

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN



School and Community Experiences

EDPR 250 Placement Handbook

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Guidelines for Appropriate Activities for EDPR 250 Elementary Pre-Service Teachers

The second field experience for elementary education majors (EDPR 250) is a once per week 3-hour placement prior to spring break, along with a Monday through Friday, full-day, four-week placement immediately after U of I's spring break tied to the spring semester education courses. Students will be placed in a collaborative placement with other students and up to three cooperating teachers. Students will work with one another, and in various classroom settings, to implement strategies they have learned during the first eight weeks of the semester in their education courses. University faculty members will visit students in the school settings to observe lessons and mentor candidates.

To help cooperating teachers plan appropriate activities for their pre-service teachers, the following guidelines have been compiled. Cooperating teachers must always keep in mind that the Early Field Student Teachers are not full-time student teachers, but are in the beginning stages of their professional pre-service development. In addition, cooperating teachers should remember the extensive workload the student teachers have for their university classes. It is our goal to provide guidelines for the practicum and still maintain flexibility in order to meet the individual pre-service teacher's strengths/weaknesses and to meet the needs of the students in the classroom.

During the EDPR 250 ELE classroom placement, ***pre-service teachers should have the opportunity to:***

- take over routine experiences **after** the cooperating teacher has modeled **and** discussed the activity - e.g., calendar, pledge, getting attention of class, attendance, lunch count, moving large group from one area to another
- read stories aloud to class
- collaborate and plan lessons with the cooperating teacher and other students in the placement
- work one on one with a student after receiving guidance from the cooperating teacher
- occasionally assist in the grading of papers of a lesson they have observed
- use preventive discipline strategies **after** receiving guidance from the cooperating teacher
- take over small groups **after** observing modeling **and** receiving coaching from the cooperating teacher
- work one on one with a student after receiving guidance from the cooperating teacher
- occasionally grade papers of a lesson they have observed
- plan and teach lessons as required for university classes
- attend and participate in school meetings and activities when available
- observe, collaborate and co-teach with multiple classroom teachers

During the EDPR 250 ELE classroom placement, ***pre-service teachers should not be expected to:***

- teach or lead activities that have not been modeled
- assume full responsibility for the supervision of the entire class or large groups of children at recess, lunch time, before or after school, or for an extended period of time
- assume full responsibility for instructing or supervising an entire class for an extended amount of time with or without the cooperating teacher present
- assume major teaching responsibilities when a substitute is present
- assume full responsibility for children off school grounds
- drive children on field trips or drive children home after school
- come in to school on weekends or evenings
- spend much time at copy machine
- come to school on days not listed on the calendar as classroom participation days
- administer medication to children

Goals of this placement experience

- Developing and supporting collaborative abilities in preservice candidates;
- Removing the isolation often associated with teacher training viewed as apprenticeship, allowing candidates to work with multiple mentors across multiple classrooms;
- Supporting cooperating teacher teams to design and to integrate small groups of students in classroom activities through co-teaching, peer evaluation, differentiation of learning tasks, and other student support strategies;
- Allowing candidates to put into practice some of the methods they are learning in their courses during the semester;
- Strengthen partnerships between university methods instructors, cooperating teachers and candidates

Placement Schedule

The placement calendar can be found online, here: http://education.illinois.edu/docs/default-source/school-and-community-experiences/ele_250_cal_sp17.pdf?sfvrsn=0

The placement is broken into two parts: the first nine weeks, when students attend placement for three hours every Tuesday morning, and the four weeks following spring break, when students attend placement Monday through Friday all day for four full weeks.

During the Tuesday morning placement, students should attend for three hours from the start of the school day until the end of three hours (some students may be in placement from 7:30-10:30, while others may be in placement from 9-12; exact placement times depend on the school schedule).

During the four week placement following spring break, students should be in placement from the teacher's contracted start of day until the teacher's contracted end of day. These times vary based on district, but contracted time is usually 30 minutes prior to the arrival of students until 30 minutes after dismissal.

