



SPRING 2024

EDPR 250: School and Community Experiences (Early Field Experience)

Early field experiences in teacher education, including observation and laboratory experiences in public schools; designed to provide opportunities for career exploration, professional orientation, the development of insight into the interrelationship of theory and practice, and the place of the student in the educational process.

Approved for S/U grading only.

Credit: 0 hours; **Satisfactory grade required for continuation in the licensure program.**

Canvas link: <https://canvas.illinois.edu/courses/42306>

Contact: Sue Talbott (stalbott@illinois.edu)

ATTENDANCE POLICY

In this placement, you will attend all day Tuesday **OR** all day Thursday as arranged with your placement partner and your cooperating teacher. You will follow your assigned school's contractual hours.

Please be sure to pack a lunch, medication, and any other personal items you may need, as your day will be long. Teachers do not typically leave the building during lunch or plan periods, so please be mindful of the expectations at your school.

Your presence is important and necessary. Your cooperating teacher and your students are counting on you! Plan to be an active and reliable participant in your placement.

You will follow the University calendar for all breaks and holidays.

If you need to be absent, please contact your cooperating teacher right away.

If your school is out of session (weather, state/federal holiday) on your assigned day, you have the option of making up the time, but it is not required. Ask to attend parent-teacher conferences and professional development days, as appropriate.

All other absences must be made up.

PROFESSIONALISM

Punctuality

Being on time is *critical* to your success in the field of education. School schedules offer no flexibility or accommodations for tardiness. Plan your routines accordingly.

Dress

As a guest at your school, you should be mindful of your hygiene and appearance. Cooperating teachers reserve the right to send you home if you are not in compliance. Should this occur, the day will need to be made up.

Communication

Be positive and proactive in your communication with your cooperating teacher and School and Community Experiences. Communicate your assignment and observation needs and questions/concerns in a timely manner. Best practice is to answer emails, texts, and phone calls within 24 hours.

Active participation

Plan to be helpful, efficient, and positive in your placement. If you are unsure of what to do, ask. Your cooperating teacher will be happy to guide you.

Carpools

If you are carpooling to your school, keep in mind these common courtesies:

- Be on time.
- Practice good hygiene.
- Share gas costs.

Issues with carpooling will jeopardize your transportation to and from your placement and therefore your continuation in the program. School and Community Experiences is not obligated to find you a new placement if your carpool is terminated.

Refer to the Professional Behavior Checklist on the website (sce.education.illinois.edu) for detailed professional expectations.

OBSERVATIONS

You will arrange to teach **two** lessons and ask your cooperating teacher to observe you and give written feedback. You are expected to collaborate with them to design a lesson plan that outlines your objective, procedures, and assessment. Any content area and student grouping (small group, whole group) is acceptable, and you should feel free to use the existing curriculum to guide you. It is acceptable to teach lesson plans you design for your courses with permission from your cooperating teacher.

You will submit two observation feedback forms to Canvas by 5pm on Wednesday, May 8. Forms are available on Canvas and on the SCE website: <https://sce.education.illinois.edu/>

Your grade in this course is dependent on these documents.

If your lesson is not successful, or if you receive unfavorable feedback, do not distress! Use this information to improve your practice and keep trying! We know that things can often go sideways in a classroom full of children. Your response to challenges is what matters most!

TIMECARD

Keep track of your hours on your CoTE timecard each week. Enter your placement hours in the top section. Feel free to track hours spent planning in the bottom section but understand that these hours do not count toward your total.

Total hours will vary across candidates based on the assigned school's contractual hours. A minimum of 90 hours is expected.

Submit your hours on the CoTE portal by Wednesday, May 8 at 5pm.

FINAL EVALUATIONS

Your cooperating teacher will complete a final evaluation using the Danielson Framework for Teaching on the Council on Teacher Education portal. A final rating of "Continue without reservation" is needed to earn a satisfactory grade for this course and is necessary for your continuation in the professional sequence.

Other ratings will be considered on an individual basis.

SUPPORT PLANS

In the event you find yourself struggling, your cooperating teacher or clinical experiences specialist may initiate a meeting to design a support plan. The program coordinator and your advisor will be notified.

The purpose of the plan is to restate and affirm program expectations and licensure requirements and offer strategies to support your professional development. School and Community Experiences will check in frequently, and the team will decide to terminate or modify the plan based on your progress.

Failure to show adequate growth over time may impact your progress in the program, and therefore your recommendation for licensure.

SOCIAL MEDIA/PRIVACY

Privacy is the ability to exercise agency and control over one's body, space, communications, and personal data. It is fundamental to the rights of free speech, inquiry, and thought. In our tech-driven world, privacy is often viewed as increasingly endangered.

With this in mind, please take care to limit the public's access to your social media. This will prevent misunderstandings and judgments that could impact your ability to establish positive, productive relationships with your cooperating teachers, instructors, families, and students.

Posting of content that impacts relationships with your cooperating teacher, your colleagues/peers, or with the faculty and staff at the College of Education may impact your progress in the program/placement, and therefore your recommendation for licensure. Should you be removed from your placement, School and Community Experiences is not obligated to assign a new one.

DISABILITY RESOURCES

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call (217) 333-4603 (V/TDD) or e-mail a message to disability@illinois.edu.

To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to see the instructor as soon as possible.

If you need accommodations for any sort of disability, please speak to your supervisor.

ACADEMIC INTEGRITY

The Illinois Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://www.admin.uiuc.edu/policy/code/>.

Academic dishonesty may result in a failing grade or other serious consequence. Every student is expected to review and abide by the Academic Integrity Policy, which can be found at <http://www.admin.uiuc.edu/policy/code/>. Please note that you are responsible for reading this policy. Ignorance is not an excuse for any academic dishonesty.

EMERGENCY PLANNING

Plan for emergency situations in the university classroom by reviewing the important material found at <http://police.illinois.edu/emergency-preparedness/>. The more prepared you are, the safer you will be.

Take care to review the emergency procedures for your assigned district, school, and classroom. Details can often be found in school handbooks or posted in school buildings. Consult your cooperating teacher within the first week of placement.

COVID-19 STATEMENT

All students are required to engage in appropriate behavior to protect the health and safety of the community.

Attend carefully to your email for updates on COVID-19 policies.

A PCR test is required to document a positive test result. A home test is not acceptable.

WELLNESS

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

Statement provided by the University of Illinois Counseling Center

REMOVAL FROM PLACEMENT

Removal from your placement can occur by request of the cooperating teacher, school administration, and/or university personnel. Teacher candidates and cooperating teachers should share classroom concerns/problems with School and Community Experiences as soon as they arise.

Removal can also occur due to, but not limited to, excessive absences, inappropriate behavior, insubordination, or not meeting requirements. Candidates removed from a classroom are not guaranteed subsequent placements. Each case is reviewed individually.

Please consult the Council on Teacher Education Candidate Handbook for policies and procedures: <https://cote.illinois.edu/current-candidates/candidate-handbook>.

ADDITIONAL RESOURCES

Please review the School and Community Experiences website: <https://sce.education.illinois.edu/>

