. Meets the criterion expectations
Target	4. Is highly effective in meeting the criterion expectations 5. Excels in meeting the criterion expectations

DOMAIN A AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, ORGANIZES CONTENT KNOWLEDGE FOR STUDENT LEARNING BASED ON STATE STANDARDS **RATING**

- A1: Becomes familiar with relevant aspects of students' background knowledge and experiences
- A2: Identifies clear learning goals that are appropriate for the students
- A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
- A4: Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
- A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

SUMMARY STATEMENT:

DOMAIN B AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, CREATES AN ENVIRONMENT FOR STUDENT LEARNING THAT SERVES DIVERSE CLASSROOM COMMUNITIES **RATING**

- B1: Creates a climate that promotes fairness
- B2: Establishes and maintains rapport with students
- B3: Communicates challenging learning expectations to each student
- B4: Establishes and maintains consistent standards of classroom behavior
- B5: Makes the physical environment as safe and conducive to learning as possible

SUMMARY STATEMENT:

DOMAIN C AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, TEACHES TO ACCOMMODATE DIVERSE STUDENT LEARNING **RATING**

- C1: Makes learning goals and instructional procedures clear to students
- C2: Makes content comprehensible to students
- C3: Encourages students to extend their thinking
- C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands
- C5: Uses instructional time effectively

SUMMARY STATEMENT:

DOMAIN D AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, DEMONSTRATES REFLECTIVE PRACTICE AND TEACHER PROFESSIONALISM **RATING**

- D1: Reflects on the extent to which the learning goals were met
- D2: Demonstrates a sense of efficacy
- D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
- D4: Communicates with parents/guardians regarding student learning

SUMMARY STATEMENT:

UD PERSONAL ATTRIBUTE SCORING SCALE	
Unacceptable	1. Never Exhibits 2. Seldom Exhibits
Acceptable	3. Sometimes Exhibits
Target	4. Frequently Exhibits 5. Always Exhibits

PERSONAL ATTRIBUTES **RATING**

- P1: Interpersonal Skills
- P2: Initiative/Motivation/Perseverance
- P3: Written and Verbal Communication Skills
- P4: Flexibility
- P5: Time Management and Organization
- P6: Responsibility

CLOSING STATEMENT:

SIGNATURE		TITLE/POSITION
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IV. POLICIES AND PROCEDURES

A. PROFESSIONALISM POLICY FOR PROFESSIONAL EDUCATION CANDIDATES AT UD (DISPOSITIONS)

This policy directly relates to candidates' dispositions while matriculating within teacher education. These dispositions are judgments about professional potential not about personal beliefs or opinions. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective educators in initial and advanced programs. The policy can be found in Appendix III.

B. FORMAL AGREEMENT WITH SCHOOL DISTRICTS AND SCHOOLS

The Office of Clinical Studies collaborates with a variety of school districts in the region and has established a basic agreement as to the protocols and functioning of the clinical program. The agreement can be found in Appendix V.

C. UNIVERSITY COUNCIL ON TEACHER EDUCATION POLICY STATEMENT ON THE USE OF STUDENT TEACHERS AS SUBSTITUTES

Occasionally it is permissible, in the absence of his/her cooperating teacher for a short period of time (part or all of one or two school days), for the student teacher to assume responsibility for his/her cooperating teacher(s) on the condition that the school principal, the University supervisor, the cooperating teacher(s), and the student teacher discuss and agree to the arrangement. **UNDER NO CIRCUMSTANCES SHOULD A STUDENT TEACHER BE USED AS A SUBSTITUTE IN A CLASS OTHER THAN THAT TO WHICH S/HE HAS BEEN ASSIGNED.** In the case of all situations where student teachers are being used as temporary substitutes, the district will assume liability.

Student teachers are receiving University credit for their work and are not to receive pay as substitute teachers. All student teachers are registered for the courses and complete the experience under the supervision of a cooperating teacher in the classroom and a University supervisor. Students who opt to accept positions as long-term substitutes cannot receive University credit for this experience.

D. LIABILITY FOR CLINICAL EXPERIENCES

The University of Delaware carries comprehensive general liability insurance to protect itself and its trustees, employees, students, and volunteers from the consequences of negligence in the performance of official university duties. This policy provides coverage to students while completing their student teaching practicum.