Attendance Policy

Students are required to attend placement on any days in which they are scheduled to be there, including during institute, in-service and professional development days. If a student misses placement, that time must be made up before the end of the semester. The student should collaborate with the cooperating teachers to determine the best time to make up any time missed. If a pre-service teacher is sick and cannot attend placement, he or she must contact the cooperating teachers immediately. The cooperating teachers and the pre-service teacher will work together to keep track of days missed and planned make-up days.

Rotation Schedules

We would prefer for students to have shared experiences within and among the classrooms. For this reason, we want to ensure that students are rarely working independently in a classroom without his or her peers, and that students are getting time in each of the cooperating teachers' classrooms.

We found that when students spent longer periods of time in one classroom each week, they felt more comfortable with the classroom expectations and formed quicker relationships with the students in the class. While the students are in the beginning stages of the placement, it may be helpful to allow them to spend their three hours on Tuesday with one

assigned class. The groups can then rotate the following week. It may be possible that a cooperating teacher may not have a group of pre-service teachers in his or her room during a time period, and this is acceptable.

During the full-time four week placement, students will need to rotate among the classrooms as needed for their teaching expectations and to complete assignments within certain parameters. Some assignments may require all pre-service teachers on the team to work in one room together at the same time.

Below are some examples of rotation schedules. Please use these examples to create a rotation schedule that works best for all involved.

First 9 weeks rotation schedule

Rotation option 1: Candidates in teams, with same co-op for entire 3 hour period; rotate to new classrooms each week

*Some teaching assignments may require all students to be in one classroom at the same time.

**Please adjust these schedules as needed for your particular situation.

	Teacher A	Teacher B	Teacher C
Week 1 (3 hours)	Candidates 1, 2	Candidates 3, 4, 5	
Week 2		Candidates 1, 2	Candidates 3, 4, 5
Week 3	Candidates 3, 4, 5		Candidates 1, 2
Week 4	Candidates 1, 3, 5	Candidates 2, 4	
Week 5		Candidates 1, 3, 5	Candidates 2, 4
Week 6	Candidates 2, 4		Candidates 1, 3, 5
Week 7	Candidates 1, 2, 4	Candidates 3, 5	
Week 8		Candidates 1, 2, 4	Candidates 3, 5
Week 9	Candidates 3, 5		Candidates 1, 2, 4

Rotation Option 2: Candidates in teams, rotate to new classrooms each hour

*Some teaching assignments may require all students to be in one classroom at the same time.

**Please adjust these schedules as needed for your particular situation.

	Teacher A	Teacher B	Teacher C
Week 1; Hour 1	Candidates 1, 2		Candidates 3, 4, 5
Week 1; Hour 2	Candidates 3, 4, 5	Candidates 1, 2	
Week 1; Hour 3		Candidates 3, 4, 5	Candidates 1, 2
Week 2; Hour 1	Candidates 1, 3, 5		Candidates 2, 4
Week 2; Hour 2	Candidates 2, 4	Candidates 1, 3, 5	
Week 2; Hour 3		Candidates 2, 4	Candidates 1, 3, 5
Week 3; Hour 1	Candidates 1, 2, 3		Candidates 4, 5
Week 3; Hour 2	Candidates 4, 5	Candidates 1, 2, 3	
Week 3; Hour 3		Candidates 4, 5	Candidates 1, 2, 3
Week 4; Hour 1	Candidates 1, 2, 5		Candidates 3, 4
Week 4; Hour 2	Candidates 3, 4	Candidates 1, 2, 5	
Week 4; Hour 3		Candidates 3, 4	Candidates 1, 2, 5
Week 5; Hour 1	Candidates 1, 4		Candidates 2, 3, 5
Week 5; Hour 2	Candidates 2, 3, 5	Candidates 1, 4	
Week 5; Hour 3		Candidates 2, 3, 5	Candidates 1, 4
Week 6; Hour 1	Candidates 1, 3		Candidates 2, 4, 5
Week 6; Hour 2	Candidates 2, 4, 5	Candidates 1, 3	
Week 6; Hour 3		Candidates 2, 4, 5	Candidates 1, 3
Week 7; Hour 1	Candidates 2, 3, 4		Candidates 1, 5
Week 7; Hour 2	Candidates 1, 5	Candidates 2, 3, 4	
Week 7; Hour 3		Candidates 1, 5	Candidates 2, 3, 4
Week 8; Hour 1	Candidates 2, 3		Candidates 1, 4, 5
Week 8; Hour 2	Candidates 1, 4, 5	Candidates 2, 3	
Week 8; Hour 3		Candidates 1, 4, 5	Candidates 2, 3
Week 9; Hour 1	Candidate, 1, 3, 4		Candidates 2, 5
Week 9; Hour 2	Candidates 2, 5	Candidate, 1, 3, 4	
Week 9; Hour 3		Candidates 2, 5	Candidate, 1, 3, 4

