

### Spring 2017 EDPR 250 Field Placement Assignments

All assignments have additional information that will help clarify. Candidates should have copies of the course syllabi. This is a brief overview of co-op and candidate expectations during the field placement.

	<b>Weeks 1-9 (3 hrs/ week)</b>	<b>Weeks 10-13 (4-week placement)</b>	<b>Co-op expectations</b>
<b>CI 432: Math</b>		UIUC candidates will be required to teach one small or whole group math lesson. This lesson can be taught individually or with up to 2 partners. Two focus elementary students will be briefly interviewed before and after the lesson to gauge their level of understanding and thinking about particular math concepts.	Co-ops will help select the target lesson and identify two focus students for the short assessment interviews. Ideally, co-ops will provide feedback during the planning process and complete a brief observation template during the lesson to give feedback on lesson implementation.
<b>CI 448: Social Studies</b>	<ol style="list-style-type: none"> <li>1) Interview cooperating teachers re: social studies curriculum (January)</li> <li>2) Interview individual or group of students re: social studies -- interview protocol to be developed in class</li> <li>3) Teach a group lesson in one classroom</li> </ol>	<p>Each school group will adapt a lesson plan to the grade level and context of the classroom. Lesson plans will be provided in class. You will teach the lesson together in one of your classrooms. You will submit notes about your group reflection after teaching the lesson including how you would change the lesson plan if you were to teach it again. It would be a wonderful experience for your group if you can teach it a second time. You might consider integrating your Children’s Literature read aloud into your lesson. Integrating and working collaboratively in this way is a model for your future work as a teacher.</p> <p>Using your group reflection on teaching the lesson(s) you will write a 2-page reflection. Due by April 23</p>	<ol style="list-style-type: none"> <li>1) Respond to interview questions</li> <li>2) Provide an opportunity for each UI candidate to interview a student(s) about social studies to be taught</li> <li>3) Provide an opportunity for each UI candidate to teach one-two social studies lessons</li> </ol>
<b>CI 451: Science</b>	<ol style="list-style-type: none"> <li>1) Interview cooperating teachers re: science curriculum (January)</li> <li>2) Interview individual or group of students re: science addressed in lesson to be taught (January-February)</li> </ol>	<p>1) Each candidate will be required to teach one science lesson that is developed as part of a coherent series of lessons within their placement group, based on the school science curriculum. For at least ONE of these lessons, candidates will do a formal “lesson study,” that is, as one candidate teaches the lesson, the other candidates on the team watch and complete a written critique. After the lesson, the critiques are used for group lesson reflection. (Ideally in wks 11-12).</p>	<ol style="list-style-type: none"> <li>1) Respond to interview questions</li> <li>2) Provide an opportunity for each UI candidate to interview a student(s) about science to be taught</li> <li>3) Provide an opportunity for each UI candidate to teach one science lesson in one classroom</li> </ol>

<p style="text-align: center;"><b>CI 467: Children's Literature</b></p>	<p>Engage in the literature life of the classroom and school in these ways, whenever possible:</p> <ol style="list-style-type: none"> <li>1) Engage in informal discussions with cooperating teachers about the use of literature trade books in instruction. Talk with teachers about books they use.</li> <li>2) Engage in informal discussions with students about their reading preferences and choices. Talk with students about books they are reading.</li> <li>3) Take note of classroom library and school library resources. Accompany children to library, if possible, and observe.</li> <li>4) Make use of every opportunity the cooperating teacher makes available to read aloud to, read with, and work with students in activities related to children's literature.</li> </ol>	<ol style="list-style-type: none"> <li>1) Conduct one read aloud per week with a small group or the whole class (as the cooperating teacher feels is best for the his/her/their classroom) of a quality children's literature trade picture book that the undergraduate selects independently based on criteria learned in CI 467 and observations in the field placement school/classroom. The selection of an appropriate book (which should be confirmed as OK by the classroom teacher after selection of options by the CI 467 candidate and before the read aloud takes place) along with the read aloud experience itself and the undergraduate candidate's write-up for submission to the CI 467 instructor are all essential aspects of a demonstration of competence for CI 467. In the first nine weeks of the semester, the CI 467 instructors will cover the content of an effective read aloud along with essentials of tradebook selection that takes multiple aspects of quality, diversity, and academics into account in selecting an appropriate read aloud to engage children and enhance instruction in classrooms.</li> <li>2) Send home a "traveling book bag" with one child in the undergraduate's placement classroom each Monday of the four full field placement weeks; receive the book bag back each Thursday, taking a few minutes (5-10) to talk to the child about the experience; and write-up a reflective report on the experience for the CI 467 instructor. Each undergraduate should reevaluate the book bag for effectiveness, modifying it as needed based on the child use and feedback each week, and send it back out the following Monday with a different child. To prepare our UGs for this activity, CI 467 instructors will (during the first nine weeks of the semester) guide/facilitate each CI 467 undergraduate's development of a multi-artifact travelling book bag that can be used by children at home with their families for engagement with literature and response to literature.</li> </ol>	<ul style="list-style-type: none"> <li>* Share your thoughts informally throughout the semester placement on use of children's literature.</li> <li>* Allow field students to participate in activities around children's literature selection and use throughout the semester placement (in the classroom and library).</li> <li>* Make space and time for students to complete their weekly assignments during the four full-time placement weeks: <ul style="list-style-type: none"> <li>• Time and opportunity to conduct one read aloud per week as noted in column 2.</li> <li>• Support in selecting a child for the traveling book bag each Monday of the full-time placement weeks and time for the student to talk with the child about the experience when the book bag is returned on Thursday.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>CI 475: Reading Methods</b></p>	<ol style="list-style-type: none"> <li>1) Interview cooperating teacher regarding literacy assessments (weeks 2-3); identify three focus students and conduct a running record and at least one other literacy assessment (weeks 5-9).</li> </ol> <p>Candidates will also engage in critical conversations about boxed curriculum (such as Wonders).</p>	<p>Each group will design a learning segment focused on a reading strategy (predicting, visualizing, summarizing, synthesizing, monitoring comprehension, building schema.) This learning segment should take place in guided reading groups. Candidates will write an overview of four lessons, four lesson plans, and a reflection.</p>	<ol style="list-style-type: none"> <li>1) Respond to interview questions.</li> <li>2) Allow candidates to assess the three focus students using a running record and at least one other literacy assessment.</li> <li>3) Provide an opportunity for candidates to teach at least one guided reading lesson in one classroom.</li> </ol>

Clinical Experiences

**During first week:**  
Complete CoTE Blood Borne Pathogen questionnaire (1 per team). Complete Teacher Interview (1 per team). Give cooperating teachers your emergency form.

**During weeks 2-9:**  
Be observed (individually or team teaching) at least 1 time by any of the co-ops on your team during the first 9 weeks.

**Ongoing:**  
Provide paper observation form for co-op, if requested (on SCE website).

Be observed (individually or team teaching) at least 2 times by any of the co-ops on your team during weeks 10-13.

Complete 3 observations per candidate throughout the semester (3 observations total, conducted by any teacher on the team during the semester).  
Complete one collaborative final evaluation in the portal for each candidate, with ratings and comments.  
Complete one summative assessment for each candidate (by each co-op) in the portal (simply mark continuation recommendation at bottom of form and submit).