

Thank you for agreeing to work with our elementary education student this semester.

JMU students in their senior year will be taking ELED 400 Elementary Education practicum and ELED 480 Student Teaching in Elementary School. This is a practicum placement that transitions into student teaching and lasts the entire semester. The practicum placement will begin a week or two after the start of classes depending on the semester. The practicum placement will be a ramp up model for student teaching. Student teaching will begin at the midpoint of the semester. Specific dates will be shared by your student.

At the midpoint of the semester, practicum will conclude and your student will immediately follow up with a student teaching placement. They will attend every day during this time. It is our hope that they will start to assume all teaching responsibilities by week 2 or 3 of this placement so they can have a lot of time being in charge of the group, but it will be up to you and your student teacher to negotiate how this looks.

Here is an example of a schedule for practicum and student teaching. This part is what the first part of the semester could look like in terms of how the days in practicum ramp up will go.

When they are practicum students, it will be up to you to decide if you would like your student to attend any work days or in-service days that are scheduled for days your student is expected to attend. During practicum, students follow the JMU schedule for other days off including fall and spring break.

As a student teacher, our students are expected to attend all meetings that you attend, including faculty meetings, work days, and any other outside of the classroom expectations that may occur. As a student teacher, students follow your division calendar and do not adhere to JMU days off.

A complete list of student teaching expectations can be found in the Student Teaching Performance Guide, section 3 https://www.jmu.edu/coe/esc/_files/ST-Performance-Guide.pdf

Our hope with this new model is that the longer placement will allow our students to build more meaningful relationships with you as a mentor and with the students. We also hope that this might allow them to start taking over as the teacher of record earlier in the process because they have more familiarity with your students and your classroom.

If you are noticing any types of concerning issues, such as attendance, arrival time, academic performance, or any other dispositional concern, you should discuss this with your student directly. If they cannot self-correct, you should contact your student's university supervisor and the elementary education program coordinator, Eric Imbrescia, imbrescia@jmu.edu, and we will work with you to find a plan to help our student improve their performance.

Thank you again for agreeing to help mentor our students at such an important time in their educational journey. If you have any questions or concerns please feel free to reach out. Thank you for all you do.