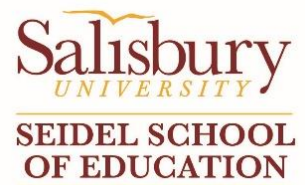


THANK YOU for collaborating with an
Elementary Education
BLOCK B teacher candidate at the ESHEC



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 3-6.

Education Courses Your Teacher Candidate Has Taken Previously:

- *ELED 201: Introduction to Teaching*
- *ELED 202: Technology in Education*
(or completion of an AAT degree)
- *ELED 301: Diversity in Education*
- *ELED 302: Integrated Reading and Lang. Arts Grades K-3*
- *ELED 305: Learning and Assessment for Diverse Classrooms (optional for AAT transfer teacher candidates)*
- *ELED 317: Integrated Aesthetic Experiences into Teaching and Learning*

Education Courses Your Teacher Candidate is Currently Taking:

- *ELED 320: Teaching Diverse Learners*
- *ELED 330: Integrated Reading and Language Arts Grades 3-6*
- *ELED 340: Building Classroom Community*
- *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 Block B courses are required to complete **eleven full days** by the end of the semester. This can be obtained by visiting two ½ days or one full day per week. 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 interns throughout this experience.

Professional Dispositions Clinical Practice Report: If mentor teachers have concerns regarding their interns' professional dispositions, they are encouraged to complete this form to share this information with the Clinical Practice Coordinator, Paul Gasior.