

EDUC 335: Elementary Mathematics Curriculum

Field Experience Handbook

SPRING 2023

This semester, the coursework and field experience work will be tightly interconnected. All field experience assignments will provide you with opportunities to listen for, elicit, and engage with students' mathematical thinking.

Field Experience Assignment(s):

- **Week 4 (Grounding week 2/27 – 3/3):**
 1. **“Getting To Know You” Questionnaire**

During the first field experience, you should determine your buddy for the semester – an elementary school student in your clinical educator’s classroom – who is different from you in *one or more* sociocultural ways (e.g., culture, first language, race) other than gender. Once you have selected your buddy, you should conduct the “Getting to Know You” questionnaire to learn more about your buddy’s personal interests, cultural backgrounds, and community knowledge.
 2. **Cognitive Interview with Buddy**

During this week, you will also conduct a cognitive interview (based on work from [Cognitively Guided Instruction](#)) with your buddy that aims to help you understand their mathematical thinking. You can use your phone to take pictures of your buddy’s work to document their thinking during the interview. You will write a reflection that describes the mathematics and mathematical thinking you observed.
- **Week 6 (3/13)**

Practice Open Number Talk with Buddy

You will practice implementing an Open Number Talk with just your buddy. During the implementation, you will pose a bare number problem and practice recording/representing your buddy’s thinking. Afterwards, you will write a reflection in your journal about your buddy’s mathematical thinking and your recording/representation.
- **Week 7 (3/20)**

Conduct Open Number Talk with a Small Group or the Whole Class

You will conduct a 10-15 minute Open Number Talk with a small group or the whole class. During this, you will pose the same bare number problem as before, record/represent students’ thinking on the board, and try to position students as reasoners and sense makers. Afterwards, you will complete a reflection assignment.

- **Week 9 (4/3)**
Think Aloud with Small Group & Determine
 You will conduct a think-aloud of how you make sense of a word problem with a small group of students, so that they can see you model your thinking. You will record your teaching using your phone and upload it.
- **Week 11 (4/17)**
Determine Curriculum-based Lesson & Complete Contextual Task (optional)
 With the help of your clinical educator, you and your partner should determine a curriculum lesson that will be co-taught during week 13. Collect all of the essential curriculum materials you will need to help you plan/prepare to teach the lesson.

 Optional: You will modify a story problem task from your clinical educator's mathematics curriculum by utilizing a context that connects with your buddy's personal interests, cultural background, and/or community knowledge. Ask your buddy to solve the task and discuss how they were thinking to solve it. Again, bring your noticings/wonderings to the following Wednesday class to discuss your observations.
- **Week 12 (4/24)**
Get Feedback on Curriculum-based Lesson
 Discuss you and your partner's plan for teaching the curriculum-based lesson with your clinical educator and get feedback. Use the clinical educator's feedback to make some modifications to your existing teaching plan.
- **Week 13 (Teaching Week 5/1 – 5/5)**
Co-teach Curriculum-based Mathematics Lesson
 You will co-teach a grade-level appropriate mathematics lesson with your partner that is based on the curriculum used in the clinical educator's classroom. The lesson can be extended over two days, but at a minimum should approximately take 45-60 minutes of instruction. Ideally, one teacher candidate will take the lead on teaching for half of the lesson and the field experience partner will take the lead on teaching the other half of the lesson. During the enactment, you should collect information about students thinking with respect to the learning objective(s) of the lesson. After implementation, you will write a reflection that includes making claims about student understanding, providing evidence to support the claim, making hypotheses about what parts of instruction were potential strengths, and what could be revised to potentially make the lesson better.