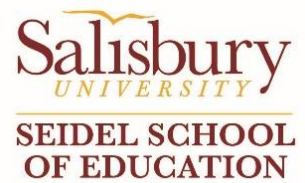


THANK YOU for collaborating with an
**Early Childhood/Elementary/Dual
Foundations** teacher candidate



Teacher Candidate Description:

Teacher candidates taking foundations of education courses are typically freshmen or sophomores, and have not yet been accepted into the Professional Teacher Education Program. They are taking the course(s) to explore the idea of becoming a teacher. Mentor teachers do not need to be tenured to work with teacher candidates in foundations courses.

Please Consider:

This may be your teacher candidate's first, second, or third semester where their courses include a clinical practice component. You will be asked to verify their clinical practice hours completed, and may include written feedback on the form if you wish.

Education Courses Your Teacher Candidate is Currently Taking:

- *ELED 201: Introduction to Teaching*
or
- *ELED 202: Technology in Education*
and/or
- *ECED 251: Collaboration and Cooperation in Early Childhood Communities*

Course Requirements:

You should receive information regarding course requirements from its instructor 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:

- ELED 201: Introduction to Teaching - **8 hours**
- ELED 202: Technology in Education - **20 hours**
- ECED 251: Collaboration and Cooperation in Early Childhood Communities - **16 hours**
- ELED 202 & ECED 251 Concurrently - **30 hours**

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 Coordinator, Paul Gasior.