

Elementary Education B.S. 4 Year Program
Field Experience Guidelines for
JMU Students, Practicum Supervisors, and Cooperating Teachers
Revised September 2020

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 271: Practicum in Early Childhood and Elementary Education

This field experience supports the study of child development through direct observations and interactions with children in a classroom setting. JMU students will have opportunities to assist teachers and facilitate children's growth and learning in culturally varied contexts. JMU students will examine and reflect on their personal and professional dispositions, as well as their attitudes, assumptions, and behaviors toward students and their families who represent diverse class, cultural, and linguistic backgrounds.

This is students' first field experience. 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." As the university supervisor, you should be saying, "How can I help you make sense of what you are doing and seeing in practicum?"

What grades are used for this practicum?

- Pre-kindergarten - 5th 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 children
- Professional dispositions and diversity

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 the children are dismissed

Who are the students?

- JMU sophomores (for the most part)
- They major in Elementary Education and minor in Liberal Studies (LS)

What additional JMU courses are they taking?

- ELED 208 Child Development
- ELED 272 Introduction to Early and Elementary Education
- ELED 310 Diversity
- General Education Course
- General Education Course

What are the expectations for those involved in 271 Practicum?

Classroom Teacher	JMU Student	JMU Supervisor
Provide multiple opportunities for the student to observe the teacher planning, instructing, and reflecting on his/her lessons and classroom management	Follow all of the policies and procedures established in the ELED Handbook for practicum	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.
Talk to the student about issues of planning, instruction, assessment, and completing responsibilities of teaching	Communicate within the first two weeks exactly what assignments must be carried out in the practicum classroom	
Send information home to the parents about the JMU practicum student and his/her permission slip to find a case study student	Work with the cooperating teacher to develop a schedule for completing the ELED assignments.	Communicate immediately with the ELED coordinator if any problems and/or concerns arise.
Allow the student time to observe and interact with his/her case study student to gather data	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.	
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	Contact the 271 university supervisor if questions or concerns arise.	
Observe one lesson and provide written feedback	Show enthusiasm, initiative, and a desire to be in the class at all times	
Contact the 271 university supervisor immediately as questions or concerns arise.	Return completed mid-term and final evaluations to your university supervisor.	
Complete a mid-term and final evaluation for the practicum student	Display professionalism at all times	

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 mentor 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 have had one full-day practicum experience in PK-5th 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.” 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
- They major in Elementary Education and minor in Liberal Studies (LS)

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
- LS minor course
- 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
- LS minor course
- LS minor course

What are the expectations for those involved in 321 Practicum?

Classroom 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)	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;	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.

<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>Contact the 321 supervisor immediately as questions or concerns arise.</p> <p>Complete a mid-term and final evaluation for the practicum student</p>	<p>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 321 university supervisor if questions or concerns arise.</p> <p>Show enthusiasm, initiative, and a desire to be in the class at all times</p> <p>Display professionalism at all times (see further guidance above)</p> <p>Don't wait for your teacher to assign a lesson to teach; ask for those opportunities</p> <p>Return completed mid-term and final evaluations to your university supervisor</p>	
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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 mentor 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
- They major in Elementary Education and minor in Liberal Studies (LS)

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
- LS minor course
- 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
- LS minor course

- LS minor course

What are the expectations for those involved in 322 Practicum?

Classroom Teacher	JMU Practicum Student	JMU Supervisor
<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 on 1, 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>Contact the 322 supervisor immediately as questions or concerns arise.</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 322 university supervisor if questions or concerns arise.</p> <p>Show enthusiasm, initiative, and a desire to be in the class at all times</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>

	<p>Don't wait for your teacher to assign a lesson to teach; ask for those opportunities</p> <p>Display professionalism at all times (see further guidance above)</p> <p>Return completed mid-term and final evaluations to your university supervisor</p>	
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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.