



College of Education

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

SPRING 2025

EDPR 432: Educational Practice in Early Childhood and Elementary Education

Course in practice teaching to meet licensure requirements for teaching in the elementary school. Approved for S/U grading only.

Prerequisite: [CI 420](#) or [CI 406](#) as required by the student's curriculum; satisfactory completion of all requirements of the Council on Teacher Education Undergraduate or Graduate Common Assessment Plan for Initial Certification (<http://cote.illinois.edu/>).

Credit: 12 hours

Canvas link: <https://canvas.illinois.edu/courses/41719>

By the end of this semester, you will exhibit the independent professional behaviors necessary for beginning practice. With supported practice and a gradual release of responsibility, you will learn to organize, plan, teach, and assess in an early childhood/elementary classroom.

WELCOME!

You did it! You're ready for the grand finale! We are so proud of your accomplishments and growth. Student teaching is your capstone experience in professional educator licensure program, and we can't wait to hear the positive and powerful impact you'll make on your students. Best of luck and please remember we are here to support you, so don't hesitate to reach out.

ATTENDANCE POLICY

Your presence is important and necessary in the classroom and at seminar. Your cooperating teacher and your students are counting on you! During seminar, your insight and input help everyone grow. Plan to be an active and reliable participant both in your school and at the university.

You will follow your assigned district's calendar for all breaks and holidays. If school is closed for unexpected reasons, you do not need to make these days up.

You are expected to attend all professional development days and parent-teacher conferences, provided there is no conflict with your university courses.

Four sick days and one professional day are allotted for this semester. These are counted as whole days only. For example, if you need to leave several hours early on a given day, this will count as a full day absence. When possible, please arrange these in advance so your cooperating teacher and supervisor can plan for your absence. These absences cannot be used for leisure purposes and should not be used consecutively. Absences taken prior to or following a school break may require documentation.

Requests for accommodations for religious observances must be sent through the Office of the Dean of Students: <https://odos.illinois.edu/community-of-care/resources/students/religious-observances/>. These requests should be submitted as far in advance as possible. Please share the approved absence letter with your supervisor.

If you have teaching responsibilities on a day you are absent, regardless of the reason, you must provide sub plans for your cooperating teacher. Your supervisor will offer guidance regarding this expectation.

Documentation of all absences beyond the five excused days must be provided. These days will be made up.

Excessive absences may require you to continue in your placement past graduation and your recommendation for licensure would be delayed. Excessive absences may also result in removal from your placement and, therefore, the licensure program.

Please contact your supervisor if you need to miss seminar. Absences may require an alternate assignment that will be arranged and graded by your supervisor. Frequent absence from seminar may result in additional days in your placement.

You must contact both your cooperating teacher and your supervisor if you are absent.

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. Supervisors and cooperating teachers have the right to send you home if you are out of compliance. Should this occur, the day would be counted as an unexcused absence and would be made up at the end of your placement.

Communication

Be positive and proactive in your communication with your cooperating teacher and supervisor. Communicate your assignment needs, observation schedule, and questions/concerns in a timely manner.

Best practice dictates that you should respond to all communication within 24 hours.

Take care with your tone. This is a professional experience, and you should maintain a formal and mature composure.

Personal technology

You may not have your laptop or cellphone in use when students are present. If you need these items for educational purposes (collecting observational data for a class assignment, timers, etc.), please inform your cooperating teacher.

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 expectations.

Ethics

The Illinois State Board of Education outlines an ethical code for educators to which our candidates are expected to adhere. The full document can be found here:

https://www.isbe.net/Documents/educator_COE_0311.pdf. Ethical violations are serious, and any violation may prevent your recommendation for licensure.

OBSERVATIONS

A minimum of five observations are conducted this semester. The cycle is as follows:

- Preconference
- Observation
- Postconference

Your supervisor will outline the procedures for scheduling the observations. You are responsible for clearing the days/times with your cooperating teacher.

You will submit completed preconference and postconference forms to Canvas. These forms are available on the School and Community Experiences website. If your performance is satisfactory, your supervisor may discontinue the written part of the post-conference requirement for your remaining observations.

You will receive verbal and written feedback that will focus on your strengths and offer you suggestions for improvement. The feedback is shared with your cooperating teacher.

Our licensure programs use the Danielson Framework for Teaching as a feedback and evaluation tool. This tool is also used with practicing teachers. As student teacher candidates, you will most often be scored as “emerging.” Any area that receives a score of “needs significant improvement” should be addressed immediately. Please refer to the Student Teaching Handbook for passing criteria for the midterm and final.

LESSON PLANS FOR OBSERVATIONS

You will submit a formal lesson plan to Canvas 24 hours prior to your preconference with your supervisor. This plan **must** be approved by your cooperating teacher before you meet for the preconference with your supervisor. The preconference form (available on the SCE website) will guide your conversation with your supervisor. Be aware that you may be required to revise your lesson plan.

At a minimum, your lesson plan must contain the following four components:

- Objectives and corresponding standards —What do I want the children to learn? (must match evaluation)
- Materials—What items will I need to execute the plan?
- Procedure—What will I do? Writing a script for yourself is often helpful.
- Assessment—How will I know the children learned? (must match objectives)

You may also use lesson plan templates provided by your supervisor, course instructors, and/or cooperating teacher. A template is also available on the School and Community Experiences website.

