

## Appropriate Activities for EDPR 250 MG Early Field Student Teachers

The second field experience for middle grades majors (EDPR 250 MG) is a four-hour placement on the mornings of Tuesday, Wednesday and Thursday during the fall semester. Early field student teachers (hereinafter called student teachers) will participate in a collaborative placement with other student teachers and up to three cooperating teachers. Student teachers will work with one another, and in various classroom settings, to implement strategies they have learned in their education courses. University supervisors will visit student teachers in the school settings to mentor them and observe their lessons.

To help cooperating teachers plan appropriate activities for their student teachers, the following guidelines have been compiled. Cooperating teachers must always keep in mind that the student teachers are not full-time student teachers, but are in the beginning stages of their professional pre-service development. In addition, cooperating teachers should remember 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 student teacher's strengths/weaknesses and to meet the needs of the students in the classroom.

During the EDPR 250 MG classroom placement, *student teachers should have the opportunity to:*

- take over routine experiences **after** the cooperating teacher has modeled **and** discussed the activity - e.g., getting attention of class, attendance, collecting assignments
- collaborate and plan lessons with the cooperating teacher and other student teachers 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
- plan and teach lessons as required for university classes
- attend and participate in school meetings and activities when available
- observe, collaborate and co-teach with multiple classroom teachers

During the EDPR 250 MG classroom placement, *student teachers should not be 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 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 in to school on weekends or evenings
- spend much time at copy machine
- come to school on days not listed on the calendar as classroom participation days
- administer medication to children

Field experience hours are an integral component of the C&I teacher education courses. The purpose of Early Field Experiences is to help student teachers gain multiple perspectives of teaching, learning, and the school community and to gain experience in working with students. **UIUC student teachers need to be involved in the classroom, not only observe.** Following is a list of required activities and suggested activities for the field experience. The individual content area instructor and cooperating teacher(s) will be able to further define these activities.

### Required:

*Plan and Teach/Co-Teach Lessons* – Student teachers must plan, teach, and reflect on lessons. These lessons could involve a whole group or a small group of students. The cooperating teacher should complete an observation form regularly. The university supervisor will formally observe a minimum of three lessons.

*Administrative Tasks* – Student teachers should take attendance and assist with beginning class administrative tasks such as passing back papers, collecting homework, grading a variety of work, etc. Though copying and grading papers are administrative activities, these activities should be kept to a minimum.

*Observing Team and/or Individual Planning Sessions* – Student teachers should sit in on planning sessions to get a firsthand understanding of how intra- and interdisciplinary curriculum is developed.

*Classroom Observation* – Possible assignments include analyzing patterns of student-teacher and student-student interaction, mapping classroom seating arrangements, and specific instructional strategies. Student teachers will prepare focused reflections based upon Danielson-inspired journal prompts.

**Suggested:**

*Tutoring Students One-on-One* - Activities could include helping students to make up assignments, working with struggling readers, or conferencing with students on written assignments, either with the same or different student each week.

*Facilitating Small Groups* – Student teachers may facilitate small group activities and/or discussions as directed by the cooperating teacher.