**Elementary Education (ELED) B.S. 4 Year Program**

**Field Experience Guidelines for**

**JMU Students, Practicum Supervisors, and Cooperating Teachers (CTs)**

**Revised August 2021**

**General Info / Introduction**

One overarching goal of the JMU ELED program is to provide rich, hands-on experiences for students through real-life classroom involvement. This field experience handbook should serve as a guide for JMU students, cooperating teachers, and university supervisors regarding what to expect during their field experiences. Thus, it should be shared with all stakeholders prior to any practicum experiences.

It is important to understand the similarities and differences amongst these goals and expectations across the different levels/course numbers. Additionally, JMU students, cooperating teachers, and supervisors can review the ELED Handbook frequently asked questions regarding the overviews of the field experiences. Should you have any other questions, please contact the ELED coordinator.

**ELED 321: Practicum with a Focus on Learners and Learning**

This field experience, taken in the fall of junior year, provides JMU students with a classroom of students and a cooperating teacher with whom to practice building relationships with learners, conduct extensive observations of learners and learning, as well as practice the teaching of content related to their concurrent methods courses (either writing, mathematics, and science OR reading, mathematics, and social studies).

These students have completed one semester of education courses. They are now taking the first of their methods courses and will be expected to teach more frequently. You should see more confidence about being in the classroom, but perhaps some hesitancy about their ability to teach lessons. As the cooperating teacher, you might be thinking, “Go ahead and try teaching this lesson; I know you haven’t done it before. You’ll learn from your mistakes.” University supervisors should be providing constructive feedback after observing a lesson; however, remember that for many of them, this is their first attempt at implementing a formal content lesson. You might be thinking, “What’s the **most important** piece of feedback I should give, not **all** the feedback I could give?”

***What grades are used for this practicum?***

**●** Grades PK-5

***What is the goal of the practicum?***

**●** Understand the instructional strategies associated with different disciplines

● Understand opportunities and challenges to integrating curriculum across

disciplines

● Use formative assessment to prepare and reflect on a sequence of instruction

***What is the focus?***

**●** Plan and teach lessons

**●** Design, implement, and analyze formative assessments

● Practice methods of guiding student behavior

***When does the practicum meet?***

**●** One full day a week

● Practicum students are expected to arrive at least 15 minutes before the children   
and stay a minimum of 15 minutes after children are dismissed

***Who are the students?***

**●** JMU juniors

***What additional JMU courses are they taking?***

**●** ELED 332 – Children and Science

● ELED 333 – Children and Math I (fall only)

● LED 300 – Reading Instruction and Assessment

for Diverse Learners PK-6

● General Education/Degree required course

**OR**

**●** ELED 334 - Children and Social Studies

● ELED 343 - Children and Math II (spring only)

● LED 350 - Writing Instruction and Assessment for Diverse Learners PK-6

***What are the expectations for those involved in 321 Practicum?***

|  |  |  |
| --- | --- | --- |
| **Classroom Teacher (i.e. Cooperating Teacher)** | **JMU Practicum Student** | **JMU Supervisor** |
| Provide multiple opportunities for the student to observe the teacher planning, instructing, and reflecting on his/her lessons    Talk to the student about issues of planning, instruction, assessment, and completing  responsibilities of teaching    Allow the student multiple opportunities to teach content lessons in a variety of settings (1 on 1, small group and whole group)    Encourage the JMU practicum student to teach more often  than the required lessons    Observe one lesson and provide written feedback    Contact the 321 supervisor immediately as questions or concerns arise.    Complete a mid-term and final evaluation for the practicum student | Follow all of the policies and procedures established in the  Handbook for practicum    Communicate within the first two weeks exactly what assignments must be carried out in the practicum classroom.    Work with the cooperating teacher to develop a schedule for completing the ELED assignments.    Consult with the teacher about teaching responsibilities you can assume while in his/her class; going above the few assignments required for your ELED classes.    Work with your supervisor to schedule teaching observations at mutually convenient times    Contact the 321 university supervisor if questions or concerns arise.    Show enthusiasm, initiative, and a desire to be in the class at all times    Display professionalism at all times (see further guidance above)    Don’t wait for your teacher to assign a lesson to teach; ask for those opportunities    Return completed mid-term and final evaluations to your university supervisor | Visit the class at least two times and conduct one formal lesson observation with debriefing conference and one informal observation.    Communicate with the cooperating teacher about the practicum student’s performance, dispositions, and skills.    Contact the ELED coordinator if concerns or questions arise. |

**ELED 322: Practicum with a Focus on Curriculum Integration**

This field experience, taken in the spring of junior year, provides JMU students with a classroom of students and a cooperating teacher with whom to practice the teaching of content related to their concurrent methods courses (either writing, mathematics, and science OR reading, mathematics, and social studies).

