UNIVERSITY OF ILLINOIS

AT URBANA-CHAMPAIGN



School and Community Experiences

EDPR 250 Placement Handbook

**Table of Contents**

Placement Guidelines 3

Placement Goals 4

Attendance Policy 4

Student Assignments and Course Schedules 5

Student Assignment Schedule Example 5

Co-Teaching 5

Required Lesson Observations/ Evaluations 6

Wrapping up the Semester 6

Questions 6

**Guidelines for Appropriate Activities for EDPR 250 Elementary Pre-Service Teachers:**

This is the second field placement for elementary education majors and requires students to attend practicum all day Tuesdays and Thursdays beginning on the first Tuesday of the University semester and ending on the last Thursday of classes in May. Students will work with their cooperating teachers across all content areas to implement strategies they have learned in their education courses.

To help cooperating teachers plan appropriate activities for their pre-service teachers, the following guidelines have been compiled. Cooperating teachers are asked to keep in mind that the Early Field Students are not full-time student teachers but are in the beginning stages of their professional pre-service development. In addition, cooperating teachers are asked to consider the extensive workload the student teachers have for their university classes. It is our goal to provide guidelines for the practicum and still maintain flexibility in order to meet the individual pre-service teacher’s strengths/needs and to serve the students in the classroom.

During the EDPR 250 ELE classroom placement, ***pre-service teachers may have the opportunity to:***

* take over routine experiences **after** the cooperating teacher has modeled **and** discussed the activity - e.g., calendar, pledge, getting attention of class, attendance, lunch count, moving large group from one area to another
* read stories aloud to class
* collaborate and plan lessons with the cooperating teacher and other students in the placement
* work one on one with a student after receiving guidance from the cooperating teacher
* occasionally assist in the grading of papers of a lesson they have observed
* use preventive discipline strategies **after** receiving guidance from the cooperating teacher
* take over small groups **after** observing modeling **and** receiving coaching from the cooperating teacher
* work one on one with a student after receiving guidance from the cooperating teacher
* occasionally grade papers of a lesson they have observed
* plan and teach lessons as required for university classes
* attend and participate in school meetings and activities when available

During the EDPR 250 ELE classroom placement, ***pre-service teachers are not expected to:***

* teach or lead activities that have not been modeled
* assume full responsibility for the supervision of the entire class or large groups of children at recess, lunch time, before or after school, or for an extended period of time
* assume full responsibility for instructing or supervising an entire class for an extended amount of time with or without the cooperating teacher present
* assume major teaching responsibilities when a substitute is present
* assume full responsibility for children off school grounds
* drive children on field trips or drive children home after school
* come into school on weekends or evenings
* spend much time at the copy machine
* come to school on days not listed on the calendar as classroom participation days
* administer medication to children

**Goals of this placement experience:**

* Develop and support instructional and management abilities in pre­service candidates
* Allow candidates to put into practice some of the methods they are learning in their courses during the semester
* Strengthen partnerships between university methods instructors, cooperating teachers and candidates

**Attendance Policy:**

Students are required to attend placement on all days they are scheduled to be there, including during institute, in-service and professional development days. If a student misses placement, the missed time must be made up before the end of the semester. The student will be expected to collaborate with the cooperating teacher to determine the best time to make up any time missed. If a pre-service teacher is sick and cannot attend placement, he or she must contact the cooperating teacher immediately. The cooperating teacher and the pre-service teacher will work together to keep track of days missed and plan for make-up days.

Some classrooms will be administering standardized testing during a few of the times the pre-service teachers are scheduled to be in the classroom. During those times, we recommend the following:

* 1. Pre-service teachers can be in the classroom of another teacher on the team who is not administering tests.
  2. Pre-service teachers can visit specials, with the permission of the teacher.
  3. Cooperating teachers can arrange for the pre-service teachers to help in different general classrooms around the school, as needed.
  4. If none of the above options will work, students may collaborate with other UIUC students during that time to complete course projects or assignments, while remaining in the school building.

**Student Assignments and Course Work:**

During this semester, students will learn about best practices across all elementary content areas. They will be expected to implement some of these strategies into their classroom placements, with the cooperating teachers’ guidance.

It is highly recommended that cooperating teachers and pre-service teachers collaborate regularly about teaching and any upcoming assignments or requirements. Pre-service teachers should share their course requirements with cooperating teachers, and cooperating teachers should share important school/ classroom information with pre-service teachers (such as IAR testing information, field trips, assemblies, district requirements, etc.)