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

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

E. SERVICES FOR STUDENT TEACHERS WITH IDENTIFIED DISABILITIES

The University of Delaware provides support for any student with an identified disability covered under the provisions of the American Disabilities Act. Any student teacher with an identified disability who may require reasonable accommodations during student teaching should contact:

ADA Coordinator
413 Academy Street, Suite 165
Ph: 831-3670
<http://www.udel.edu/ADA/index.shtml>

or

Director, Academic Enrichment Center
148-150 S. College Avenue, Newark, DE 19716
Ph: 831-2805
<http://www.aec.udel.edu/>

or

Director, Office of Clinical Studies
Delaware Center for Teacher Education
200 Academy Street
Ph: 831-2319
<http://www.udel.edu/ocs>

V. APPENDICIES

A. APPENDIX I:

UNIVERSITY OF DELAWARE CONCEPTUAL FRAMEWORK: REFLECTIVE PRACTITIONERS SERVING DIVERSE COMMUNITIES OF LEARNERS AS SCHOLARS, PROBLEM SOLVERS, AND PARTNERS

INTRODUCTION

The University of Delaware aims to develop skilled professional educators who integrate complex roles and dispositions in the service of diverse communities of learners. Our programs encourage teacher candidates to believe that all children, adolescents, and adults can learn and to dedicate themselves to supporting that learning. Using developmentally and educationally effective approaches and guided by state and national standards, our candidates create environments that prepare learners to contribute to a democratic society within a global context. Our candidates come from varied professional preparation programs, including elementary and secondary education, early childhood education, special education, and physical education, and they will assume varied professional careers with learners of different ages and abilities. Regardless of their area of specialization, all UD-prepared educators are reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners.

REFLECTIVE PRACTITIONERS

Reflective practice is the foundation of competence for our professional education candidates. Their course work, field experiences, and work with colleagues and mentors all emphasize the importance of thoughtful analysis and continual revision of effective approaches to teaching and learning. From Dewey to Schoen, educational theorists have observed that, although content knowledge and instructional skills are essential, teaching cannot be reduced to simple formulas or recipes for success. Rather, the competent educator is characterized by habits of mind that emphasize critical thinking, experimentation, and openness to change. Our field does have extensive knowledge bases to guide decisions about curriculum, classroom management, assessment, and other domains. Our field also encourages candidates to become confident in applying a flexible array of skills that at times may seem automatic. But we encourage our candidates to view this knowledge through the lens of direct experience, with the belief that understandings are constructed, not given, and that these understandings must be continually adapted, revised, and revisited.

SERVING DIVERSE COMMUNITIES OF LEARNERS

The UD-prepared educator knows that all learning takes place within communities--whether in P-12 classrooms, in university courses, or in neighborhoods. The UD-prepared educator also recognizes her or his role in building communities of learners, using scholarship, problem-solving skills, and partnerships to create cohesive groups that work together for common purposes. In our professional preparation programs, diversity--whether related to gender, ethnicity, disability, economic status, developmental level, learning style, or other characteristics--is treated as a potential source of enrichment and not as an automatic deficit. UD-prepared educators aim to create and become a part of learning communities engaged in continuous growth and continuous reflection. In doing so, we hope that they will pay attention both to classroom-based and local communities and to the global community of which they and their students are a part.

AS SCHOLARS, PROBLEM SOLVERS, AND PARTNERS

With reflective practice as a guiding principle and with diverse learning communities as a context, the University of Delaware prepares candidates to adopt and integrate three critical professional roles: scholar,

problem solver, and partner. In serving children, adolescents, and adults within school and community settings, UD-prepared educators function as:

Scholars, who are grounded in the knowledge of their disciplines, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.

We help our candidates understand that knowledge is socially constructed and that knowledge must be acted upon in a responsible way. We aim to prepare candidates to become committed members of a profession guided by high ethical standards. In our work with candidates, we emphasize and model that scholarship includes sound content knowledge, but that it is more than rote acquisition of knowledge. Instead, true scholarship requires thoughtful analysis and application. UD-prepared educators are disposed to use their scholarship in the service of children, adolescents, families, and communities. They are prepared to be not only consumers but also producers of scholarly knowledge generated within their own teaching environment. Our candidates are at ease with the tools of scholarship, including technology. They experience scholarship as a collaborative, constructive, communicative activity, and they are prepared to model scholarly dispositions for those whom they teach. Finally, we help our candidates to become enthusiastic, lifelong learners, contributing to their profession and to their own development.

