

## JMU Elementary Education Practicum Descriptions

Within the Elementary Education Program at JMU, students have a number of field experiences prior to student teaching (ELED 311, ELED 411, ELED 621). We call the experience “practicum” and the focus of each is different as well as the expectations. Listed below is a snap-shot of each practicum.

### ***ELED 311 – first official involvement in schools***

***These students generally have little or no experience in schools. They may need a little more guidance in knowing what to do in the class. They are enthusiastic (finally in their education classes!), but a little ignorant of what they should be doing. As the cooperating teacher, you should be saying, “You’re new; let me help you find your way.”***

*What grades are used for this practicum?*

- Pre-kindergarten
- Kindergarten
- First grade

*What is the goal of the practicum?*

- Understand the rigor and demands of teaching as well as the nature of children’s development

*What is the focus?*

- The cognitive, social, emotional, and physical development of young children
- The environment of the classroom
- The curriculum of the early primary grades

*When does the practicum meet?*

- One full day a week, either Monday, Tuesday, Wednesday, or Thursday
- Students are expected to arrive at least 15 minutes before the children and stay a minimum of 15 minutes after children are dismissed
- See the attached policy guidelines for additional information

Note: teachers may request a 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 teacher will be working with a student teacher.

*Who are the students?*

- JMU juniors (for the most part)
- They major in Interdisciplinary Liberal Studies [IDLS] and minor in elementary education.

*What additional JMU courses are they taking?*

- ELED 308 Child Development
- ELED/ECED 372 Introduction to ECED
- ELED 310 Diversity with service learning practicum
- READ 366 Early Literacy Development and Acquisition

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

- Child case study for ELED 308 Child Development
- Small group lessons on play, art, and/or cooking for ELED/ECED 372 Introduction to Early Childhood Education
- Students can individualize small assignments with the approval of the cooperating teacher and professor for ELED 310 Diversity
- Reading assessments and a read aloud for READ 366 Early Literacy Development and Acquisition

*What are the expectations for those involved?*

<b>Classroom Teacher</b>	<b>JMU Practicum Student</b>	<b>JMU Supervisor</b>
<p>Provide multiple opportunities for the student to observe the teacher planning, instructing, and reflecting on his/her lessons</p> <p>Talk to the student about issues of planning, instruction, assessment, and completing responsibilities of teaching</p> <p>Send information home to the parents about the JMU practicum student and his/her permission slip to find a case study student</p> <p>Allow the student time to observe and interact with his/her case study student to gather data</p> <p>Give the student a chance to teach 1-on-1 sessions, small groups, and whole class as you see she/he is ready to take new challenges</p> <p>Observe one lesson and provide written feedback</p> <p>Complete a mid-term and final evaluation for the practicum student</p>	<p>Follow all of the policies and procedures established in the Handbook for practicum</p> <p>Communicate within the first two weeks exactly what assignments must be carried out in the practicum classroom.</p> <p>Work with the cooperating teacher to develop a schedule for completing the ELED assignments.</p> <p>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.</p> <p>Contact the 311 seminar instructor if questions or concerns arise.</p> <p>Show enthusiasm, initiative, and a desire to be in the class at all times</p> <p>Return completed evaluations to your seminar leader.</p>	<p>Visit the classrooms twice during the semester. JMU practicum students do not need to be observed teaching; instead, the supervisor takes note of the dispositions displayed by the practicum student. The supervisor consults with the cooperating teacher regarding the attitudes and competence the JMU practicum student exhibits.</p> <p>Communicate immediately with the ELED coordinator if any problems and/or concerns arise.</p>

- It is intended that the JMU practicum students spend as much time 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.
- Our practicum students receive ample information about appropriate dress in public schools. Cooperating teacher have the authority to send a practicum student home if she or he does not meet the professional standards for dress. If a student is sent home because of dress, please contact Michelle Hughes, ELED Coordinator, (hughesma@jmu.edu or 540.568.3862).

