

EDPR 420 Placement Guide Fall 2024

| WEEK/DATE   | PLACEMENT EXPECTATIONS<br>to begin at some point during the weeks unless marked otherwise.  | STUDENT ASSIGNMENTS TO BE COMPLETED IN PLACEMENT<br>(coop please allow time for your student teacher to complete these)  | CO-OP RESPONSIBILITIES   | PROJECT   |   |
|---|---|--|--|---|---|
|   |   |  |  | IN THE PLACEMENT  | DURING YOUR OWN PLANNING TIME   |
| <p>1: Aug. 26-30<br/>2: Sep 2-6</p> <p><i>Students in University class on Fridays</i></p>     | <ul style="list-style-type: none"> <li>* assist mentor and cooperating teacher in scheduling a 15-minute opening meeting that you will attend. Roles, responsibilities, and expectations will be discussed. This meeting will be conducted in person or virtually.</li> <li>* learn students' names</li> <li>* learn and memorize classroom routine/schedule</li> <li>* introduce yourself to the site director/principal office staff, and support personnel (OT; PT; SPL therapist; librarian, etc.)</li> <li>* approach and introduce yourself to parents</li> <li>* participate in staff development opportunities and planning sessions</li> <li>* lead 1-2 transitions each day (dismissal, walking class to the gym/outside)</li> <li>* lead a snack group</li> <li>* send out your letter of introduction by the end of first week with children</li> <li>* co-lead calendar/morning routine (<b>week 2</b>)</li> </ul> | <p><b>CI 421</b></p> <ul style="list-style-type: none"> <li>• Introduction letter to families</li> <li>• Pedagogic documentation sheet</li> </ul> <p><b>SPED 414</b></p> <ul style="list-style-type: none"> <li>• Find families for the comprehensive assessment assignment</li> </ul> | <ul style="list-style-type: none"> <li>* <b><i>If the first mentor observation is in week 3:</i></b> work with your candidate to decide on an appropriate activity for this first mentor observation which should be a whole group routine/procedure, or a small group lesson/center (<b>by end of week 2</b>)</li> <li>* Observe your candidate and make note of strengths and challenges; use these observations to begin a conversation with your candidate about their progress and next steps they can take (<b>weekly</b>)</li> <li>* Complete an open-ended observation form with the strengths, challenges, and next steps you discussed with your candidate; provide both the mentor and the candidate with a copy, either hard copy or electronic, of this feedback (<b>weekly</b>)</li> </ul>   | <ul style="list-style-type: none"> <li>* observe your students, what are the children interested in, what intrigues them, what topics are emerging in their play?</li> <li>* take walking field trips, looking for things that the children are attracted to and /or have interacted with</li> </ul>  |   |
| <p>3: Sept. 9-13<br/>4: Sept. 16-20</p> <p><i>Students in University class on Fridays</i></p> | <ul style="list-style-type: none"> <li>* lead 2-3 transitions each day (dismissal, walking class to the gym/outside)</li> <li>* help to plan centers, participate in classroom planning meetings (<b>starting week 3</b>)</li> <li>* co-lead a center/activity (<b>week 3</b>)</li> <li>* takeover calendar/morning routine a couple of days each week (<b>starting week 4</b>)</li> <li>* lead a center /activity (<b>starting week 4</b>), debrief with co-op and implement suggested changes next time you lead the center</li> <li>* <b><i>first mentor observation (week 3 or 4):</i></b> should be observed leading a whole group classroom routine/procedure, or a small group lesson/center. This lesson/routine can be an idea from you, your co-op, or a teacher's manual, but must be rewritten by you onto the lesson plan template</li> </ul>  | <p><b>CI 421</b></p> <ul style="list-style-type: none"> <li>• Pedagogic documentation sheet</li> </ul> <p><b>SPED 414</b></p> <ul style="list-style-type: none"> <li>• Comprehensive assessment assignment Part 1 (Family and teacher interview)</li> </ul>                            | <ul style="list-style-type: none"> <li>* <b><i>If the first mentor observation is in week 4:</i></b> work with your candidate to decide on an appropriate activity for the first mentor observation which should be a whole group routine/procedure, or a small group lesson/center (<b>by end of week 3</b>)</li> <li>* Observe your candidate and make note of strengths and challenges; use these observations to begin a conversation with your candidate about their progress and next steps they can take (<b>weekly</b>)</li> <li>* Complete an open-ended observation form with the strengths, challenges, and next steps you discussed with your candidate; provide both the mentor and the candidate with a copy, either hard copy or electronic, of this feedback (<b>weekly</b>)</li> <li>* <b><i>If the second mentor observation is in week 5:</i></b> work with your candidate to decide on an appropriate activity for this observation which should be <i>whole class or a small group content-based lesson</i>. This lesson can be an idea from the candidate, you, or a teacher's manual (<b>by end of week 4</b>)</li> </ul> | <ul style="list-style-type: none"> <li>* begin utilizing instructional methods you hope to use with the project such as whole group discussions, small group investigation, partner work, etc.</li> <li>* Use pedagogic documentation sheets to take notice of what children are interested in and they ways that they show their interest.</li> <li>* Interview the classroom teacher about target student for CPA, Part 1.</li> </ul> | <ul style="list-style-type: none"> <li>* begin discussing children's interests with co-op, thinking toward a Project topic, but <i>not yet choosing a topic (week 3)</i>.</li> <li>* Set time to chat and conduct interview with a family member of target student (30 minutes) for CPA part 1</li> </ul> |

