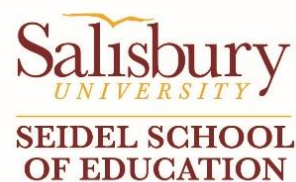


# THANK YOU for collaborating with an Elementary Education BLOCK A teacher candidate



## Teacher Candidate Description:

Teacher candidates taking Block A courses are typically juniors, and are in their first semester of the Professional Teacher Education Program. Mentor teachers do not need to be tenured to work with teacher candidates in Block A courses, but should be teaching reading/language arts in grades 1-3.

## Education Courses Your Teacher Candidate May Have Taken Previously:

- *EDFN 210: School in a Diverse Society*
- *ELED 301: Diversity in Education*
- *ELED 318: Technology in Education*
- *ELED 350: Literature for Children*  
(or completion of an AAT degree)

## Education Courses Your Teacher Candidate May Be Currently Taking:

- *ELED 301: Diversity in Education*
- *ELED 302: Integrated Reading & Language Arts*  
*Grades K-3 - 22 hours*
- *ELED 317: Integrating Aesthetic Experiences into*  
*Teaching & Learning - 22 hours*
- *ELED 318: Technology in Education - 33 hours*
- *ELED 350: Literature for Children*

## 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 all or some of Block A courses are required to complete the hours indicated in the table above. Candidates should be in your classroom the week they receive their placement and attend until the last week of classes. Please work with them to develop a consistent schedule that includes the days and times for attendance. You will be asked to evaluate their performance through an online form at the end of the semester as well as approve their weekly hours with your signature.

## 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:** Course Instructors in the Seidel School of Education highly value partnerships between SU and partner schools. Faculty value collaboration with mentor teachers and co-teachers and want to hear from you.

**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.

**[Clinical Experience Handbook:](#)** This document outlines information provided to teacher candidates regarding their clinical experiences.