## ***ELED 411 – second official involvement in schools***

***These students have completed one semester of education courses; they have had one full-day practicum experience in PK, K, or 1<sup>st</sup> grade. 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.”***

*What grades are used for this practicum?*

- Grades 2-6

*What is the goal of the practicum?*

- Understand the instructional strategies associated with different disciplines
- Understand methods of guiding student behavior

*What is the focus?*

- Plan and teach lessons from the four academic disciplines
- Practice methods of guiding student behavior

*When does the practicum meet?*

- One full day a week, either Monday, Tuesday, Wednesday, or Thursday
- Students are expected to arrive at least 15 minutes before the children and stay a minimum of 15 minutes after children are dismissed
- See the attached policy guidelines for additional information

Note: teachers may request a 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 teacher will be working with a student teacher.

*Who are the students?*

- JMU seniors
- They major in Interdisciplinary Liberal Studies [IDLS] and minor in elementary education.

*What additional JMU courses are they taking?*

- ELED 432 – Children and Science
- ELED 433 – Children and Math
- ELED 434 – Children and Social Studies
- READ 436 – Literacy Learning in the Elementary Grades

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

- Design and conduct a science circus with other practicum students for ELED 432
- Design and teach an integrated math-literature lesson for ELED 433
- Teach a complete social studies lesson for ELED 434
- Conduct literacy activities for READ 436

*What are the expectations for those involved?*

<b>Classroom Teacher</b>	<b>JMU Practicum Student</b>	<b>JMU Supervisor</b>
<p>Provide multiple opportunities for the student to observe the teacher planning, instructing, and reflecting on his/her lessons</p> <p>Talk to the student about issues of planning, instruction, assessment, and completing responsibilities of teaching</p> <p>Allow the student multiple opportunities to teach content lessons in a variety of settings (1-on1, small group, whole class)</p> <p>Encourage the JMU practicum student to teach more often than the required lessons</p> <p>Observe one lesson and provide written feedback</p> <p>Complete a mid-term and final evaluation for the practicum student</p>	<p>Follow all of the policies and procedures established in the Handbook for practicum</p> <p>Communicate within the first two weeks exactly what assignments must be carried out in the practicum classroom.</p> <p>Work with the cooperating teacher to develop a schedule for completing the ELED assignments.</p> <p>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.</p> <p>Work with your supervisor to schedule teaching observations at mutually convenient times</p> <p>Contact the 411 seminar instructor if questions or concerns arise.</p> <p>Show enthusiasm, initiative, and a desire to be in the class at all times</p> <p>Don't wait for your teacher to assign a lesson to teach; ask for those opportunities</p> <p>Return completed evaluations to your seminar leader</p>	<p>Visit the class at least two times and conduct one formal lesson observation with debriefing conference and one informal observation.</p> <p>Communicate with the cooperating teacher about the practicum student's performance – dispositions and skills.</p> <p>Contact the ELED coordinator if concerns or questions arise.</p>

- It is intended that the JMU practicum students spend as much time 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.
- Our practicum students receive ample information about appropriate dress in public schools. Cooperating teacher have the authority to send a practicum student home if she or he does not meet the professional standards for dress. If a student is sent home because of dress, please contact Michelle Hughes, ELED Coordinator, (hughesma@jmu.edu or 540.568.3862).

### ***ELED 621 – Graduate level practicum***

***Students in this practicum have had at least two others practicum experiences. They are close to having their own classroom 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?*

- Pre-kindergarten through sixth grade

The grade level for this practicum reflects the grade level needed for the students to conduct their qualitative inquiry project (see assignments).

*What is the goal of the practicum?*

- Understand the importance of continuous inquiry in the classroom to guide decisions a teacher makes

*What is the focus?*

- Implementing a quality inquiry project while meeting the demands of teaching

*When does the practicum meet?*

- Two full days a week, either Monday/Wednesday or Tuesday/Thursday
- Students are expected to arrive at least 15 minutes before the children and stay a minimum of 15 minutes after children are dismissed
- See the attached policy guidelines for additional information

Note: teachers may request a student for each practicum session (M/W and T/TH) thereby working with two different JMU students. However, only one student is assigned to a teacher for a sequence. 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 graduate students
- They are completing the graduate portion of their program. Because of the size of our ELED program, student teaching is held either fall semester or spring semester. If a student has student taught in the fall, their ELED 621 practicum comes after that experience. If a 621 practicum student is with you in the fall, she/he has not student taught yet.