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|   |   |   |   | IN THE PLACEMENT   | DURING YOUR OWN PLANNING TIME   |
| 5: Sept. 23-27<br>6: Sept. 30-Oct 4<br><br><i>Students in University class on Fridays</i> | <ul style="list-style-type: none"> <li>* continue above tasks, integrating yourself fully into the classroom team if you haven't done so already, adding</li> <li>* learn the classroom assessment tools-start to practice taking formal and informal assessment (<b>week 5</b>)</li> <li>* plan and lead a center/activity, debrief with co-op and implement suggested changes</li> <li>* <b>second mentor observation; should be observed leading the whole class or a small group doing a content-based lesson. This lesson can be an idea from you, your co-op, or a teacher's manual, but must be rewritten by you onto the lesson plan template</b></li> </ul>      | <b>CI 421</b> <ul style="list-style-type: none"> <li>• Collect documentation of children (photographs, work samples, notes) to be shared in class. (<b>week 5</b>)</li> </ul> <b>SPED 414</b> <ul style="list-style-type: none"> <li>• Comprehensive assessment assignment Part 1 (Family and teacher interview (<b>due 9/28</b>))</li> </ul> <b>SPED 465</b> <ul style="list-style-type: none"> <li>• Permission forms (<b>due 9/25</b>)</li> </ul>  | <ul style="list-style-type: none"> <li>* <b>If the second mentor observation is in week 6:</b> work with your candidate to decide on an appropriate activity for this observation which should be a <i>whole class or a small group content-based lesson</i>. This lesson can be an idea from the candidate, you, or a teacher's manual (<b>by end of week 5</b>)</li> <li>* Observe your candidate and make note of strengths and challenges; use these observations to begin a conversation with your candidate about their progress and next steps they can take (<b>weekly</b>)</li> <li>* Complete an open-ended observation form with the strengths, challenges, and next steps you discussed with your candidate; provide both the mentor and the candidate with a copy, either hard copy or electronic, of this feedback (<b>weekly</b>)</li> </ul> | <ul style="list-style-type: none"> <li>* build project skill base with children: actively investigate by observing and describing with detail, questioning, measuring, collecting data, interviewing etc.</li> <li>* represent and document learning through creating observational drawings, (pg 45-47 Helm and Katz), graphs, writing, dramatic play, graphic organizers and discussion</li> </ul> | <ul style="list-style-type: none"> <li>* chose <i>tentative</i> Project topic choice (<b>by end of week 6</b>)</li> </ul>   |
| 7: Oct 7-11<br>8: Oct. 14-18  | <ul style="list-style-type: none"> <li>* take an active role in the current planning session so you will be ready to lead the planning during takeover; make sure you fully understand and know the expectations, format, and deadlines for the weekly plans</li> <li>* prepare for takeover, make sure you understand each adult's role in the classroom and be ready to step into the lead role starting in week 9 or 10</li> <li>* complete a midterm evaluation on yourself (form accessed via COTE portal); be prepared to speak to this during the midterm conference</li> <li>* participate in the 3-way (co-op, student and mentor) midterm conference</li> </ul> | <b>CI 421</b> <ul style="list-style-type: none"> <li>• Pedagogical documentation sheets</li> <li>• Create <i>planning</i> webs to be submitted in Canvas</li> <li>• Provide project provocations. You should be considering what <i>specifically</i> about your topic is of interest to the children.</li> <li>• Collect documentation of children (photographs, work samples, notes) to be shared in class. (<b>week 8</b>)</li> </ul> <b>SPED 414</b> <ul style="list-style-type: none"> <li>• Comprehensive assessment assignment Part 2 (observe &amp; assess target child in three domains interview)</li> </ul> <b>SPED 465</b> <ul style="list-style-type: none"> <li>• Modifications and accommodations report (<b>due 10/2</b>)</li> </ul> | <ul style="list-style-type: none"> <li>* complete midterm evaluation of your candidate; use the evidence gathered over the past six weeks and any new evidence that you see in these weeks prior to the conference to complete this evaluation</li> <li>* participate in three-way conference: date and time TBD by you and mentor</li> <li>* converse with your candidate regarding strengths, challenges, and next steps on a regular basis even though