

Appropriate Activities for CI 403 Early Field Student Teachers

The second field experience for secondary education minors (CI 403) is a three-hour placement on Thursday mornings (8-11am) and three additional hours arranged weekly during the fall semester. Early field student teachers (hereinafter called student teachers) may be paired for these placements and implement strategies they have learned in their education courses. University supervisors will visit student teachers in the school settings to mentor them and observe their lessons.

To help cooperating teachers plan appropriate activities for their student teachers, the following guidelines have been compiled. Cooperating teachers must always keep in mind that the 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 student teacher's strengths/weaknesses and to meet the needs of the students in the classroom.

During the CI 403 classroom placement, *student teachers should have the opportunity to:*

- help prepare the classroom for the beginning of school, if available
- take over routine experiences **after** the cooperating teacher has modeled **and** discussed the activity - e.g., getting attention of class, attendance, collecting assignments
- collaborate, plan, and implement lessons co-teaching with 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
- do limited copying as most of their time should be in the classroom
- assist in bulletin board preparation
- plan and teach lessons as required for university classes
- use preventive discipline strategies **after** receiving guidance from the cooperating teacher
- attend and participate in school meetings and activities scheduled on placement days
- plan and teach independently for four of the six hours per week by the end of the semester

During the CI 403 classroom placement, *student 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 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

Field experience hours are an integral component of the C&I teacher education courses. The purpose of Early Field Experiences is to help students gain multiple perspectives of teaching, learning, and school community and to gain experience in working with students. **UIUC student teachers need be involved in the classroom, not only observe.** Following is a list of required activities and suggested activities for the field experience. The individual content area instructor and cooperating teacher will be able to further define these activities.

Required:

Teach Lessons Planned by the Cooperating Teacher – Student teachers should teach lessons designed by the cooperating teacher with implementation techniques and suggestions for an effective lesson made by the cooperating prior to the

lesson. The cooperating teacher should complete an observation form during the lesson.

Plan and Teach Lessons – Student teachers must plan, teach, and reflect on lessons independently or co-taught with a peer. The lesson could involve a whole group or a small group of students. The cooperating teacher should complete an observation form during the lesson. The university supervisor will formally observe two lessons during the semester.

Observe another CI 403 – Student teachers should observe another student teaching a lesson, complete an observation form during the lesson, and conference with the peer student teacher following the lesson providing written feedback and suggestions.

Administrative Tasks – Students should take attendance and assist with beginning class administrative tasks such as passing back papers, collecting homework, grading a variety of work, etc. Though copying and grading papers are administrative activities, these activities should be kept to a minimum.

Observing Team and/or Individual Planning Sessions – Students should sit in on planning sessions to get a first-hand understanding of how intra- and interdisciplinary curriculum is developed.

Classroom Observation – Possible assignments include analyzing patterns of student-teacher and student-student interaction, mapping classroom seating arrangements, and specific instructional strategies. Student teachers will prepare focused reflections based on Danielson-themed journal prompts.

Suggested:

Tutoring Students One-on-One – Activities could include helping students to make up assignments, working with struggling readers, or conferencing with students on written assignments, either with the same or different student each week.

Facilitating Small Groups – Student teachers may facilitate small group activities and/or discussions as directed by the cooperating teacher.

Observing Classes Outside of the Content Area with Cooperating Teacher Guidance and Approval – Student teachers may ask to observe outside their subject area in order to observe how an individual student or group of students behave, to observe how interdisciplinary teaching "works," or to observe how students use skills such as literacy or mathematics in areas outside content areas in which they are taught.

Visiting the School Library, Computer Lab, Cafeteria, etc. – Student teachers may visit non-classroom school spaces to observe how students interact with each other and staff outside classroom settings, and to develop a better understanding of the role of these spaces in the total educational program of the school.

Observing an After-School/Extracurricular Activity – Student teachers may observe how students and teachers interact with each other outside formal, but educational, classroom settings.

Interviewing Students – With the written consent of both **PARENTS** and teachers, students may be interviewed individually or in groups, but may **NOT** be audio or video taped. Teachers and/or administrators **MUST** review all interview questions beforehand. Interview topics must focus on general questions asking for students' general likes and dislikes about school subjects and activities.

Interviewing School Faculty (Other Teachers, Administrators, Support Staff) – Assignments might include interviewing school personnel about their professional routines, about their views on specific curricular and instructional approaches, and about their approaches to classroom management, extracurricular supervision, and interdisciplinary planning.