Rotation Option 3: Candidates work in partners with one student designated as the “floater” who can go to any of the classrooms as needed.

*Some teaching assignments may require all students to be in one classroom at the same time.

**Please adjust these schedules as needed for your particular situation.

	Teacher A	Teacher B	Teacher C
Week 1 (3 hours)	Candidates 1, 2	Candidates 3, 4	
Floater: Candidate 5			
Week 2		Candidates 1, 2	Candidates 3, 5
Floater: Candidate 4			
Week 3	Candidates 4, 5		Candidates 1, 2
Floater: Candidate 3			
Week 4	Candidates 1, 2	Candidates 4, 5	
Floater: Candidate 2			
Week 5		Candidates 2,3	Candidates 4, 5
Floater: Candidate 1			
Week 6	Candidates 1, 3		Candidates 2, 4
Floater: Candidate 5			
Week 7	Candidates 3, 5	Candidates 1, 2	
Floater: Candidate 4			
Week 8		Candidates 1, 5	Candidates 2, 4
Floater: Candidate 3			
Week 9	Candidates 4, 5		Candidates 1, 3
Floater: Candidate 2			

Four week daily placement rotation schedule:

Rotation Option 1:

4-week schedule	Teacher A	Teacher B	Teacher C
Week 1 March 27-31	Student 1 Student 4	Student 2 Student 5	Student 3
Week 2 April 3-7	Student 5	Student 4 Student 3	Student 1 Student 2
Week 3 April 10-14	Student 2 Student 3	Student 1	Student 5 Student 4
Week 4 April 17-21	Student 3 Student 1	Student 5	Student 2 Student 4

Rotation Option 2:

4-week schedule	Teacher A	Teacher B	Teacher C
Week 1 March 27-31 Floater: Student 5	Student 1	Student 2 Student 4	Student 3
Week 2 April 3-7 Floater: Student 2	Student 4 Student 3	Student 5	Student 1
Week 3 April 10-14 Floater: Student 1	Student 2	Student 3	Student 4 Student 5
Week 4 April 17-21 Floaters: Students 3, 4	Student 5	Student 1	Student 2

Rotation Option 3:

4-week schedule	Teacher A	Teacher B	Teacher C
Week 1 March 27-31	Students 1, 2, 3	Students 4, 5	
Week 2 April 3-7		Students 1, 2, 3	Students 4, 5
Week 3 April 10-14	Students 2, 4		Students 1, 3, 5
Week 4 April 17-21	Students 1, 3, 5	Student 2, 4	

Special Considerations for Standardized Testing

Some classrooms will be administering PARCC or other standardized testing during the times the pre-service teachers are scheduled to be in the classroom. During those times, we recommend the following:

1. Pre-service teachers can be in the classroom of another teacher on the team who is not administering PARCC.
2. Pre-service teachers can visit specials, with the permission of the teacher.
3. Cooperating teachers can arrange for the pre-service teachers to help in different general classrooms around the school, as needed.
4. If none of the above options will work, students may collaborate as a team during that time to complete course projects or assignments, while remaining in the school building.

