



## Appropriate Opportunities for Early Field Candidates

Prior to the student teaching semester, candidates complete early field placements in our local schools. It is important to remember that these candidates are at the very beginning of their professional journey and will need support, guidance, modeling, and feedback to increase their competency and confidence in the classroom. We strongly encourage our candidates to be active and involved in building relationships and supporting the cooperating teacher and students in classroom activities.

During the early field placements, candidates may have the opportunity to:

- learn names and build relationships
- read aloud to the class
- manage routines and procedures after the teacher has modeled the expectations
  - attendance/lunch count
  - calendar/morning meeting activities
  - attention signals
  - transitions inside the classroom
  - transitions outside the classroom (will need supervision)
  - brain breaks
- grade homework
- support individual students
- work with small groups
- co-teach with cooperating teacher
- recognize and reinforce students who are meeting classroom expectations
- help supervise lunch/recess with school personnel
- collaborate and co-plan lessons

Candidates should not engage in activities that have not been modeled and explained by the cooperating teacher, nor should they take on responsibility for supervising/planning/instructing without support.

As a reminder, direct feedback on strengths and areas of need will help candidates refine their skills.

Please contact School and Community Experiences ([sce@education.illinois.edu](mailto:sce@education.illinois.edu)) with questions or concerns.

Thank you for your partnership!