Problem solvers, who construct practical, effective approaches to professional challenges using a sound base of theory and research, and who help others construct their own ways of addressing challenges.

Whether problems are routine or unusual, whether they are frequently or rarely encountered, in all cases candidates must have the disposition to reflect on their prior experience, to access relevant information, and to plan future actions. Even when they become automatic, these problem solving processes are fundamentally constructive and reflective, requiring educators to consider and integrate complex information using content knowledge, personal skills, technological tools, and varied instructional strategies. Our candidates' approaches to these kinds of professional challenges—whether curriculum decisions, strategies for motivation, management, assessment, or family issues—should be grounded in concern for others and in a commitment to their positive development and learning. We help our candidates to see that "solutions" to problems must be viewed through ethical lenses and with sensitivity to individual and developmental differences. The process of identifying and addressing problems engages practitioners in dynamic social interaction and dialogue with colleagues, and our teacher preparation programs aim to give candidates extensive experience with that process. Our candidates join in collaborative efforts with those whom they teach, working with inexperienced learners to identify and solve meaningful problems, and helping these learners to become confident, effective problem solvers in their own right. Beyond the classroom, UD educators are prepared to serve as agents of renewal and change within schools and communities, applying their practical knowledge to complex educational and social issues.

Partners, who use a flexible array of well-developed skills to support the positive development of all learners within families and communities, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.

Effective partners support others' learning through guided facilitation that is both challenging and responsive to learners' individual characteristics. Effective learning partnerships reflect the belief that learning is an active, constructive, and social process. Effective partners respect the uniqueness of children and families but also identify areas in which the professional educator's expertise and support may be needed. UD-prepared educators are disposed to examine the special characteristics of children, adolescents, and adult learners within cultural contexts, using developmental and pedagogical

knowledge to continuously refine teaching practices. We aim to prepare candidates to make deep commitments to the learning of all their students and to serve as both allies and advocates. UD-prepared educators are ready to participate in multiple partnerships with children, adolescents, families, and colleagues--partnerships that are characterized by mutual support, respect, and sincere enjoyment. In our courses, field experiences, and relationships with candidates, we build the skills and dispositions that are needed for establishing productive collaborations that lead to success for all.

SPECIFIC OUTCOMES FOR OUR CANDIDATES

The University's conceptual framework is consistent with Delaware state standards, with the standards of various specialty organizations, and with the performance standards identified by INTASC as essential for all beginning teachers. Besides supporting specific outcomes expected by these bodies, we have identified a set of ten core outcomes that represent our expectations for all University of Delaware candidates in professional education programs. As emphasized in this document, UD-prepared educators are reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners. These roles are clearly overlapping and interactive, but each is reflected in various ways in the following list of candidate outcomes. The University of Delaware professional education graduates draw upon the best research, theory, and wisdom of practice to:

1. Demonstrate their commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, and the reflective reexamination of knowledge to improve practice.
2. Demonstrate their commitment to the belief that learners of all ages and abilities can be educated, and toward the goal of developing citizens competent to live and work in a democratic society.
3. Incorporate the knowledge of human development into their practice to ensure developmentally appropriate learning experiences for learners of all ages and abilities.
4. Possess the content knowledge (including pedagogical content knowledge) essential for teaching the major concepts and intellectual processes of the disciplines in their field.
5. Demonstrate reflective thought, critical thinking, and the speaking, writing, technical and problem-solving skills appropriate for the profession.
6. Design learning experiences and teach in ways that promote content knowledge, skill development, critical reflection, and problem-solving according to the methods of inquiry and standards of evidence used in their disciplines.
7. Use educational technology effectively throughout the teaching and learning process.
8. Plan and use a variety of approaches to assessment that are authentic, developmentally appropriate, and sensitive to the needs of different learners.
9. Demonstrate respect for cultural diversity and individual differences by planning learning activities that are sensitive to issues of class, gender, race, ethnicity, family composition, sexual orientation, age, and special needs.
10. Demonstrate a disposition to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, caring learning environment to optimize every learner's educational attainment.

THE FRAMEWORK AS A LIVING DOCUMENT

As scholar-practitioners, the UD faculty values the diversity of professional preparation programs on our campus. We see this conceptual framework and its associated outcomes as a way to link these programs in a common mission while accommodating individuality and supporting innovation. Thus, our conceptual framework is meant to be a living document that is subjected to critical assessment, refinement, and adaptation. We hope to engage in continuous dialogue with all members of the professional education community within and outside the University, so that the conceptual framework becomes a catalyst for ongoing debate, reflection, and action.