Pre-service teachers may organize an assignment schedule like the one below, outlining when, where and with whom each pre-service teacher will teach each assigned lesson. Students can share course syllabi with cooperating teachers, and an overview of the field assignments will also be posted online on the SCE website: <http://education.illinois.edu/sce/elementary-program/cooperating-teacher-information>

**Student Assignment Schedule Example:**

**Example 1:**

|  |  |  |
| --- | --- | --- |
|  | **Tuesday** | **Thursday** |
| **Week 4** | Math lesson – whole group  Stations – design two enrichment activities | Social studies - interview |
| **Week 5** | Read Aloud/ Assessment for Unit 10 | Science lesson |
| **Week 6** | Comprehension strategy 1 – small group | Social studies – project intro |
| **Week 7** | Comprehension strategy 2 – small group | Science lesson |

**Co-Teaching:**

Through this placement, students can be exposed to and practice co-teaching. For your own reference, the seven co-teaching instructional strategies, adapted from the work of Marilyn Friend and Lynne Cook (1992), are defined as:

\****One Teach, One Observe*** is defined as one teacher leading the lesson while the other watches specifically for either a teaching technique or student evidence.

\****One Teach, One Assist*** works in a similar fashion to *One Teach, One Observe*, but the assistant’s role is to intentionally work with specific students or in a predetermined role.

\****Station Teaching*** is designed for both teachers to teach different but related content to the students in small groups in a rotating cycle.

\****Parallel Teaching*** occurs when each co-teacher teaches the same lesson to a smaller group of students at the same time.

\****Supplemental Teaching*** is designed for one teacher to instruct the students at grade level; the other teacher works with those who need extension or remediation.

\****Alternative or Differentiated Teaching*** occurs when both teachers present the same information to a group of students, utilizing different instructional strategies to meet the same learning goals.

***\*Team Teaching*** is defined as both teachers equally participating in all aspects of the lesson.

The links below may also serve as additional resources on co-teaching.

<http://faculty.virginia.edu/coteaching/>

<http://faculty.virginia.edu/coteachUVA/whocan.html#st>

<http://www.nea.org/tools/6-steps-to-successful-co-teaching.html>

<http://www.ideasforeducators.com/idea-blog/coteaching-isnt-taking-turns-its-teaching-together>

**Required Lesson Observations:**

All students will be required to submit three (3) lesson evaluations completed by their cooperating teacher. During the first six weeks, the goals of the observation include being sure the candidate is developing relationships with students in the classes, learning students’ names, and helping to create and maintain an environment of respect and rapport. They should also be consistently presenting themselves in a professional manner, arriving on time and on all expected days. The observations later in the semester should focus more on content and instruction.

Students should print out their observation forms from the SCE website and provide them to the cooperating teachers. They will turn in their completed evaluations at the end of the semester to the SCE office in 120 Education.

**Wrapping up the semester:**

All students need all evaluations signed through the online portal in order to move forward in the program. The following outlines specific directions for Cooperating Teachers to complete the final evaluation and timecard. Students and Faculty Mentors do not complete online final evaluations.

**Final Evaluations:** We need one fully-completed evaluation per student, with descriptive ratings for each indicator and any evidence/ comments you’d like to include (please feel free to copy and paste information from observation forms you completed into these boxes to make this quicker). Then, click the signature box and click save. ***(This final step is easily overlooked. Please don’t skip it.)***

**Timecards:** Students will complete their timecards online through the portal. Once they are complete, they are routed to you for your approval. You should click on the link called Timecards (EFE). You will scroll down to the bottom, click the co-op teacher signature box, and submit, assuming you approve the hours they recorded.

**Questions?** If you need assistance at any point in the semester, please contact Sue Talbott (stalbott@illnois.edu).

***Here are some additional helpful links:***

Cooperating Personnel Portal (final evaluations and time cards): <https://cte-s.education.illinois.edu/dotnet/webpages/webpage.aspx>

School and Community Experiences Website (paperwork, observation forms, and a PDF copy of this handbook): <http://education.illinois.edu/sce/elementary-program/cooperating-teacher-information>

Information Regarding Tuition Waivers (This is part of the Council on Teacher Education website): <http://www.cote.illinois.edu/clinical/benefits.html>

Resources for Educators: <http://education.illinois.edu/community/resources-for-educators>