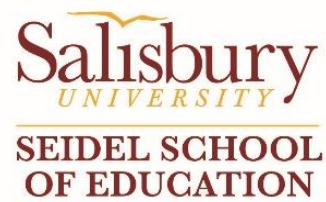


THANK YOU for collaborating with an
**Early Childhood Education/
Elementary Education DUAL
BLOCK C** teacher candidate



Teacher Candidate Description:

Teacher candidates taking Block C courses are typically juniors or seniors, and are in their third semester of the Professional Teacher Education Program. Mentor teachers do not need to be tenured to work with teacher candidates in Block C courses, but should be teaching reading/language arts in grades 3-6.

Educ. Courses Teacher Candidate Has Taken:

- *ELED 201: Introduction to Teaching*
- *ELED 202: Technology in Education*
- *ECED 251: Collab. and Coop. in Early Childhood Comm. (or completion of an AAT degree)*
- *ECED 352: Integrated Reading and Language Arts Birth-4*
- *ELED 301: Diversity in Education*
- *ELED 305: Learning and Assessment for Diverse Classrooms (optional for AAT transfer students)*
- *ECED 356: Play and Creativity in Early Childhood Education*
- *ECED 366: Integrating Early Childhood Curriculum*
- *ELED 302: Integrated Reading and Language Arts - Grades K-3*
- *ELED 317: Integrating 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 C 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. However, it is important to note that course requirements tied to clinical practice in this block of courses are significant and entail a high level of reflective practice. Teacher candidates are required to teach an inquiry-based lesson in all three subjects that naturally flow with the curriculum being taught.

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 Coordinator, Paul Gasior.