May 28, 1998

B. APPENDIX II: CONCEPTUAL FRAMEWORK OUTCOMES AND PATHWISE CRITERIA

The University of Delaware's teacher preparation programs have aligned the Conceptual Framework outcomes to the Pathwise criteria.

Outcome Number	Outcome	Pathwise Criteria
1	Demonstrates their commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, and the reflective reexamination of knowledge to improve practice.	D1, D2
2	Demonstrates their commitment to the belief that learners of all ages and abilities can be educated, and a disposition to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, caring learning environment to optimize every learner's educational attainment.	D2
3	Incorporate the knowledge of human development into their practice to ensure developmentally appropriate learning experiences for learners of all ages and abilities.	A1
4	Possess the content knowledge (including pedagogical content knowledge) essential for teaching the major concepts and intellectual processes of the disciplines in their field.	A3
5	Demonstrate reflective thought, critical thinking, and the speaking, writing, technical and problem-solving skills appropriate for the profession.	D1, P3, P4
6	Design learning experiences and teach in ways that promote content knowledge, skill development, critical reflection, and problem-solving according to the methods of inquiry and standards of evidence used in their disciplines.	A4, C2, C3
7	Use educational technology effectively throughout the teaching and learning process.	A4, C2
8	Plan and use a variety of approaches to assessment that are authentic, developmentally appropriate, and sensitive to the needs of different learners.	A5, C4
9	Demonstrate respect for cultural diversity and individual differences by planning learning activities that are sensitive to the needs of different learners.	A1, A4, B1, B4
10	Work in partnership with students, professionals, families, and the wider community toward the goal of developing citizens competent to live and work in a democratic society.	D4, D3, B4, B5

**C. APPENDIX III:
PROFESSIONALISM POLICY FOR THE PROFESSIONAL EDUCATION CANDIDATES AT THE
UNIVERSITY OF DELAWARE**

Education candidates who have been accepted into a UD professional education program will be assessed regularly to determine their progress in academic performance, field-based performance, and professionalism.

Undergraduate Programs (ETE, ECE, HPE, Music Ed.)	Secondary Education Programs	Graduate Level Programs
<p>Entry Level Process:</p> <ol style="list-style-type: none"> 1. During EDUC 100, IFST 220, MUED 279 and HESC 155, the instructor [in concert with the Office of Clinical Studies (OCS)] will present and discuss the University of Delaware's Professionalism Policy (dispositions and procedures) with the candidates. 2. All teacher education candidates in these courses will review a copy of the Professionalism Policy, including the disposition form, which details the unit's shared professional disposition expectations and the unit's professionalism policy and related procedures. 3. As a course requirement candidates will self-rate their current level of professional disposition development and indicate their willingness to strive to demonstrate these professional dispositions throughout their tenure in their University of Delaware teacher education program. Candidates will acknowledge their recognition of the existence of the professional disposition policy and procedures via electronic signature. Each candidate's acknowledgement will be stored with the Office of Clinical Studies. 	<p>Entry Level:</p> <ol style="list-style-type: none"> 1. During the initial class sessions of EDUC 413/613 and 419/619, the instructor (in concert with OCS staff) will present and discuss the University of Delaware's Professionalism Policy (dispositions and procedures) with the candidates. 2. All teacher education candidates in these courses will review a copy of the Professionalism Policy including the disposition form which details the unit's shared professional disposition expectations and the unit's professionalism policy and related procedures. 3. As a course requirement candidates will self-rate their current level of professional disposition development and indicate their willingness to strive to demonstrate these professional dispositions throughout their tenure in their University of Delaware teacher education program. Candidates will acknowledge their recognition of the existence of the professional disposition policy and procedures via electronic signature. Each candidate's acknowledgement will be stored with the Office of Clinical Studies. 	<p>Entry Level Process:</p> <ol style="list-style-type: none"> 1. During orientation the Asst. Director in the School of Education & her staff assistant will provide a packet to each newly admitted graduate candidate, which will include the University of Delaware's Professionalism Policy (dispositions and procedures). The Asst. Director in the School of Education will review the Professionalism Policy, including the disposition form, which details the unit's shared professional disposition expectations and the unit's professionalism policy and related procedures. Candidates will self-rate their current level of professional disposition development and indicate their willingness, via electronic signature, to strive to demonstrate these professional dispositions throughout their tenure in a University of Delaware's teacher education program. 2. The unit assessment coordinator will maintain the disposition acknowledgements for graduate candidates throughout their programs.