formal written feedback is not required during these two weeks (the midterm evaluation is enough formal written feedback for these two weeks) (<b>weekly</b>)</li> <li>* <b>If the third mentor observation is in week 9:</b> approve the lesson plan/idea by the end of week; allow your candidate to take the lead in the planning as this lesson needs to be a project lesson</li> </ul>       | <b>Phase I:</b> <ul style="list-style-type: none"> <li>* towards the end of the eighth week (or the beginning of the ninth week) begin to develop a common experience base for the students through exploratory activities-site visits, artifact investigation, read-alouds</li> </ul>   | <ul style="list-style-type: none"> <li>* write an articulate rationale for your topic choice (<b>week 8</b>)</li> <li>* complete the teacher anticipatory web, consider the varying needs, interests, and personalities, of your students as you consider the many directions your project could take ( Helm &amp; Katz) (<b>week 8</b>)</li> <li>* create the zoom web on one aspect of topic, note the modifications you can make to meet the different learners in your environment (<b>week 8</b>)</li> <li>* use the planning journal in Helm &amp; Katz to help you organize your efforts</li> <li>* explore resources in the classroom, the community, consider the availability and appropriateness of these resources</li> <li>* contact possible experts to visit the classroom</li> <li>* visit field sites on your own so you can plan for site visits with the children</li> <li>* communicate with your co-op, welcome their constructive feedback</li> <li>* Reflect on your documentation sheets and the results of your provocations when considering how you will be supporting project work during your takeover.</li> </ul> |
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|--|---|--|---|--|---|---|
| Project should begin   | <p><b>If Takeover begins</b></p> <ul style="list-style-type: none"> <li>* act as the lead teacher conduct all transitions &amp; routines</li> <li>* follow the planning protocol and make sure plans are completed and submitted to co-op on time</li> <li>* write newsletter (if applicable)</li> <li>* lead planning meetings</li> <li>* delegate tasks to classroom staff</li> <li>* communicate with parents and involve them in the project</li> <li>* provide opportunities for children to engage with the project. <i>This should not include all classroom areas or activities.</i></li> </ul> <p><b>If Takeover does not begin, continue with preparation for it:</b></p> <ul style="list-style-type: none"> <li>* make sure you fully understand and know the expectations, format, and deadlines for the weekly plans</li> <li>* make sure you understand each adult's role in the classroom and be ready to step into the lead role starting in week 10.</li> <li>* take an active role in the current planning session so you will be ready to lead the planning during takeover.</li> <li>* <b>third mentor observation (may also be in week 10);</b> must be a project-based lesson and must support inquiry-based learning. May be large group or small group. As usual, this lesson plan must be on the lesson plan template</li> </ul> | <p><b>CI 421</b></p> <ul style="list-style-type: none"> <li>• Begin project work</li> </ul> <p><b>SPED 414</b></p> <ul style="list-style-type: none"> <li>• Comprehensive assessment assignment Part 2 (observe &amp; assess target child in three domains interview)</li> </ul> <p><b>SPED 465</b></p> <ul style="list-style-type: none"> <li>• Baseline plan (<b>due 10/16</b>)</li> </ul>   | <ul style="list-style-type: none"> <li>* Facilitate your candidate's move into takeover. Clarify all expectations and roles of the adults in the classroom during takeover. <i>During takeover your candidate is responsible for only project plans and the related documentation.</i> Make sure your candidate understands the format you want for both the project plans and the documentation as the bulk of the planning and documenting will be turned into you, not the University. <i>Since the project will only consume a portion of the children's day there will be time and space for other lessons, which should be planned by you or your colleague.</i> If you have group planning sessions, your candidate should participate and continue to learn from these sessions.</li> <li>* Encourage your candidate to be the conversation starter regarding the planning and the children.</li> <li>* Continue to provide weekly written feedback to your candidate (and send copies to their mentor); use this feedback to enrich your discussions with your candidate.</li> <li>If <b>third mentor observation is in week 10:</b> approve the lesson plan/idea by the end of week; allow your candidate to take the lead in the planning as this lesson needs to be a project lesson</li> </ul> | <p><b>Phase I</b></p> <ul style="list-style-type: none"> <li>* <b>web the topic with the children, what do they know,</b> this will serve as the <b>initial assessment</b> that will be used for your project documentation ❖</li> <li>* Begin <b>panels</b> for displaying <b>ongoing documentation.