

EDPR 250 EL Interim Placement Guidelines

As a student regularly serving in a school that operates on a balanced calendar, you will have a two- to three-week break when your school will not be in session. In order to continue your required EDPR 250 EL placement and to complete the required number of hours in the field, you will be assigned to an interim placement.

The interim experience is a wholly unique opportunity for you to see the daily operations of another school, one that many of your peers will not be fortunate enough to experience. In many cases, you will also be given the chance to consider the role of certified educators who are not assigned to regular education classrooms. You may be able to work with specialists in fields like reading, library/media services, fine arts, and others. From this, you gain a valuable insight into the whole educational experience of children. Furthermore, you will see that many of the elements of good teaching extend across disciplines and school settings.

To make the most of this experience, here are a few guidelines that you should follow:

1. Your professional dispositions should extend from your regular field placement to your interim placement. Punctuality, professional appearance and interactions, and a willingness/eagerness to learn and grow should be consistent at both school sites.
2. Because you are in this placement for such a short period of time, your primary goal is to observe the cooperating teacher for the purpose of considering learning strategies, techniques of instruction, and classroom management in other classroom/learning spaces. A deep engagement with instructional delivery will not be the same as your culminating teaching experiences in your full-term placement, but the professional learning will certainly be equally valuable.
3. You should identify two to three (2-3) professional learning goals you have for your interim placement. Consider this question: What can I learn from this experience that will make me a better classroom teacher who is aware of my students' educational experiences? **You should plan to share these goals with your supervisor when you begin your placement.** Some activities you might consider to meet your goals include:
 - a. Interview the interim cooperating teacher, seeking specific information about his/her particular position in the school and, where applicable, the relationship to other student services. You might also discuss recent changes to services or anticipated changes that could affect his/her position or program.
 - b. Review curriculum materials for the teacher's program and/or student guidelines for participation
 - c. Talk informally with students or other teachers about their involvement with this classroom/program/service. [Be sure to speak with your cooperating teacher before initiating such conversations and do not plan to record these exchanges.]
 - d. Consider similarities and differences in instructional techniques, classroom management strategies, and assessment of student learning between your regular placement and your interim placement. How might they be different? How are they similar? Remember, this is not a critique of practice but rather a chance to consider how different settings and different students may respond to varied practices.
 - e. When possible, seek opportunities to work with individual children or small groups of children and/or assist the cooperating teacher with whole class activities. You should not be planning or delivering primary instruction during the interim placement.

During your interim placement, you should be prepared to discuss your new experiences critically with your supervisor and your peers. You may be asked to provide informal updates to your supervisor via e-mail or share your activities/goals in clinical seminar.

Be sure to speak with your primary cooperating teacher prior to the break and during the break, if necessary, regarding what you need to do to be ready to return to the classroom after the interim placement.