<p>Mid-Point Level [Methods Course]:</p> <ol style="list-style-type: none"> 1. During the EDUC 310 ETE first block of methods course, the university field-experience supervisor will complete a Professional Disposition rating form on each candidate. Similarly, the university field-experience supervisor will complete the Professional Disposition rating form for ECE candidates during the IFST 224 course. MUED candidates will be rated during the MUED 379 course for Music majors and HPE majors during the HESC 414 course. 2. In addition, in each of the above courses, each candidate's cooperating teacher will complete and submit, electronically, a Professional Disposition rating form. 3. Program coordinators, instructors, and OCS will review all electronically submitted disposition rating forms each semester. 4. OCS will monitor data entry and will aggregate the data by program. OCS will share the aggregated data annually with the unit assessment coordinator, each program coordinator and the University Council on Teacher Education (UCTE). 	<p>Mid-Point [Methods Course]:</p> <ol style="list-style-type: none"> 1. During ENGL482, 483; HIST 491; MATH 380; SCEN 491; FLLT 422/622; and AGED 480/680, candidates' cooperating teacher and/or supervisor will complete and submit, electronically, a Professional Disposition rating form on each candidate. Program coordinators, instructors, and OCS will review all electronically submitted disposition rating forms each semester. 2. OCS will monitor data entry and will aggregate the data by program. OCS will share the aggregated data annually with the unit assessment coordinator, each program coordinator and the University Council on Teacher Education (UCTE). 	<p>Mid-Point [Internship/Clinical Experience]:</p> <ol style="list-style-type: none"> 1. The unit assessment coordinator will track the graduate candidates each term to verify whether candidates are participating in internships or clinical experiences. 2. The unit assessment coordinator will distribute Professional Disposition forms with pre-addressed envelopes to each candidate's university clinical supervisor and, where appropriate, cooperating teachers, psychologist, or librarian will complete a Professional Disposition form at the end of the internship/clinical experience. 3. Cooperating teachers, psychologists, and librarians will mail the Professional Disposition forms to the unit assessment coordinator in a pre-addressed envelope. 4. The unit assessment coordinator will monitor data entry and will aggregate the data by program. The unit assessment coordinator will share the aggregated data annually with each program coordinator and the University Council on Teacher Education (UCTE).
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<p>Student Teaching Level:</p> <ol style="list-style-type: none"> 1. Each candidate's cooperating teacher and University supervisor will complete the PATHWISE Professional Disposition items on the Student-Teacher Mid- and Final-Evaluation. (The text of the electronic version of the Professional Disposition form in PATHWISE is exactly the same as the hardcopy version.) 2. Candidates will self-rate their current level of professional disposition development and share their rating with their supervisor at the conclusion of the experience. 3. OCS will monitor data entry and will aggregate the data by program. OCS will share the aggregated data annually with the unit assessment coordinator, each program coordinator and the University Council on Teacher Education (UCTE). 	<p>Student Teaching Level:</p> <ol style="list-style-type: none"> 1. Each candidate's cooperating teacher and University supervisor will complete Domain P on the PATHWISE Professional Disposition items on the Student-Teacher Mid- and Final-Evaluation. (The text of the electronic version of the Professional Disposition form in PATHWISE is exactly the same as the hardcopy version.) 2. Candidates will self-rate their current level of professional disposition development and share their rating with their supervisor at the completion of the experience. 3. OCS will monitor data entry and will aggregate the data by program. OCS will share the aggregated data annually with the unit assessment coordinator, each program coordinator and the University Council on Teacher Education (UCTE). 	<p>Exit Level:</p> <ol style="list-style-type: none"> 1. Each teacher education candidate's cooperating teacher and University supervisor will complete the PATHWISE Professional Disposition items on the Student-Teacher Mid- and Final-Evaluation. (The text of the electronic version of the Professional Disposition form in PATHWISE is exactly the same as the hardcopy version.) 2. Each school psychologist, librarian, reading specialist and educational administration candidate and their mentors or University supervisors will complete a hardcopy Professional Disposition form at the end of the internship/clinical experience. 3. All candidates will self-rate their current level of professional disposition development and share the form with their supervisor at the completion of the experience. 4. The unit assessment coordinator will monitor data entry and aggregate the data by program. The unit assessment coordinator will share the aggregated data annually with each program coordinator and the University Council on Teacher Education (UCTE).
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Throughout ALL Programs:

Professional Education faculty may identify a candidate as not exhibiting one or more of the unit's professional disposition expectations.

