

**EDPR 250 MG – Fall 2021****Recommended Guidelines to Three-Morning Takeover**

*This placement is the second in a series of three classroom experiences for middle grades early field student teachers (hereinafter called student teachers). Previously, these student teachers have observed and interacted with students in either a general or pull-out classroom setting, where they spent at least 45 hours and taught 2 lessons. This EDPR 250 MG placement incorporates the supports of a team placement and allows the students to experience collaboration, co-planning and co-teaching with their peers, as well as with their cooperating teachers.*

*It is important to emphasize that these are just guidelines. If, in the opinion of the cooperating teacher and supervisor, a student teacher is ready to begin some tasks earlier than this guide suggests, that is permissible. However, it is important to gradually build up toward the three-morning full takeover, recognizing that our students are still learning both the art and science of teaching and need to be able to observe their cooperating teachers modeling instructional strategies, to gradually demonstrate best practices they observe, and to co-teach in small group and whole class activities. The student teacher has several University courses and is not yet prepared to assume full instructional responsibility, even for a small group of students for long periods of time without the support of the cooperating teacher. Therefore, there should be very little work assigned outside of the placement hours on Tuesday through Thursday mornings until the recommended three-morning takeover.*

**Weeks 1-3: (8-23-21 through 9-10-21) Acclimation and daily routines/transitions**

- The cooperating teacher will orient the student teacher to the school, specifically introducing him or her to other faculty and staff and highlighting support services and resources available.
- The cooperating teacher should also help the student teacher understand the normal procedures that occur throughout a school day, both in the classroom and across the school.
- The primary focus of the student these first few weeks is to observe the cooperating teacher's management and instruction, as well as classroom procedures.
- The student teacher will begin to write hall passes, practice getting the attention of students, keep grades, and help with the classroom website, all where applicable.
- The student teacher should also attend all meetings that occur during placement times Tuesday through Thursday mornings (within the timeframe they are to be at the school) in an effort to better understand the full professional responsibilities of the cooperating teacher.
- When appropriate, students can also occasionally tutor students and/or support small groups of students under the direction of the teacher.
- The student teacher should not assume independent, routine instructional responsibility for a small group of students or a whole class.
- It is important to remember that there should not be much, if any, work outside of the regular school day.

#### **Weeks 4-5: (9-13-21 through 9-24-21) Management routines/collaborative planning/brief modeling episodes**

- During this timeframe, the student teacher should be taking on more responsibility.
- The student teacher should be helping with management routines and should be collaborating with the cooperating teacher to understand how lessons and units are planned and implemented.
- Although the major role of planning is still in the hands of the cooperating teacher, the student teacher should begin practicing planning lessons and discussing opportunities to implement some of his/her ideas in the cooperating teacher's lessons.
- Gradually, the student teacher should be given the opportunity to model brief instructional strategies seen from and discussed with the cooperating teacher.
- The student teacher may also be given the chance to co-teach short segments of lessons with the cooperating teacher.
- The student teacher should not assume independent planning or instructional responsibility for a small group of students or a whole class.
- It is important to remember that there should not be much work outside of the regular school day.

#### **Weeks 6-7: (9-27-21 through 10-8-21) Assumption of duties from cooperating teacher's planning: co-teaching, small group, modeling, single periods of instruction**

- During this time there should be a gradual takeover of teaching duties by the student teacher while still observing the cooperating teacher frequently.
- ***The student teacher should continue using the cooperating teacher's lesson plans to do the following*** [offered in a recommended order]: (a) co-teach all or part of a lesson with the cooperating teacher, (b) independently teach a lesson, in whole or part, using instructional strategies that the student teacher has previously observed, (c) provide primary instruction for one assigned small group of students [e.g., a reading or math group] during a single school day, (d) teach a single, whole class instructional content period (e.g. reading, math, science, etc.) for two successive days [not to exceed 90 minutes of independent instructional time each day].
- The cooperating teacher should remain present in the classroom to support the student, provide feedback, and intervene in any classroom management concerns that require assistance.

#### **Weeks 8-10: (10-11-21 through 10-29-21) Developing independent plans and continuing weeks 6-7 activities**

- During this time, the student should continue taking over some teaching responsibilities while still observing the cooperating teacher frequently.
- ***The student teacher can begin developing up to two of his or her own lesson plans per week, based on feedback and support of the classroom teacher to do the following [offered in a recommended order]:*** (a) co-teach all or part of a lesson with the cooperating teacher, (b) independently teach a lesson, in whole or part, using instructional strategies that the student teacher has previously observed, (c) provide primary instruction for one assigned small group of students during a single school day, (d) teach a single, whole class

instructional content period (e.g. reading, math, science, etc.) for two successive days [not to exceed 90 minutes of independent instructional time each day].

**Weeks 11-12: (11-1-21 through 11-12-21) 1-3 lessons per week (planned and taught)**

- During this time there should be a gradual takeover of teaching duties by the student teacher while still observing the cooperating teacher frequently.
- ***The student teacher should begin developing at least one, and up to three, of his or her own lesson plans per week, based on feedback and support of the classroom teacher to do the following*** [offered in a recommended order]: (a) co-teach all or part of a lesson with the cooperating teacher, (b) independently teach a lesson, in whole or part, using instructional strategies that the student teacher has previously observed, (c) provide primary instruction for one assigned small group of students [e.g., reading, math, science, etc.] during a single school day, (d) teach a single, whole class instructional content period (e.g. reading, math, science, etc.) for two successive days [not to exceed 90 minutes of independent instructional time each day], (e) teach one or two lessons they have prepared and shared with the cooperating teacher.
- From here, the student teacher's load should increase until they are teaching the entire half day.
- Again, it is important that the cooperating teacher is present in the classroom. However, if the student teacher is ready, the cooperating teacher may leave the classroom from time to time giving the student teacher the experience of doing things on his or her own.
- It is essential that the cooperating teacher take time each day to confer with the student teacher about his or her experiences and provide feedback on lesson plans and execution.

**Week 13: (11-15-21 through 11-19-21) Full three-morning placement takeover (planning and teaching) for one week between 11-15-21, 11-22-21 (Fall break) and 11-29-21.**

**Week 14: (Thanksgiving break: 11-22-21 through 11-26-21—No placement, No UIUC classes)**

**Weeks 15-16: (11-29-21 through 12-9-21)**

- It is recommended that the student teacher complete their three-morning takeover either during ***week 13 (week prior to Thanksgiving break) or during week 15 (week after Thanksgiving break)***.
- Student teachers will have full takeover of all planning and teaching duties for all classes.
- They will not, however, be expected to take over all duties outside of the classroom, such as lunch duty, recess duty, etc.
- There should be multiple discussions throughout each of these three mornings between the student teacher and the cooperating teacher.
- The student teacher should be asking the advice and consent of the cooperating teacher for all lessons planned.
- The cooperating teacher may participate in the classroom in some way by assisting with a lesson, working with specific students, aiding in student evaluation, and/or making frequent observations throughout the day in the classroom.

- When the three-morning takeover is completed, the student teacher should continue participating in the classroom throughout the remainder of their placement, using some of the activities highlighted in Weeks 8-13 above.
- The candidate may also visit other classrooms throughout the school to observe different teaching methods.