



UNIVERSITY OF ILLINOIS
AT URBANACHAMPAIGN

School and Community Experiences

Clinical Experiences Policies:

- *To earn clock hour credit for field experiences, no monetary compensation may be received.*
- *A mandatory minimum GPA, satisfactory completion of all professional sequence courses, and satisfactory completion of field experiences is required before beginning the next required field experience.*
- *Grades may not be assigned until completed time cards and evaluation forms are submitted to SCE.*
- *Failure to comply with the responsibilities and expectations for field experiences may result in removal from the assigned site and possible dismissal from the teacher education program. ▪ All absences from the early field placement must be made up.*

(Read additional policies on School and Community Experiences website.)

Time Card - The time card will be submitted at the end of the semester through the student portal. Directions for the time card and a worksheet can be found on the School and Community Experiences website at <http://education.illinois.edu/sce/elementary-program/student-information>. The worksheet should be used to keep track of the hours spent each week with early field experience. Students may count all the hours spent teaching and the hours spent related to teaching (planning, grading, etc.; no travel time should be counted). Hours should be calculated to the quarter hour, with 15 minutes = .25 hour.

Lesson Planning - A written lesson plan is required for each scheduled supervisor observation. Lesson plans are to be shared with the cooperating teacher and discussed during a pre-conference with the supervisor before the lesson is implemented. The cooperating teacher will determine when the written lesson plan must be ready for review before teaching the lesson. The lesson plan template may be found on the SCE website under Elementary Program > Student Information > General Forms. Additional minimal lesson plans (objectives, materials, procedure, assessments) are required for each lesson taught in the practicum. Sometimes lesson plans are already provided in the text the students use for the lessons; therefore, students do not need to reproduce the plans. However, students should study the plans to be familiar with the objectives, procedure, materials, and assessments prior to the implementation of the lesson.

EFE Midterm Evaluation for Conference

All parties should log into the portal to complete the evaluation. The form is on CoTE website at <http://www.cote.illinois.edu>. Once the evaluation has been saved/ submitted, the supervisor will have access to the evaluations. If requested, each party should bring a printed copy of their completed evaluation to the conference to aid in the discussion and further goal setting. The student, cooperating teacher and supervisor will all complete the same form. Each component is rated with a qualitative label rather than a numerical rating. There is no point or score total for “passing”, however, the candidate must be recommended for continuation into next field placement at the end of the experience.

EFE Final Evaluation for Conference

All parties should log into the portal to complete the evaluation. The form is on CoTE website at <http://www.cote.illinois.edu>. Once the evaluation has been saved/ submitted, the supervisor will have access to the evaluations. If requested, each party should bring a printed copy of their completed evaluation to the conference to aid in the discussion and further goal setting.



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The student, cooperating teacher and supervisor will all complete the same form. This form is the same as the midterm form. Each component is rated with a qualitative label rather than a numerical rating, as explained above. There is no point or score total for “passing”, however, the candidate must be recommended for continuation into next field placement at the end of the experience.

A typically-developing student teacher will primarily score within the emerging category. It would be highly unlikely that any Early Field Experience candidates would earn competent or higher during this placement. Growth should be demonstrated within the comments section of the evaluation, rather than in the narrative ratings.

During the final evaluation for the Early Field Experience, each party will select one of these final recommendations: do not continue into next placement; continue into next placement with remediation; continue to next placement with reservation; continue to next placement without reservation.

Expectations and Professional Responsibilities:

The early field student teacher will:

- be familiar with stated program goals and expectations.
- be punctual, dress appropriately, practice proper physical hygiene.
- call cooperating teacher and supervisor in case of absence.
- follow building and classroom rules.
- inform cooperating teacher of classroom observations.
- ask for feedback about progress and implement suggestions.
- address cooperating teacher appropriately.
- treat all contacts with respect.
- honor confidentiality of all contacts.

Additional information, policies, and copies of forms may be found online at the School and Community Experiences website and the Council on Teacher Education website. **It is your responsibility to read the information on these sites.**

Midterm Conference – Week of October 16 or 23

Final Conference - Week of December 4 or December 11

Full classroom take over – Week of December 4 or December 11

(Dates are at the discretion of Cooperating Teacher and University Supervisor)

Final Grades

EDPR 250 is graded with Satisfactory (S) or Unsatisfactory (U).

An Unsatisfactory grade will be earned in EDPR 250 EL if any of the following criteria are met:

- *Candidate receives a “Do Not Continue” rating on midterm or final evaluation.
- *Candidate earns below 95/120 points in the EDPR 250 seminar course.