Student Assignments and Course Work

Students will attend university methods courses for the first eight to nine weeks of the semester. During this time, students will learn about best practices across all elementary content areas. They will be expected to implement some of these strategies into their classroom placements, with the cooperating teachers' guidance and support and the support of the peers on their teams.

It is highly recommended that the entire team of cooperating teachers and pre-service teachers collaborate regularly about teaching and any upcoming assignments or requirements. Pre-service teachers should share their course requirements with cooperating teachers, and cooperating teachers should share important school/ classroom information with pre-service teachers (such as PARCC testing information, field trips, assemblies, district requirements, etc.)

Pre-service teachers, in consultation with the cooperating teacher team, can organize an assignment schedule like the one below, outlining when, where and with whom each pre-service teacher will teach each assigned lesson. Students can share course syllabi with cooperating teachers, and an overview of the field assignments will also be posted online on the SCE website: <http://education.illinois.edu/sce/elementary-program/cooperating-teacher-information>

Student Assignment Schedule Example:

4-Week Field Placement Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Student 1</i>					
Week 1					Student Interview S.S.
Week 2	Read Aloud/ Assess of ATA?		<i>Strategy Lesson?/ SS LESSON?</i>		Read Aloud/Science Lesson (Winn)
Week 3	Science Lesson (Winn)/Read Aloud				
Week 4					Read Aloud
<i>Student 2</i>					
Week 1					Student Interview S.S.
Week 2			Science Lesson/ SS LESSON?	Science Lesson	
Week 3					
Week 4					

Student 3					
Week 1					Student Interview S.S.
Week 2			Science Lesson/ SS LESSON?	Science Lesson	
Week 3					
Week 4					
Student 4					
Week 1					
Week 2	Assess of ATA		Read Aloud/Strategy Mini-Lesson?	Running Records & S.S. Teacher Interview during Library	
		Read Aloud and S.S. Student Interview	Social Studies Lesson		
Week 3			Read Aloud		
Week 4		Science Lesson (Winn)	Read Aloud	Read Aloud	
Student 5					
Week 1					Student Interview S.S.
Week 2	Assess of ATA?		Strategy Lesson? / SS LESSON?	Read Aloud/SS teacher interview during library	Science Lesson (Winn)
Week 3	Science Lesson (Winn)	Read Aloud		Read Aloud	
Week 4		Read Aloud			

Co-Teaching

Through this collaborative placement, students can be exposed to and practice co-teaching methods with members of their assigned teaching team. Due to the nature of the shared experiences, students will work together with at least one other candidate in each classroom. The assignments that students need to complete will guide which co-teaching model they might use. However, for your own reference, the seven co-teaching instructional strategies, adapted from the work of Marilyn Friend and Lynne Cook (1992), are defined as:

***One Teach, One Observe** is defined as one teacher leading the lesson while the other watches specifically for either a teaching technique or student evidence.

***One Teach, One Assist** works in a similar fashion to *One Teach, One Observe*, but the assistant's role is to intentionally work with specific students or in a predetermined role.

***Station Teaching** is designed for both teachers to teach different but related content to the students in small groups in a rotating cycle.

***Parallel Teaching** occurs when each co-teacher teaches the same lesson to a smaller group of students at the same time.

***Supplemental Teaching** is designed for one teacher to instruct the students at grade level; the other teacher works with those who need extension or remediation.

***Alternative or Differentiated Teaching** occurs when both teachers present the same information to a group of students, utilizing different instructional strategies to meet the same learning goals.

***Team Teaching** is defined as both teachers equally participating in all aspects of the lesson.

The links below may also serve as additional resources on co-teaching.