These students have completed two semesters of education courses; they have had two full-day practicum experiences in PK-5th grade. They are now taking their final methods courses and will be expected to teach more frequently, in preparation for their year-long student teaching experiences. You should see more confidence about being in the classroom and readiness to design and implement sequential lessons with the whole class and small groups. As the cooperating teacher, you might be thinking, “Spread your wings and fly; while you still have much to learn, you’re ready to take the lead.” University supervisors are providing feedback as a critical friend, realizing practicum students will be moving into student teaching next. You might be thinking, “I’m going to stretch you a little further by giving more constructive feedback; I know you can take it.”

***What grades are used for this practicum?***

**●** Grades PK-5

***What is the goal of the practicum?***

**●** Understand the instructional strategies associated with different disciplines

● Understand opportunities and challenges to integrating curriculum across

disciplines

● Use formative assessment to prepare and reflect on a sequence of instruction

***What is the focus?***

**●** Plan and teach lessons

**●** Design, implement, and analyze formative assessments

● Practice methods of guiding student behavior

***When does the practicum meet?***

**●** One full day a week

● Practicum students are expected to arrive at least 15 minutes before the children   
and stay a minimum of 15 minutes after children are dismissed

***Who are the students?***

**●** JMU juniors

***What additional JMU courses are they taking?***

**●** ELED 332 – Children and Science

● ELED 333 – Children and Math I (fall only)

● LED 300 – Reading Instruction and Assessment

for Diverse Learners PK-6

● General Education/Degree required course

**OR**

**●** ELED 334 - Children and Social Studies

● ELED 343 - Children and Math II (spring only)

● LED 350 - Writing Instruction and Assessment for Diverse Learners PK-6

***What are the expectations for those involved in 322 Practicum?***

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| --- | --- | --- |
| **Classroom Teacher (i.e. Cooperating Teacher)** | **JMU Practicum Student** | **JMU Supervisor** |
| Provide multiple opportunities for the student to observe the teacher planning, instructing, and reflecting on his/her lessons    Talk to the student about issues of planning, instruction, assessment, and completing  responsibilities of teaching    Allow the student multiple opportunities to teach content lessons in a variety of settings (1 on 1, small group, whole class)    Encourage the JMU practicum student to teach more often  than the required lessons    Observe one lesson and provide written feedback    Contact the 322 supervisor immediately as questions or concerns arise.    Complete a mid-term and final evaluation for the practicum student | Follow all of the policies and procedures established in the  Handbook for practicum    Communicate within the first two weeks exactly what assignments must be carried out in the practicum classroom.    Work with the cooperating teacher to develop a schedule for completing the ELED assignments.    Consult with the teacher about teaching responsibilities you can assume while in his/her class; going above the few assignments required for your ELED classes.    Work with your supervisor to schedule teaching observations at mutually convenient times    Contact the 322 university supervisor if questions or concerns arise.    Show enthusiasm, initiative, and a desire to be in the class at all times    Don’t wait for your teacher to assign a lesson to teach; ask for those opportunities    Display professionalism at all times (see further guidance above)    Return completed mid-term and final evaluations to your university supervisor | Visit the class at least two times and conduct one formal lesson observation with debriefing conference and one informal observation.    Communicate with the cooperating teacher about the practicum student’s performance – dispositions and skills.    Contact the ELED coordinator if concerns or questions arise. |

**ELED 400: Final Practicum**

Students in this practicum have had at least two others practicum experiences. They are close to having their own classrooms and should demonstrate initiative in requesting many opportunities to teach and conduct the business of classrooms. As the cooperating teacher, you should be saying, “Yes, you have the mark of a beginning teacher.”

***What grades are used for this practicum?***

* Grades three through sixth grade in the fall semester
* Grades pre-kindergarten through second in the spring semester

***What is the goal of the practicum?***

* Understand the importance of continuous inquiry in the classroom to guide decisions a teacher makes
* Refine and expand the skills and knowledge required to be an outstanding teacher

***When does the practicum meet?***

Classes will meet:

* Two days a week

 In Schools:

* During the first half of the semester, students be in in schools on an increasing basis from one day a week to every day of the week. A specific schedule will be shared with you before the start of the semester.
* LED 480 “student teaching” will pick up the second half of the semester and students will be in the schools every day all day long.
* Students are expected to arrive at least 15 minutes before the children and stay a minimum of 15 minutes after children are dismissed
* We request that practicum students NOT be placed in classrooms where a teacher will be working with a student teacher.