</b> ❖</li> <li>* <b>web or list with the children's questions for investigations</b> ❖</li> <li>* decide on key areas of inquiry for the project based upon the webs and questions generated with the children</li> <li>* use the academic language so the children hear these words in context</li> <li>* work with your co-op to develop a system for sharing <b>ongoing documentation</b> with families. ❖</li> <li>❖ <i>these elements need to be documented and included in your final project presentation. Upload documentation of them in the form of photos of the activity/student work/product with explanatory captions, to Moodle as you complete each one</i></li> </ul> | <ul style="list-style-type: none"> <li>* continue with planning</li> <li>* display the webs/lists made with the children so the children can see/refer to them</li> <li>* gather a variety of resources and artifacts to support the investigation</li> <li>* organize field site visits; visit the site on your own so you can plan for the visit with the children</li> <li>* prepare your expert visitor by helping them to understand the purpose of their visit- let them know what the children already know, what the children want to know and how the expert could best communicate their knowledge to the children.</li> </ul> <p>communicate with families, involve them in the project</p>  |   |
| Takeover may begin   | 9: Oct.21-25  |  |   |  |   |   |
| Takeover Weeks (at least 4 weeks, must be completed by November) | <p>10: Oct 28- Nov 1</p> <p>11: Nov 4 - 8</p> <p>12: Nov11-15</p>   | <p><b>Continue with all takeover responsibilities</b></p> <ul style="list-style-type: none"> <li>* act as the lead teacher conduct all transitions &amp; routines</li> <li>* follow the planning protocol and make sure plans are completed and submitted to co-op on time</li> <li>* write newsletter (if applicable)</li> <li>* lead planning meetings</li> <li>* delegate tasks to classroom staff</li> <li>* communicate with parents and involve them in the project</li> <li>* <b>fourth mentor observation (third observation may also occur in these three weeks);</b> must be a project-based lesson and use child inquiry. It may be large group or small group. As usual, this lesson plan must be on the lesson plan template</li> </ul> | <p><b>CI 421</b></p> <ul style="list-style-type: none"> <li>• Pedagogic documentation sheet.</li> <li>• Collect documentation of children (photographs, work samples, notes) to be shared in class. (<b>week 10 &amp; week 12</b>)</li> <li>• Consider which project experience you will use for your provocations and play paper. This should be something that children are able to do individually (i.e., not a small group lesson).</li> </ul> <p><b>SPED 414</b></p> <ul style="list-style-type: none"> <li>• Comprehensive assessment assignment Part 2 (observe &amp; assess target child in three domains interview, <b>due 11/1</b>)</li> </ul>  | <ul style="list-style-type: none"> <li>* Approve ideas/lesson plans/ for mentor observations at least 2 days prior to the observation</li> <li>* Continue to provide weekly written feedback to your candidate (and send copies of feedback to their mentor); use this feedback to enrich your discussions with your candidate</li> </ul> <p>Continue to facilitate candidate's takeover</p>   | <p><b>Phase II - Investigate with your students - Starting in week 10</b></p> <ul style="list-style-type: none"> <li>* have a variety of multimodal resources (Helm &amp; Katz) and artifacts to foster active investigation and exploration by the children-consider devoting an area of the classroom to the project. As the project develops continue to build this artifact base; encourage the children/parents to add to this as well.</li> <li>* <b>conduct field site visits with the children</b> ❖</li> <li>* have children prepare for their guest expert visitor by composing questions</li> <li>* have an <b>expert visit</b> the children ❖</li> <li>* have the children represent their learning in a variety of ways: <b>observational drawings</b>❖, small- or large-scale models, dramatic play, graphic organizers, photographs with captions</li> <li>* continue the development of <b>documentation panel</b> ❖ with the children. <b>Share ongoing documentation in conversations with children.</b> ❖</li> </ul> | <ul style="list-style-type: none"> <li>* prepare your expert visitor by helping them to understand the purpose of their visit- let them know what the children already know, what the children want to know and how the expert could best communicate their knowledge to the children.</li> <li>* Collect and reflect on documentation as you plan, including your PD sheets and other collected documentation. <i>Share documentation in conversations with your co-op.</i></li> <li>* Keep your documentation updated. Start considering what might be shared in a final documentation panel that can be displayed in the classroom.</li> <li>* Start thinking about your culminating event for the project (<b>week 12</b>); look back at the initial assessment, what will you have the children do that will allow them to demonstrate their knowledge and growth</li> </ul> |