<http://faculty.virginia.edu/coteaching/>

<http://faculty.virginia.edu/coteachUVA/whocan.html#st>

<http://www.nea.org/tools/6-steps-to-successful-co-teaching.html>

<http://www.ideasforeducators.com/idea-blog/coteaching-isnt-taking-turns-its-teaching-together>

Required Lesson Observations

All students will be required to submit three (3) lesson evaluations completed by one of the cooperating teachers on the team evaluating the pre-service candidates' lessons. One observation should be completed during the first nine weeks in placement. Two additional observations should take place during the full-time four-week placement. These observations can be of lessons taught by several students at once or an individual student working with any size group of students. One lesson evaluation may be turned in with multiple student names' listed in cases where multiple students co-taught a lesson.

During the first nine weeks, the goals of the observation include being sure the candidate is developing relationships with students in the classes, learning their names, and helping to create and maintain an environment of respect and rapport. They should also be consistently presenting themselves in a professional manner, arriving on time and on all expected days. The observations later in the semester should focus more on content and instruction.

Students should print out their observation forms from the SCE website and provide them to the cooperating teachers. They will turn in their completed evaluations at the end of the semester to the SCE office in 120 Education.

Faculty Mentors

Pre-service teachers will work closely with their methods instructors throughout the semester. During the four weeks pre-service teachers are in placement, methods classes will cease and instructors will be out to the schools to visit the candidates. Students should work with both the cooperating teachers and their faculty mentor to determine appropriate times for him or her to visit and observe the candidates teaching. Mentors would like to be in the classroom to observe our pre-service teachers teaching, working with small groups or interacting with students.

When the mentors visit the schools, they may also pull the candidates out of the classroom to talk through lessons or observations. Cooperating teachers will hear from the faculty mentor who will work with the students at the start of the semester.

Wrapping up the semester

All students need all evaluations signed through the online portal in order to move forward in the program. The following outlines specific directions for Cooperating Teachers to complete the final evaluation and time card. Students and Faculty Mentors do not complete online final evaluations.

Final Evaluations: Every co-op on the team will have an evaluation for every student on the team within his or her portal. However, we only need one fully-completed evaluation per student, with descriptive ratings for each indicator and any evidence/ comments you'd like to include (please feel free to copy and paste information from observation forms you completed into these boxes to make this quicker). You can decide who, among your group of co-ops, will complete the evaluation for which student. For the other students in your portal for whom you are not completing a full evaluation, you only need to complete the final drop-down summary box (you select one of four choices), click the signature box and click save. (This final step is easily overlooked. Please don't skip it.)

Time Cards: Students will complete their time cards online through the portal. Once they are complete, they are routed to you for your approval. You should click on the link called Time Cards (EFE). You will scroll down to the bottom, click the co-op teacher signature box, and submit, assuming you approve the hours they recorded. As a general guide, they should have 3 hours a week for the first 9 weeks, 0 for week 10 (spring break) and about 40 hours for weeks 11-14. Just as with the evaluation, only one co-op needs to approve these time cards. It may be easiest to be in charge of the time card(s) of the student(s) for whom you completed the full evaluation(s).

Questions?

If you need assistance at any point in the semester, please contact Sunny McMurry at (217) 333-2561 or koerber@illinois.edu.

Here are some additional helpful links:

Cooperating Personnel Portal (final evaluations and time cards): <https://cte-s.education.illinois.edu/dotnet/account.aspx/login?portal=coop>

School and Community Experiences Website (paperwork, observation forms, and a PDF copy of this handbook): <http://education.illinois.edu/sce/elementary-program/cooperating-teacher-information>

Information Regarding Tuition Waivers(This is part of the Council on Teacher Education website): <http://www.cote.illinois.edu/clinical/benefits.html>

Resources for Educators: <http://education.illinois.edu/community/resources-for-educators>