EDPR 250 Evaluation Fall
2018

Component	Tasks/Criteria	Evaluation(s)	Comments	Final Score	
<i>Seminar</i>	Participation Punctuality Attendance Uploading domain artifacts to box	Engage in conversations, contribute to discussions, offer constructive feedback and perspectives	<input type="checkbox"/> Often (3 points) <input type="checkbox"/> Sometimes (2 points) <input type="checkbox"/> Rarely (1 point)		/10
		Attends class sessions	<input type="checkbox"/> All (3 points) <input type="checkbox"/> Most (2 or fewer absences) (2 pts) <input type="checkbox"/> Some (3 or more absences) (1 pts)		
		Arrives to class on time	<input type="checkbox"/> All (2 points) <input type="checkbox"/> Most (1-2 tardies) (1 pt) <input type="checkbox"/> Some (3 or more tardies) (0 pts)		
		Uploads all materials to box by due date/ due time	<input type="checkbox"/> All (2 points) <input type="checkbox"/> Most (1-2 late or missing work) (1 pt) <input type="checkbox"/> Some (3 or more late or missing work) (0 pts)		
<i>Observation Cycle</i>	Participate fully in the observation cycle: *Preconference *Completed lesson plan *Instruction *Post-Conference *Implementing Feedback	Lesson plan and other requested materials sent to supervisor by pre-conference due date and time	<input type="checkbox"/> Yes (1) (3points) <input type="checkbox"/> Yes (2) (3points) <input type="checkbox"/> Yes (3) (3points) <input type="checkbox"/> Yes (4) (3points) <input type="checkbox"/> No (1) <input type="checkbox"/> No (2) <input type="checkbox"/> No (3) <input type="checkbox"/> No (4)		/40
		Completed and updated lesson plan printed and available for supervisor at start of observation	<input type="checkbox"/> Yes (1) (2points) <input type="checkbox"/> Yes (2) (2points) <input type="checkbox"/> Yes (3) (2points) <input type="checkbox"/> Yes (4) (2points) <input type="checkbox"/> No (1) <input type="checkbox"/> No (2) <input type="checkbox"/> No (3) <input type="checkbox"/> No (4)		
		Evidence of feedback from pre-conference included in updated lesson plans	<input type="checkbox"/> Yes (1) (2points) <input type="checkbox"/> Yes(2) (2points) <input type="checkbox"/> Yes (3) (2points) <input type="checkbox"/> Yes (4) (2points) <input type="checkbox"/> No (1) <input type="checkbox"/> No (2) <input type="checkbox"/> No (3) <input type="checkbox"/> No (4)		
		Evidence based reflection (based on Danielson Framework) in conversation during post conference	<input type="checkbox"/> Yes (1) (3points) <input type="checkbox"/> Yes (2) (3points) <input type="checkbox"/> Yes (3) (3 points) <input type="checkbox"/> Yes (4) (3 points) <input type="checkbox"/> No (1) <input type="checkbox"/> No (2) <input type="checkbox"/> No (3) <input type="checkbox"/> No (4)		
<i>Midterm and Final Evaluations</i>	Complete midterm and final self-evaluations on the student portal	Midterm Evaluation: evidence based, reflective comments included in each domain	<input type="checkbox"/> Yes (1) (1 point) <input type="checkbox"/> Yes (2) (1 point) <input type="checkbox"/> Yes (3) (1 point) <input type="checkbox"/> Yes (4) (1 point) <input type="checkbox"/> No (1) <input type="checkbox"/> No (2) <input type="checkbox"/> No (3) <input type="checkbox"/> No (4)		/10
		Final Evaluation: evidence based, reflective comments included in each domain	<input type="checkbox"/> Yes (1) (1points) <input type="checkbox"/> Yes (2) (1points) <input type="checkbox"/> Yes (3) (1 points) <input type="checkbox"/> Yes (4) (1 points) <input type="checkbox"/> No (1) <input type="checkbox"/> No (2) <input type="checkbox"/> No (3) <input type="checkbox"/> No (4)		

		Self- evaluation completed prior to scheduled conference	<input type="checkbox"/> Yes (midterm) (1 point) <input type="checkbox"/> Yes (final) (1 point)	<input type="checkbox"/> No (midterm) <input type="checkbox"/> No (final)			
Journals	Nine journal entries related to the Danielson Framework for Teaching and the College of Education Dispositions (complete evaluation rubric appears within each journal)	Journal 1	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 2	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 3	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 4	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 5	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 7	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 8	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		Journal 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Final Score							/105

Final Grades

EDPR 250 is graded with Satisfactory (S) or Unsatisfactory (U).

An Unsatisfactory grade will be earned in EDPR 250 EL if any of the following criteria are met:

*Candidate receives a “Do Not Continue” rating on midterm or final evaluation.

*Candidate earns below 80/105 points in the EDPR 250 seminar course.

FINAL COMMENTS