

**5<sup>th</sup> Year M.A.T. Elementary Education**  
**Field Experience Guidelines for**  
**JMU Students, Practicum Supervisors, and Cooperating Teachers**  
Revised September 2020

Within the Elementary Education Program at JMU, students have a number of field experiences prior to student teaching (ELED 321, ELED 322, 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 321: Practicum Focus: Learners and Learning – 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.”***

This field experience, taken in the fall or spring 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). Accompanying weekly seminars will focus on reflecting on themes and experiences in the field and making content connections to methods courses.

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?*

- 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
- 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?*

- The cognitive, social, emotional, and physical development of young children
- The environment of the classroom
- The curriculum of the early primary grades
- 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, 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 208 Child Development: Birth to Adolescence
- ELED/ECED 372 Introduction to ECED
- ELED 310 Diversity with service-learning practicum
- LED 366 Early Literacy Development and Acquisition

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

- Child case study for ELED 208 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 LED 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>
Provide multiple opportunities for the student to observe the teacher planning, instructing, and reflecting on his/her lessons	Follow all of the policies and procedures established in the Handbook for practicum	Supervisors will drop in at least two times during the semester. The purpose is to ascertain the JMU student's dispositions toward working in a classroom.
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.	The supervisor will consult with the cooperating teacher regarding the student's professional behavior in the class.
Send information home to the parents about the JMU practicum student and	Work with the cooperating teacher to develop a schedule for completing the ELED assignments.	Lead a seminar once a week.

<p>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>Contact the supervisor and/or Shin Ji Kang, ELED Coordinator (kangsj@jmu.edu), if ANY concerns or questions arise.</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 321 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 mid-term and final evaluations to your university supervisor.</p> <p>Display professionalism at all times</p>	
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- 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 Shin Ji Kang, ELED Coordinator, (kangsj@jmu.edu).

## *ELED 322 – 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.”*

This field experience, taken in the fall or spring of senior 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). The accompanying weekly seminar explores the integration and construction of meaningful curriculum in elementary education contexts and in classroom management as well as reflection along with field-based partners.

Students are now taking their final methods courses and will be expected to teach more frequently, in preparation for their 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 2-6

*What is the goal of the practicum?*

- Understand the instructional strategies associated with different disciplines
- Understand methods of guiding student behavior
- 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 from the four academic disciplines
- Practice methods of guiding student behavior
- Design, implement, and analyze formative assessments

*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 332 – Children and Science
- ELED 433 – Children and Math
- ELED 334 – Children and Social Studies
- LED 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 332
- Design and teach an integrated math-literature lesson for ELED 433
- Teach a complete social studies lesson for ELED 334
- Conduct literacy activities for LED 436

*What are the expectations for those involved?*

<b>Classroom Teacher</b>	<b>JMU Practicum Student</b>	<b>JMU Supervisor</b>
Provide multiple opportunities for the student to observe the teacher planning, instructing, and reflecting on his/her lessons	Follow all of the policies and procedures established in the Handbook for practicum	Visit the class at least two times and conduct one formal observation with debriefing conferences.
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.	Communicate with the cooperating teacher about the practicum student's performance – dispositions and skills.
Allow the student multiple opportunities to teach content lessons in a variety of settings (1-on1, small group, whole class)	Work with the cooperating teacher to develop a schedule for completing the ELED assignments.	Contact the ELED coordinator if concerns or questions arise.
Encourage the JMU practicum student to teach more often than the required lessons	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.	Lead a weekly seminar
Observe one lesson and		

<p>provide written feedback</p> <p>Complete a mid-term and final evaluation for the practicum student</p> <p>Contact the 322 supervisor immediately as questions or concerns arise.</p>	<p>Work with your supervisor to schedule teaching observations at mutually convenient times</p> <p>Contact the 322 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>Display professionalism at all times (see further guidance above)</p>	
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- 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 Shin Ji Kang, ELED Coordinator, (kangsj@jmu.edu).

***ELED 621: Focus on Inquiry – Graduate level 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.”***

**The sequence you will follow is based on when you began your 300 level ELED classes. If you started your ELED work in the fall, you will follow Sequence A and participate in student teaching in the fall. If you began in the spring semester, you will student teach in the spring and therefore follow sequence B. See below.**

*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
- Refine and expand the skills and knowledge required to be an outstanding teacher

*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 501/601 or approved elective
  - ELED 510 – Creativity
  - ELED 533 Children and Math II: Data, Chance and Space
  - ELED 570 Learning and Teaching in Elementary School

- LED 590 Literacy Across the Curriculum
- ELED 632 Inquiry in ELED
- ELED 641 Families, Schools and Communities
- ELED 690 Internship in Teaching

<b>Sequence A: Fall Student Teachers</b>	<b>Sequence B: Spring Student Teachers</b>
<b>Summer</b> ELED 533: Children and Mathematics II ELED 570: Planning, Instruction, and Assessment	<b>Summer</b> ELED 632: Inquiry in ELED Elective; any graduate level course that will enhance your knowledge and skills as a teacher
<b>Fall</b> ELED 641: Families, Schools, and Communities ELED 690: Internship in Teaching [(2) 8-wk placements]	<b>Fall</b> ELED 632: Inquiry in ELED ELED 621: Practicum: Focus on Inquiry LED 590: Literacy Across the Content Areas Elective ELED 510: Creativity in the Arts ELED 622: Seminar in Inquiry
<b>Spring</b> ELED 510: Creativity in the Arts ELED 632: Inquiry in ELED ELED 621: Practicum Focus on Inquiry LED 590: Reading Across the Content Areas Elective; any graduate level course that will enhance your knowledge and skills as a teacher ELED 622: Seminar in Inquiry	<b>Spring</b> ELED 641: Families, Schools, and Communities ELED 690: Internship in Teaching [(2) 8-wk placements]

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

- Inquiry project for ELED 632
- 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>
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	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.  Consult with the teacher	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.

<p>parental permission, of course).</p> <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>Complete a mid-term and final evaluation of the practicum student.</p>	<p>about the inquiry project; adjust the project to reflect input from the cooperating teacher, if need be.</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>Contact the 621 seminar instructor if questions or concerns arise.</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>Contact the ELED coordinator if concerns or questions arise.</p>
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- 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 Shin Ji Kang, ELED Coordinator, ([kangsj@jmu.edu](mailto:kangsj@jmu.edu)).

***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.

### ***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.

### **Early Childhood, Elementary, and Reading Department 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.

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

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.