

## EDPR 250 EL—Fall 2025 Placement Guidelines

This placement is the third in a series of four classroom experiences for pre-service teachers. Previously, candidates have observed and interacted with students in either a general or intervention setting where they spent 3 hours per week. Next, they are placed in an elementary setting for one full day per week.

This semester requires three mornings and one full day in their placement, culminating in a mini-takeover for four days of their assigned placement time. Successful candidates will complete their student teaching in the spring.

The guidelines below will help candidates, cooperating teachers, and supervisors pace the semester. If, in the opinion of the cooperating teacher and supervisor, a candidate is ready to begin some tasks earlier than this guide suggests, that is permissible. However, it is important to gradually build up towards the mini-takeover, recognizing that our candidates are still learning both the art and science of teaching and will need support and feedback.

Week	Expectations
1-3 (8-25 through 9-12)	<ul style="list-style-type: none"><li>• The cooperating teacher will orient the student teacher to the school, introducing them to other faculty and staff and highlighting support services and resources available.</li><li>• The cooperating teacher will help the candidate understand the normal procedures that occur throughout a school day, both in the classroom and across the school.</li><li>• The primary focus for the candidate these first few weeks is to observe the cooperating teacher's management and instruction, as well as classroom procedures, though they should be actively engaged throughout the day.</li><li>• The candidate may begin to take attendance and/or lunch count, write hall passes, conduct calendar activities/morning meetings, lead the pledge, practice getting the attention of students, grade assignments, and help with the classroom website, all where applicable.</li></ul>

	<ul style="list-style-type: none"> <li>• The candidate should also attend all meetings that occur during placement times (within the timeframe they are to be at the school) to better understand the full professional responsibilities of the cooperating teacher.</li> <li>• The candidate should learn the students' names and work to build positive relationships with each of them.</li> <li>• When appropriate, the candidate can also work one-on-one with students, do read-alouds, and/or work with small groups under the guidance of the cooperating teacher.</li> </ul>
Observation 1 may occur between Week 2-Week 5. Lesson plan and observation times must be approved by the cooperating teacher prior to the supervisor's visit.	
4-5 (9-15 through 9-26)	<ul style="list-style-type: none"> <li>• During this timeframe the candidate should be taking on more responsibility.</li> <li>• The candidate should help with management routines and collaborate with the cooperating teacher to understand how lessons and units are planned and implemented.</li> <li>• Although the major role of planning is still in the hands of the cooperating teacher, the candidate should begin practicing planning lessons and discussing opportunities to implement some of their ideas in the cooperating teacher's lessons.</li> <li>• Gradually, the candidate should be given the opportunity to implement instructional strategies that have been modeled by and discussed with the cooperating teacher.</li> <li>• The candidate may also be given the chance to co-teach short segments of lessons with the cooperating teacher.</li> <li>• The candidate should not assume independent planning or instructional responsibility for a small group of students or a whole class.</li> </ul>
Observation 2 may occur between Week 4-Week 8. Lesson plan and observation time must be approved by the cooperating teacher prior to the supervisor's visit.	

6-7 (9-29 through 10-10)	<ul style="list-style-type: none"> <li>• During this time there should be a gradual takeover of teaching duties by the candidate while still observing the cooperating teacher frequently.</li> <li>• 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.</li> </ul>
8-10 (10-13 through 10-31)	<ul style="list-style-type: none"> <li>• During this time, the candidate should continue taking over some teaching responsibilities while still observing the cooperating teacher frequently.</li> <li>• The candidate can begin developing their own lesson plans based on feedback and support of the cooperating teacher</li> <li>• The candidate may: <ul style="list-style-type: none"> <li>(a) co-teach all or part of a lesson with the cooperating teacher</li> <li>(b) independently teach a lesson, in whole or part, using instructional strategies that have been previously modeled</li> <li>(c) provide primary instruction for small groups of students [e.g., a reading or math group]</li> <li>(d) teach a whole class instructional content period (e.g., reading, math, science, etc.)</li> </ul> </li> <li>• The candidate should be building up to the mini-takeover</li> </ul>
The midterm evaluation may occur between Week 7-Week 9	
Observation 3 may occur between Week 7-Week 12. Lesson plan and observation time must be approved by the cooperating teacher prior to the supervisor's visit.	
11-12 (11-3 through 11-14)	<ul style="list-style-type: none"> <li>• During this time there should be a gradual takeover of teaching duties by the candidate while still observing the cooperating teacher frequently.</li> <li>• The candidate should co-plan lessons based with feedback and support of the classroom teacher</li> <li>• From here, the candidate's teaching responsibility should increase until they are teaching or co-teaching for most of their assigned practicum hours.</li> </ul>

	<ul style="list-style-type: none"> <li>• It is important that the cooperating teacher is present in the classroom. However, if the candidate is ready, the cooperating teacher may leave the classroom from time to time giving the candidate the experience of doing things on their own.</li> <li>• It is essential that the cooperating teacher take time each day to confer with the student teacher about their experiences and provide feedback on lesson plans and implementation.</li> </ul>
Week 13: (11-17 through 11-21)	<ul style="list-style-type: none"> <li>• It is recommended that the candidate complete their mini-takeover during week 13 (week prior to UIUC's fall break)</li> <li>• The candidate will have responsibility for all planning and teaching duties for their assigned practicum time for Monday through Thursday. Support is offered and encouraged as appropriate.</li> <li>• There should be multiple discussions throughout each of these four days between the candidate and the cooperating teacher.</li> <li>• The candidate should get consent from the cooperating teacher for all lessons planned.</li> <li>• 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.</li> </ul>
Observation 4 may occur between Week 11-Week 14. Lesson plan and observation time must be approved by the cooperating teacher prior to the supervisor's visit.	
FALL BREAK----- 11-24 through 11-28	
Final evaluations may be held between week 14 and week 15.	
14-15 (12-1 through 12-10)	<ul style="list-style-type: none"> <li>• When the mini-takeover is complete, the candidate should continue participating in the classroom throughout the remainder of their placement.</li> <li>• The candidate may also visit other classrooms throughout the school to observe different teaching methods.</li> <li>• The last day in placement is Wednesday, December 10.</li> <li>• Absences in excess of the two allotted may be made up during finals week.</li> </ul>