- A Disposition Action form must be completed with an accompanying description of the behavior of concern.
- The instructor will provide the candidate with a copy of the completed form and will indicate, in writing, that a Disposition Action form has been filed with the program's coordinator. Such forms will be stored in the program coordinator's office and reported to OCS. In accordance with FERPA Student Rights, the candidate may view the form via request to the program coordinator.

Disposition Procedures

Maintenance of the System.

- The Office of Clinical Studies will be responsible for maintaining the disposition policy for all undergraduate professional education programs.
- The unit assessment coordinator will be responsible for maintaining the disposition policy for all graduate professional education programs.
- Undergraduate and graduate programs require candidates to self-reflect and sign Professional Dispositions forms during an entry-level course (prior to entry clearance for early field experiences).

- The undergraduate candidates' rating forms will be maintained by the Office of Clinical Studies, and the graduate candidates' forms will be maintained by the unit assessment coordinator. When a candidate exits student teaching/clinical experience or graduates from a graduate program, the forms will be destroyed or deleted.
- Rating forms completed by the University supervisors and cooperating teachers for undergraduate candidates completing a clinical experiences will be forwarded to the Office of Clinical Studies for review and recording. Rating forms completed by the University supervisors and cooperating teachers for advanced program candidates seeking initial certification from clinical experiences will be forwarded to the unit's assessment coordinator.
 1. Ratings indicating that candidates are exhibiting behaviors inconsistent with the unit's professional dispositions will be forwarded to the appropriate program coordinator for review and shared with the Office of Clinical Studies for potential action.
 2. All undergraduate candidates' data will be maintained by the Office of Clinical Studies, and graduate candidates' data will be maintained by the unit's assessment coordinator.
 3. The Office of Clinical Studies, in cooperation with the unit's assessment coordinator, will report the data annually by program to the candidates' appropriate program coordinator and the University Council of Teacher Education.

Potential Actions

- The program coordinator and candidate's advisor shall meet with the candidate to discuss remediation strategies if:
 1. an instructor or field placement supervisor requests a meeting, or
 2. a candidate receives two unacceptable ratings on any single professional disposition, either across clinical experiences or by two raters within a single semester (Office of Clinical Studies staff may be involved as deemed appropriate by the program coordinator.)
- If a candidate receives three or more unacceptable ratings in any combination of categories or negative ratings by three persons, the program coordinator shall review the documentation and
 1. permit the candidate to proceed in the program with appropriate remediation (see **Disposition Action Plan form**) or
 2. deny completion of the program or recommend removal of the candidate from the program to the appropriate department chair.

Candidates who wish to appeal the department chair's/school director's decision may do so through the usual University of Delaware appeals process.

Professional Dispositions of Effective Educators - Student Form

The University of Delaware (UD) professional education faculty and staff, and their school-based partners, have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills and dispositions necessary to be effective in today's classrooms.

Effective educators come from widely different backgrounds, and have varied opinions, interests, and personalities. But some qualities, such as the ability to communicate clearly, are common to nearly all good educators. Likewise, students in Delaware's and surrounding states' P-12 classrooms come from varied backgrounds. They have a wide range of abilities, different levels of prior knowledge, and vary in how they feel about learning and school.

In order to be successful, educators must purposefully act in caring, fair, professional, respectful, and responsible ways.

UD Dispositions*

Dispositions...	Behaviors that exemplify each disposition....
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families or community members.
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner
6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs.
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.

8. Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences
9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate-planning and teaching modifications
10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html).	Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice and demonstrates ethical behavior including academic honesty

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state's citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are best prepared for their professional lives.

Disposition Procedures

Maintenance of the System.

- Each program requires candidates to self-reflect and sign dispositions forms during an entry-level course (prior to entry clearance for early field experiences). These forms will be stored in the Office of Clinical Studies. When a candidate exits student teaching or internship, the form will be destroyed.
- Forms completed by the University supervisors and cooperating teachers from the clinical experiences will be forwarded to the Office of Clinical Studies for review. The forms of those candidates identified as exhibiting behaviors inconsistent with the unit's professional dispositions will be forwarded to the appropriate program coordinator for review and potential action.