Your completed lesson plan should contain enough detail so that a substitute teacher could successfully teach that lesson.

Your supervisor has the right to cancel observations for which you did not submit a plan and/or did not engage in a preconference. Depending on the supervisor’s schedule, it may not be possible to reschedule. Failure to follow these observation procedures may result in a remediation plan, and your program coordinator and advisor will be notified.

WEEKLY SCHEDULES

A schedule for *the upcoming week* will be uploaded to Canvas by 5:00 p.m. each Friday. The purpose is to establish a routine of accountability and preparedness that will follow you into your first teaching position. You will indicate on this document which subjects you are responsible for teaching by highlighting.

If you use an electronic/online application to organize your lesson plans, you may share the link on Canvas.

You will follow your cooperating teacher's directives for daily/weekly/monthly planning. We recognize that each teacher has different styles and expectations. Please consult with your cooperating teacher and supervisor if you have questions or need clarification.

SEMINAR PARTICIPATION

The purpose of seminar is to offer time for reflection and to build skills in specific areas. Infrequently, you will have assignments to complete.

Supervisors will find a mutually agreeable time for their group to meet for seminar. You will meet a minimum of twelve hours, either in person or over Zoom.

Your supervisor will provide details specific to your sessions.

Two whole-group seminars will be held on Zoom. Please see the schedule at the end of the syllabus. Dates, times, and topics are subject to change.

TIME REPORT

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.

Hours spent as a paid substitute teacher will not be included. You do not need to make up the hours you serve as a substitute. Please refer to the Student Teaching Orientation presentation on the School and Community Experiences website if you need more information about applying to be a substitute teacher.

Total hours will vary by candidate/placement.

ADDITIONAL ASSIGNMENTS

Your placement and seminar offer opportunities for professional growth and reflection. University supervisors may require additional assignments to accelerate your learning or to supplement seminars from which you are absent.

The university supervisor will specify the additional requirements as needed. A list of possible options include:

- Additional instructional planning
- Supplemental observations
- Observation of other teachers
- Lesson analysis
- Targeted modules
- Interview other professionals at your site
- Read an article and summarize
- Research an instructional strategy and present your findings to your colleagues
- Additional days in your placement

Your supervisor may also request additional observations be made by the SCE staff, principal, an additional supervisor, and/or an additional cooperating teacher.

MIDTERM/FINAL EVALUATIONS

Our licensure programs rely on the Danielson Framework for Teaching to evaluate your progress in your field placements. A meeting with your supervisor and cooperating teacher will be held at midterm and at the end of the semester.

You will complete a self-evaluation on your CoTE portal prior to each meeting.

You will upload evidence for Domain One and Domain Four to Canvas prior to each meeting.

Your supervisor will provide further instructions for this requirement.

To receive a satisfactory grade, you must score a minimum of “2” for each sub-domain. The consequences for not meeting these criteria are outlined here:

<p>Student Teaching</p>	<p>Midterm Any rating of “1” in any domain will result in a final summary of “Continue with Remediation.” A Remediation or Professional Growth Plan will be implemented.</p>	<p>Final Any rating of “1” in any domain a or a cumulative score of less than 44 will result in failing final evaluation. Recommendation for licensure will be withheld.</p>
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SUPPORT PLANS

In the event you find yourself struggling, your cooperating teacher or supervisor may initiate a meeting with School and Community Experiences to design a support plan. 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 by setting your accounts to private.** 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 negatively impacts relationships with your cooperating teacher, your colleagues/peers, or the faculty and staff at the College of Education may interfere with your progress in the program/placement and therefore your recommendation for licensure.

Should you be removed from your placement due to issues with social media, 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 email 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 consequences. 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.

Follow your district's policy regarding a positive test.

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 well-being. 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 STUDENT TEACHING PLACEMENT

Removal from student teaching can occur by request of the cooperating teacher, school administration, and/or university supervisor. Teacher candidates should share classroom

concerns/problems with their university supervisor. If a satisfactory resolution is not reached, the issue will be referred to the clinical experiences program coordinator of your professional education preparation program. Removal can also occur due to, but not limited to, excessive absences, inappropriate behavior, insubordination, or not meeting requirements. Candidates removed from student teaching 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 handbook and student teaching timeline on the School and Community Experiences website: <https://sce.education.illinois.edu/>

EDPR 432 Seminar Schedule
Whole-Group Meetings

Your supervisor will provide details regarding your specific schedule.
The sessions below are whole-group with Zoom and in-person options.
Please add them to your calendar.

Week	Date/Time	Topic
1-1/6-1/10		
2-1/13-1/17		
3-1/21-1/24		
4-1/27-1/31		
5-2/3-2/7		
6-2/10-2/14		
7-2/17-2/21		

8-2/24-2/28		
9-3/3-3/7		
10-3/10-3/14		
11-UIUC BREAK 3/17-3/21		
12-3/24-3/28		
13-3/31-4/4		
14-4/7-4/11		
15-4/14-4/18		
16-4/21-4/27		