*What additional JMU courses are they taking?*

- Depending on when the student is enrolled in ELED 621, the series of courses is slightly changed. Over the course of their graduate portion of the program, students take:
  - ELED 510 – Creativity
  - ELED 533 Children and Math II: Data, Chance and Space
  - ELED 570 Learning and Teaching in Elementary School
  - READ 590 Reading Across the Curriculum
  - ELED 632 Inquiry in ELED
  - ELED 641 Families, Schools and Communities
  - ELED 690 Internship in Teaching
  - Elective at the graduate level

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

- Plan and teach at least once a week, collaborating with the cooperative teacher so that the lesson fits in the sequence of the curriculum. These can be whole group or small group lessons.
- Conduct their Inquiry Project for ELED 632 after consultation with the cooperating teacher.
- Depending on the sequence of their graduate courses, students may need to conduct lessons specific to mathematics, creativity, reading/language arts, and/or integrated lessons across multiple disciplines.

*What are the expectations for those involved?*

<b>Classroom Teacher</b>	<b>JMU Practicum Student</b>	<b>JMU Supervisor</b>
<p>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.</p> <p>Provide written and oral feedback to the JMU student at the conclusion of at least one lesson.</p> <p>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).</p> <p>Complete a mid-term and final evaluation of the practicum student.</p>	<p>Plan and teach a minimum of one lesson each week.</p> <p>Conduct the Inquiry Project. Consult with the teacher about the inquiry project; adjust the project to reflect input from the cooperating teacher, if need be.</p> <p>Support and assist the cooperating teacher at all times.</p> <p>Follow all of the policies and procedures established in the Handbook for practicum.</p> <p>Communicate within the first two weeks exactly what assignments must be carried out in the practicum classroom.</p> <p>Work with the cooperating teacher to develop a schedule for completing the ELED assignments.</p> <p>Show initiative by asking for additional opportunities to teach and take on more responsibilities for the operation of the class.</p> <p>Contact the 621 seminar instructor if questions or concerns arise.</p> <p>.</p> <p>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.</p>	<p>Visit the class at least three times and conduct two formal observations with debriefing conferences and one informal visit.</p> <p>Communicate with the cooperating teacher about the practicum student's performance – dispositions and skills.</p> <p>Contact the ELED coordinator if concerns or questions arise.</p>

- It is intended that the JMU practicum students spend as much time 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.

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## **EER Practicum Policies**

### **Practicum:**

Attendance – Candidates are expected to attend school on every scheduled practicum day. Supervisors and schools/cooperating teachers must be notified of any absences before the school day begins. Discuss early in your practicum the most effective way to contact your cooperating teacher.

Contact time is established with each cooperating teacher based on the school's day. It is expected that, *at a minimum*, candidates in all day practicum will arrive 15 minutes before students and stay 15 minutes after students leave. Supervisors must be notified of the exact contact time.

Make up days – Any make-up days must be approved by the supervisor and cooperating teacher. The following parameters apply:

- Any missed time, must be made up.
- If you miss a day (with proper notification) and do NOT make up the day, your final grade will drop a full grade.
- Repeated absences, even with proper notification, will require a doctor's excuse or other documentation.
- If you miss 2 or more days without appropriate notification, you will be removed from your placement and fail the course.

### Special Days

- *Assessment Day* – candidates who are not involved in a University assessment must attend practicum. If you are involved in an assessment on your practicum day, you do not need to make up that day; you must notify your supervisor and cooperating teacher.
- *Weather Cancellations* – candidates do not have to make up days missed due to weather-related school closures unless there are extenuating circumstances. In this case, the department chair will make an announcement regarding appropriate make-up.
- *JMU holidays* – candidates are not required to attend practicum on JMU holidays. If JMU classes are cancelled for less than one full day, candidates must attend practicum (i.e. Madison Day).
- *Exam Week* – exam week is not a regularly scheduled practicum week; make-up days can occur during this time.
- *Banked days/time* – candidates cannot bank days or time to facilitate planned absences.

The procedure for documenting attendance at practicum will be determined by the seminar instructor/supervisor and cooperating teacher.

### **Seminar**

Attendance – your seminar will meet several times during the semester. Punctual attendance is required. Your seminar instructor will identify the number and dates for your sessions. You may not attend other sessions to facilitate planned absences or make-up days. No make-up days are permitted. Your instructor will determine the consequence of missing a seminar.

Grading – your grade will be determined by your seminar instructor. The grade will reflect practicum attendance, final evaluation by the cooperating teacher, and seminar attendance/participation.