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|  |  | <p><b>SPED 465</b></p> <ul style="list-style-type: none"> <li>• Baseline data (<b>due 10/30</b>)</li> <li>• SLP plan (<b>due 11/6</b>)</li> </ul>  |   | <ul style="list-style-type: none"> <li>* re-visit and add to the initial the web frequently using a different color to indicate new discoveries, or questions. Re-visit in different student groupings, small group, whole group, or informally as a discovery is made or a question emerges</li> <li>* repeat investigation and representation process for the new questions generated when revisiting web.</li> <li>* Continue sharing <b>ongoing documentation with families.</b> ❖</li> <li>❖ <i>these elements need to be documented and included in your final project presentation. Upload documentation of them in the form of photos of the activity/student work/product with explanatory captions, to Moodle as you complete each one</i></li> </ul> |   |   |
| <p><b>Takeover Weeks</b> (at least 4 weeks, must be completed by</p>                       | <p>13: Nov. 18-22</p>  | <p><b>Continue with all takeover responsibilities</b></p> <ul style="list-style-type: none"> <li>* act as the lead teacher conduct all transitions &amp; routines</li> <li>* follow the planning protocol and make sure plans are completed and submitted to co-op on time</li> <li>* write newsletter (if applicable)</li> <li>* lead planning meetings</li> <li>* delegate tasks to classroom staff</li> <li>* communicate with parents and involve them in the project</li> <li>* <b>fourth mentor observation (if not already done);</b> must be a project based lesson, may be large group or small group. If not already done, lesson must be the math lesson for CI 421 which needs to be submitted to Prof. Smith one week prior to implementation (it is officially due at the end of week 12, but if you're teaching it earlier, submit it earlier). As usual, this lesson plan must be on the lesson plan template</li> </ul> | <p><b>CI 421</b></p> <ul style="list-style-type: none"> <li>• Complete (if you have not done so) the provocations and play activity.</li> </ul>   | <ul style="list-style-type: none"> <li>* Approve ideas/lesson plans/ for mentor observations at least 2 days prior to the observation</li> <li>* Continue to provide weekly written feedback to your candidate (and send copies of feedback to their mentor); use this feedback to enrich your discussions with your candidate</li> <li>* Continue to facilitate candidate's takeover</li> <li>* Support candidate as they work through the final phase of the project and the culminating activity.</li> </ul>   | <p><b>Phase III</b></p> <ul style="list-style-type: none"> <li>* in preparation for the culminating activity, review with the children what has taken place during the project by: revisiting the documentation, finalizing the web and documentation panel -purpose here is to allow the children a chance to review and consolidate the different experiences.</li> <li>* involve the children in deciding what the final sharing out will look like, with whom do they want to share? What do they want to share? complete the culminating event or activity-allow the children to share their story.</li> </ul> | <ul style="list-style-type: none"> <li>* how will you conclude the project so the children can tell their story, show their knowledge, debrief, summarize, and share? Who is your audience for this culminating event or activity?</li> <li>* review the project and assess achievement of goals</li> </ul> |
| <p>15: Dec 2-3</p> <p>(last day in the placement Dec. 3 unless there are make up days)</p> | <ul style="list-style-type: none"> <li>* step back from the lead role in the classroom</li> <li>* be involved in all supportive roles with the children and the planning</li> <li>* write and send home a good bye/ thank you letter to the families (<b>by the last day of your placement</b>)</li> <li>* bring your time to a close with the children; how will you say goodbye to them. Remember your audience, make it meaningful and significant for them</li> <li>* complete your online final evaluation via your COTE portal and be prepared to speak to this during the final conference</li> </ul> <p>participate in the final three-way (co-op, student, and mentor) conference</p> | <p><b>CI 421</b></p> <ul style="list-style-type: none"> <li>• Any remaining project work.</li> </ul> <p><b>SPED 465</b></p> <ul style="list-style-type: none"> <li>• SLP video and report (<b>due 11/27</b>)</li> </ul>  | <ul style="list-style-type: none"> <li>* complete the online final evaluation of your candidate via your COTE portal; use the written feedback you have gathered since the midterm conference and any new observations you make in the last days to inform this evaluation</li> <li>* participate in three-way final conference date and time TBD by you and mentor</li> </ul> <p>complete the online final evaluation of your candidate's mentor via your COTE portal.</p> |   | <p>make sure expert visitors have been thanked, and the borrowed resources have been returned. check in with your co-op regarding the project displays, should you add to them, should you remove them?</p>   |   |