

ELEMENTARY BLOCK—SPRING 2020
FIELD EXPERIENCE ASSIGNMENTS-AT A GLANCE

Weeks in the Field	Descriptions of Assignments by Course
<p>Week 1: MARCH 2-6</p>	<p>EDUC 310: Literacy</p> <ul style="list-style-type: none"> Each student will assess 2 students with a DIBELS ORF progress monitoring probe selected in class and with the Informal Decoding Inventory. Each pair of students will complete the English Language Arts block description. Work with your clinical educator to select a grade-level text for shared reading, and an <u>above</u> grade-level text for the interactive read aloud. <p>EDUC 335: Math</p> <ul style="list-style-type: none"> Each methods student in the field placement classroom will individually complete the following: <ul style="list-style-type: none"> two mathematics observations that focus on collecting information about students' mathematical thinking a classroom inventory checklist <p>Each methods student can use his/her phone to take pictures of student work to document student thinking during the observation. The information collected will help them plan future lessons in their assigned classroom. Each methods student will complete the observation and inventory checklist document provided by the instructors of EDUC 335.</p> <p>EDUC 341: Science</p> <ul style="list-style-type: none"> Section 10: Teach science demonstration; Set topic for Science Lesson to be taught in Week 3 <p>EDUC 346: Social Studies</p> <ul style="list-style-type: none"> Each teaching pair will conduct a Culturally Responsive Family and Learner Investigation. This assignment will include a get-to-know-you lesson with a culturally authentic read aloud text and an interview with the clinical educator to help identify learners' cultural and community assets. Prepare for Week 2: Partners will examine the context for learning, which includes discussing a grade-level appropriate and curriculum-related <u>lesson plan topic</u> with the clinical educator (cotaught week 2 for approximately 45 minutes). <p>EDUC 390: Classroom Management for Social and Emotional Learning</p> <ul style="list-style-type: none"> Complete field observation notes. <p>EDUC 428: Critical Reflection of Teacher Decision Making</p> <ul style="list-style-type: none"> On Monday distribute video permission slips to school families. If district has a form that covers methods recording you do not need to send another form home. Complete reflections in the Noticing Journal.
<p>Week 2: APRIL 6-9 4-DAY WEEK</p>	<p>EDUC 310: Literacy</p> <ul style="list-style-type: none"> Conduct either a whole-group shared reading lesson, or an interactive read aloud followed by sentence composing. Observe your partner's lesson with the Observation and Coaching Form. Work with your clinical educator to select a small group and a text for two small group lessons during Week 3. <p>EDUC 335: Math</p> <ul style="list-style-type: none"> Each methods student in the field placement classroom will individually teach one grade-level Number Talk. Thus, <u>two different Number Talks</u> will be taught in the field placement classroom, designed to take approximately 30 minutes of class time in all (15

	<p>minutes for each Number Talk). The mathematics tasks will be chosen by the methods students based on what they learned during their observations in Week 1. Each partner will write an individual reflection paper on the implementation of the Number Talk.</p> <p>EDUC 341: Science</p> <ul style="list-style-type: none"> • Conduct science content discussion groups (3-4 students per teaching partner). • Set dates for teaching Science Lesson during Week 3. <p>EDUC 346: Social Studies</p> <ul style="list-style-type: none"> • Partners will implement a lesson approved by the course instructor and previewed by the clinical educator. Lessons must also follow a particular coteaching approach that is reviewed in class. • Collect student work from lesson <p>EDUC 390: Classroom Management for Social and Emotional Learning</p> <ul style="list-style-type: none"> • Complete field observation notes. • Interactive modeling lesson <p>EDUC 428: Critical Reflection of Teacher Decision Making</p> <ul style="list-style-type: none"> • Make note of any students who may not be recorded via video. Video record ALL implemented lessons. • Complete reflections in the Noticing Journal. • Collect evidence of students' learning.
<p>Week 3: MAY 4-8</p>	<p>EDUC 310: Literacy</p> <ul style="list-style-type: none"> • Conduct a small group guided reading lesson or a small-group writing lesson. • Observe your partner's lesson with the Observation and Coaching Form. <p>EDUC 335: Math</p> <ul style="list-style-type: none"> • Partners in the field placement classroom will <u>co-teach</u> one <i>Problem-Based drop-in lesson</i> on a grade-level appropriate mathematical topic. The mathematics tasks will be chosen by the methods students (with the help from their clinical educators) from a set of tasks provided by the instructors of EDUC 335. The lesson plan will cover 1-2 days of instruction in the field experience classroom. One teacher candidate will teach half of the lesson and the field experience partner will teach the other half of the lesson. Partners will collaboratively write a reflection paper on the implementation of the Drop-in Lesson. <p>EDUC 341: Science</p> <ul style="list-style-type: none"> • Teach Science Lesson. • Collect pre and post assessments for the Science Lesson (embedded in lesson). <p>EDUC 346: Social Studies</p> <ul style="list-style-type: none"> • Candidates will be actively working on a civic engagement project in their course. In the field, they will be gathering information, evaluating sources, and developing claims to take back to their Professional Learning Community. No lesson time is required. <p>EDUC 390: Classroom Management for Social and Emotional Learning</p> <ul style="list-style-type: none"> • Complete field observation notes • Interactive Modeling Lesson (if not completed during week 2) <p>EDUC 428: Critical Reflection of Teacher Decision Making</p> <ul style="list-style-type: none"> • Video record ALL implemented lessons. • Complete reflections in the Noticing Journal. • Collect evidence of students' learning.