Potential Actions.

- The program coordinator and candidate's advisor shall meet with the candidate to discuss remediation strategies if
 - 1) An instructor or field placement supervisor requests a meeting, or
 - 2) A candidate receives two Unacceptable ratings on any single professional disposition, either across clinical experiences or by two raters within a single semester
- If a candidate receives three or more Unacceptable ratings in any combination of categories or negative ratings by three persons, the program coordinator shall review the documentation and
 - (1) permit the candidate to proceed in the program with appropriate remediation (see [Disposition Action Plan form](#)) or
 - (2) deny completion of the program or recommend removal of the candidate from the program to the appropriate department chair.
- Candidates who wish to appeal the department chair's/school director's decision may do so through the usual University of Delaware appeals process.

Name of Candidate: _____

Date: _____

Professional Dispositions of Effective Educators Form (Cooperating Teacher/Supervisor/Faculty)

The University of Delaware (UD) professional education faculty and staff, and their school-based partners, have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills and dispositions necessary to be effective in today's classrooms.

Effective educators come from widely different backgrounds, and have varied opinions, interests, and personalities. But some qualities, such as the ability to communicate clearly, are common to nearly all good educators. Please rate the behaviors identified in the table below.

Dispositions...	Behaviors that exemplify each disposition....	Rating:		Comments
		Unacceptable	1 Never Exhibits 2 Seldom Exhibits	
		Acceptable	3 Sometimes Exhibits	
		Target	4 Frequently Exhibits 5 Always Exhibits	
		N/A	N/A No or insufficient opportunity to observe to form a judgment	
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity			
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling			
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families or community members.			
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas			
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner			

6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs		
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.		
8. Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences		
9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate-planning and teaching modifications		
10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html).	Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice and demonstrates ethical behavior including academic honesty		

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state's citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are prepared for their professional lives.

Signature of Evaluator

Date

Please check the appropriate title: Cooperating Teacher Faculty Supervisor

To download a copy of this form please go to http://www.udel.edu/ocs/student/dispositions_policy.html#coop-dispositionforms.

Thank you for the contributions you are making to our professional education programs.

Signature of Professional Education Candidate (Graduate)

The candidate's signature indicates only that s/he has read the report, is aware of the policy, procedure, and expectations related to professional education dispositions at the University of Delaware. This signature does not verify that the candidate is in agreement of the dispositions that promote effective educators.

Candidate Name (Printed)

Candidate Signature

Course Title and Number

Date

University of Delaware- Disposition Action Form

- Course Enrolled: _____ Date: _____
- Candidate's Name _____
- Cumulative GPA _____
- Major _____

Professional Education Advisor: _____

Please state specifically the area in need of improvement. Provide specific examples which will support the evaluation.

Suggested Action/Remediation

Signature, faculty/supervisor/cooperating teacher _____ Date _____

Signature, candidate _____ Date _____

The candidate's signature indicates only that s/he has read the report, not that s/he agrees with the assessment of his/her performance. The candidate's signature does indicate a willingness to fulfill the action/remediation plan.

D. APPENDIX IV:
AN AGREEMENT BETWEEN THE UNIVERSITY OF DELAWARE AND
PARTICIPATING SCHOOL DISTRICTS CONCERNING COOPERATIVE
EFFORTS INVOLVING STUDENT TEACHER CANDIDATES AND PRE-
SERVICE CANDIDATES

1. **Scope of the Agreement.** This Agreement sets forth the responsibilities and rights for the 2008-2010 academic years between the _____ **School District** (the District), the University of Delaware (the University), and the University's teacher education candidates assigned as a student teacher candidate or pre-service candidate in the District. For ease of reference, the following words shall have the following meanings:
 - a) "Student Teacher" shall mean a teacher education candidate enrolled at the University, assigned by the University to a Cooperating Teacher(s) in the District as part of his/her preparation to enter the teaching profession.
 - b) "Pre-service Candidate" shall mean a candidate enrolled at the University in a course requiring a practicum at the pre-student teaching level assigned to the District with a less-than-full responsibility for instruction or instruction-related activities.
 - c) "Cooperating Teacher" shall mean an employee of the District or school to whom a student teacher candidate or pre-service candidate is assigned for an in-school experience.
 - d) "University Supervisor" shall mean the University employee who is in charge of the specific experience for which the University candidate is assigned to the District.

