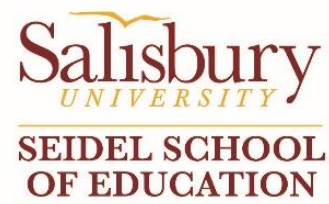


THANK YOU for collaborating with an
**Elementary Education with a DUAL
Certification in Early Childhood
BLOCK B** teacher candidate



Teacher Candidate Description:

Teacher candidates taking Block B courses are typically juniors, and are in their second semester of the Professional Teacher Education Program. Mentor teachers do not need to be tenured to work with teacher candidates in Block B courses, but should be teaching reading/language arts in grades K-3.

Education Courses Your Teacher Candidate May Have Taken Previously:

- *EDFN 210: School in a Diverse Society*
- *ECED 251: Collaboration and Cooperation in Early Childhood Communities*
- *ELED 301: Diversity in Education*
- *ELED 350: Literature for Children*
(or completion of an AAT degree)
- *ELED 318: Technology in Education*
- *ECED 352: Integrated Rdg. & Lang. Arts Birth-4*
- *ECED 366: Integrating Early Childhood Curriculum*
- *ELED 317: Integrating Aesthetic Experiences into Teaching and Learning*

Education Courses Your Teacher Candidate May Be Currently Taking:

- *ECED 356: Play and Creativity in Early Childhood Education - 16.5 hours*
- *ECED 366: Integrating Early Childhood Curriculum - 16.5 hours* OR
ELED 317: Integrating Aesthetic Experiences into Teaching and Learning - 22 hours
- *ELED 302: Integrated Reading and Language Arts - Grades K-3 - 22 hours*

Course Requirements:

You should receive information regarding course requirements from their instructors via email or letter. Please collaborate with your teacher candidate to ensure that all course requirements are met by their due dates.

Clinical Practice Requirements:

Teacher candidates enrolled in Block B courses are required to complete **55 - 60.5 hours** throughout the semester. If your teacher candidate must complete a different number of hours, you will be informed by SU's Clinical Practice Office. You will be asked to evaluate their performance through an online form.

Suggested Clinical Practice Experiences:

In addition to course requirements, teacher candidates are encouraged to be as involved in the classroom as the mentor teacher will allow. Since significant learning occurs by doing, it is preferred that teacher candidates do more than simply observe in the classroom. They may distribute materials, assist with technology, work on-one-one or with small groups, conduct a read-aloud, present a warm-up or exit ticket activity, etc.

Support for Mentor Teachers:

Course Instructors: The Seidel School of Education highly values partnerships between SU and public schools to prepare future teachers. Course instructors want to hear from, and collaborate with, mentor teachers.

SU's Regional Professional Development Schools Network: Each PDS has a site coordinator on its staff and a University liaison dedicated to the school. These individuals are willing and able to support mentor teachers and teacher candidates throughout this experience.

Professional Dispositions Clinical Practice Report: If mentor teachers have concerns regarding their teacher candidates' professional dispositions, they are encouraged to complete this form to share this information with the Clinical Practice Manager, Jessica Patton.