***Who are the students?***

* JMU seniors

***What additional JMU courses are they taking?***

* + The students will all be enrolled in two courses in the fall and two courses in the spring. Depending on if the student is considered a “fall” or “spring” start will determine the courses.

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| --- | --- |
| **“Fall” Start** | **“Spring” Start** |
| **Fall**  ELED 485 Guiding Student Behavior  ELED 455 Home, School, Communities  ELED 400 Final Practicum  ELED 480 Student Teaching in Elem. Ed | **Fall**  LED 462 Literacy Across the Curriculum  ELED 450 Planning, Instruction & Asssessment  ELED 400 Final Practicum  ELED 480 Student Teaching in Elem. Ed |
| **Spring**  LED 462 Literacy Across the Curriculum  ELED 450 Planning, Instruction & Asssessment  ELED 400 Final Practicum  ELED 480 Student Teaching in Elem. Ed | **Spring**  ELED 485 Guiding Student Behavior  ELED 455 Home, School, Communities  ELED 400 Final Practicum  ELED 480 Student Teaching in Elem. Ed |

***What assignments do students typically need to carry out in the classroom?***

* + Students will need to conduct lessons across multiple disciplines

*What are the expectations for those involved?*

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| --- | --- | --- |
| **Classroom Teacher (i.e. Cooperating Teacher)** | **JMU Practicum Student** | **JMU Supervisor** |
| Be willing to have the student implement his or her inquiry project in the classroom. This willingness may be reflected in allowing the student to conduct specific lessons, having the student interview and observe the cooperating teacher teach, permitting opportunities for the student to talk with students (with parental permission, of course).  Consult and collaborate with the JMU student as she/he teaches a number of lessons. Some of those lessons will be course assignments; other lessons should emerge as the JMU student takes the initiative and asks to teach more frequently.  Provide written and oral feedback to the JMU student at the conclusion of at least one lesson.  Complete a mid-term and final evaluation of the practicum student. | Follow all of the policies and procedures established in the Handbook for practicum  Show initiative by asking for additional opportunities to teach and take on more responsibilities for the operation of the class.  Communicate within the first two weeks exactly what assignments must be carried out in the practicum classroom.  Work with the cooperating teacher to develop a schedule for completing the ELED assignments.  Provide the cooperating teacher with a blank mid-term and final evaluation at least two weeks prior to due dates. Return the completed evaluations forms to the seminar instructor. | Visit the class at least three times to conduct two formal observations with debriefing conferences and one informal visit.  Communicate with the cooperating teacher about the practicum student’s performance – dispositions and skills.  Contact the ELED coordinator if concerns or questions arise. |

***Notes on Professionalism for JMU Students***

● *Respect:* Interact respectfully with peers and faculty. Respect the rules of the school:

● *Identification:* Wear your JMU photo name tag whenever you are on school property and any required Visitor badge.

● *Arrival & Departure:* Follow the sign-in procedure for visitors/practicum students at your school.

● *Parking:* Many schools have a designated parking area for visitors. If it is not clear where you should park, ask your teacher or administrative support in the main office. You should not park in a staff lot without permission.

● Lunch: If you are at the school over lunch, find out the policies for buying or bringing your lunch

It is intended that the JMU practicum students spend as much time as possible in the classroom with the cooperating teacher, learning about children and teaching. We realize that emergencies arise where clerical duties must be performed at that moment. The JMU practicum student can assist the cooperating teacher in completing these tasks outside the classroom. We would hope that these instances would be the exception, not the rule.

***ELED Lesson Plans*:** All lesson plans should be shared with the cooperating teacher at least one week in advance of teaching the lesson.

***ELED Dress Code Policy:***

**●** Practicum students will be encouraged to talk with their CT about their school’s and division’s dress code policy

● Cooperating teachers, administrators, and supervisors reserve the right to send home any practicum student who is dressed inappropriately or otherwise does not meet the professional standards for dress. Should this be the case, please contact the ELED Coordinator.

*Note: Teachers may request a practicum student for multiple days thereby working with a number of different JMU students. However, only one student is assigned to a teacher for a particular day. We request that practicum students NOT be placed in classrooms where a cooperating teacher will be working with a student teacher.*