2. **Placement of Student Teacher Candidates and Pre-service Teacher Education Candidates.** The placement process shall be a cooperative effort involving both the University and the District; with the University initiating the placement of the candidates. Requests for a Student Teacher and Pre-service Teacher Education Candidate assignments shall be placed in writing and forwarded electronically by the University to the District representative designated to act upon such requests.
 - a) Teachers of the District are eligible to serve as a Cooperating Teacher if they hold a Delaware Standard Certificate and have had a minimum of three years of successful teaching experience in public/private schools, one of which shall be in the District or school, and meet the criteria established by the University.
 - b) The assignment of Student Teachers and Pre-service Candidates shall be made by the District after consultation with the potential Cooperating Teacher and Principal with whom the assignment will be completed.
 - c) Cooperating Teachers may only supervise Student Teachers in areas and/or fields in which they are certified.

3. **Calendar.** Student Teachers and Pre-Service Candidates shall be required to comply with the School District's calendar and the daily schedule of the individual school in which the experience will be completed. Any deviation from said schedule or calendar shall be approved by the Cooperating Teacher, the Principal, and the University Supervisor.

4. **Professional Standards.** Both parties to this agreement have a right and an obligation to insist on standards of professional decorum on the part of Student Teachers and Pre-

service Candidates that are consistent with prevailing standards in the school community and the University's professionalism policy.

5. **Non-Discrimination.** No party to this Agreement shall discriminate in the selection or performance of its duties as prohibited by law, including but not limited to, discrimination on the basis of gender, ethnicity, cultural background, socioeconomic level, sexual orientation, age, exceptionality or disability. This includes the choice of the District, school, University Supervisor, Student Teacher, Pre-service Candidate and Cooperating Teachers.
6. **Supervision.** Student Teachers and Pre-service Candidates shall be subject to the rules and regulations of the District and under the direction and control of the Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the District or acting on behalf of the District at other locations. The following points have specific reference to the various types of supervisory responsibility:
 - a) The Cooperating Teacher may leave the classroom with the Student Teacher in charge of the class, but the Cooperating Teacher shall, at all times, retain the responsibility for the control of the class and the program of instruction.
 - b) With the exception of participation in certain programs which are beyond their regular classroom requirements (e.g. coaching or other after school sponsored activities) candidates may not be compensated for any responsibilities which constitute all or a part of the required field experience program.
 - c) Cooperating Teachers shall file such reports as are requested by the University.
 - d) At all reasonable times, the University Supervisor shall, for the purpose of observation and supervision, visit the classroom(s) to which the Student Teacher or Pre-service Candidate is assigned. The University Supervisor will follow the District sign – in procedures when visiting for observation and supervision. Supervisors will display a picture I.D. when in the school.
7. **Termination or Change of Assignments and Projects.** Either the District or the University may, at any time, change or terminate the assignment of any Student Teacher or Pre-service Candidate. However, before either change or termination, all parties shall make reasonable efforts to consult with each other.
8. **Status of Student Teacher Candidates and Pre-service Candidates.** All Student Teachers and Pre-service Candidates placed by the University shall not be classified as employees of the School District for any purpose. Student Teachers and Pre-service Candidates shall be under the direction of the District as represented by the Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the District or acting on behalf of the District in locations other than the premises.
9. **Honorarium/Recognition.** An honorarium for supervising a Student Teacher as set by the University of Delaware shall be paid by the University to Cooperating Teachers or, if the District prefers, to the District.

First time Cooperating Teachers are required to attend a Pathwise Training activity or visit the Office of Clinical Studies website to review the Pathwise evaluation system to qualify for the honorarium.

10. **Final Grade.** The final academic grade for a Student Teacher will be determined by the University Supervisor after conferring with the Cooperating Teacher. All undergraduate student teachers will be evaluated utilizing the University's Pathwise Evaluation System. A satisfactory final evaluation is necessary for passing the student teaching course.

11. **Miscellaneous Provision.** This Agreement may be terminated either by the School District or the University by giving the other party ninety (90) calendar days of prior written notice. All notices to be given in this provision shall be properly given if they are sent by first-class mail to the Superintendent or other designated representative of the District and to the University's Director of Clinical Studies at the Delaware Center for Teacher Education.

Executed _____ 20 _____

Executed _____ 20 _____

By _____

By _____

Superintendent/Designee
School District

Director, Clinical Studies
Delaware Center for Teacher Education