EDUC 320: Reading and Writing in the Middle Grades

Field Experience Handbook

Fall 2023

Field Experience Assignment(s):

Teaching and Assessment Project: This semester-long project will require you to collect student data (some which will be used for your struggling reader plan), research, plan and possibly evaluate an instructional segment that you will carry out in your block placement classroom this semester. The project has 4 distinct phases that are described below:

I. Getting to Know Your Students, Their Needs and the Instructional Context: In a concise essay of 3-5 double-spaced pages, I would like you to describe your classroom context and the students in your classes. Depending on your situation, you may focus on one particular classroom of students, or you may include multiple groups. Once you have identified the students you will be using for this assignment, please do the following:

> 1. Provide a clear snapshot of your students. In order to accomplish this, you should consult with your CE so that you have access to the student data that you need (grades, gender info, ELL or IEP status, etc). If helpful you may represent student data on a graph (please protect student names). However, please make sure to describe, in writing, what this data means to you as you begin to think about meeting your students' needs throughout the semester.
> 2. Describe the general features of your classroom. In this part of the composition, you can describe features of the ELA curriculum, classroom rules, grouping patterns, routines, bell schedules, etc., and how these classroom features contribute or detract from developing effective ELA instruction. Please be sure to take an "inquiry stance" when describing these classroom elements by asking questions about what you see and avoiding unprofessional criticism.
> 3. Design a "Get to Know You Activity," a short activity to be carried out during the first two weeks of your blocks to help you understand your students and their interests, backgrounds and needs. This could be a reading interest survey, an interview that you conduct in the class, a class

writing assignment, or another activity that you design to understand your students. The information collected in this activity will be discussed in class, and used to help you design your instruction during your intensive weeks in blocks. Please provide a both a copy of your activity and a description of what you found out about your students and what that information says to you about how to meet their needs.

II. Pre-Teaching Data Collection

Prior to teaching your lesson during your intensive weeks, you will need to collect baseline data on what students know about the topic or skill that you will be teaching. By comparing the baseline data to the data that will be collected during and at the end of your lesson segment, you will be able to draw inferences about the effectiveness of your instruction. To collect this data, you will need to use an assessment tool that is appropriate and is aligned with the skills and standards that you intend to teach.

> **Pretest Explanation:**
> a. Design a pretest that is aligned with your question and that assesses the student skills or ELA content knowledge that you are going to target in your lesson. This pre-assessment should be aligned with the curriculum and standards that you will be teaching during your block experience.
> b. Attach a copy of the criteria that you will use to evaluate student performance (rubrics).

III. Results of Baseline Data Collection

Conduct an analysis of pre-test data on all students that are participating in the investigation. For this analysis you should both address OVERALL performance on the assessment but, more importantly, you should also analyze patterns of performance on individual questions, skills, rubric domains, etc. Additionally, it would be helpful to describe the performance of individual sub-groups of students (IEP vs. no IEP; ELLs vs. non-ELLs; racial or gender differences. Feel free to represent data in charts, but it is also required to provide a written narrative of these patterns of performance and how these patterns will inform your instructional planning.

IV. Planning the Learning Segment (Unit Plan 20%)

A. Use approved lesson plan format to organize the sequence of your instruction. Include standards, objectives, core learning experiences, and evaluative strategies.

V. Results & Discussion of Student Learning

> A. Use the same type of data collection tool that was used for gathering baseline data to collect post-instruction data.
> B. Conduct skills and knowledge analysis of post-test data on all students in your target classroom.
> C. Organize your data using tables and/or graphs. Analyze relevant patterns related to your question and summarize what the table and graphs tell you about student learning, including how students met your curricular goals.

D. Respond to these questions:
· What is the story that is embedded in your data? What does your data say about how your instruction impacted student learning and impacted the learning of various groups of students?
· What conclusions can you make about the impact of instruction based on your data?
· What evidence do you have that supports your conclusions?
 Special Note: Although I always want to see students learning, I primarily care about what YOU learn about instruction, not what your students learn about ELA. Therefore, please do not worry about students showing limited or no growth from your instruction. It is your honest reflection on instruction that I care about.

Struggling Reader Case Study (20%) In your field experience this semester, I would like you to identify a struggling reader and based on your work with the student and data that you collect through the Teaching and Assessment Project, create a plan to help this student with their reading and comprehension difficulties. **IT IS CRUCIAL that you identify the student at the beginning of the semester so that you can begin to gather data about him or her!!** You should do the following things in the Struggling Reader Case Study:
1. Identify the student's reading difficulties using observational and assessment data. Provide examples of the types of problems that the student has, and identify text features or cultural disconnects that may be exacerbating the problems that the student is having with his or her current school texts. Include a recommendation of a book that is age, reader-level and student interest appropriate and provide a clear rationale for this book choice based on data that you gather over the course of the semester.
2. Use the assessment from the Teaching and Assessment Project (or an assessment that has been used by your clinical educator) to assess your struggling reader's achievement of lesson or unit objectives, and make a comparison between the struggling reader's achievement with that of other students in the class. You are to represent the data using visuals (graphs, charts, etc.) and provide a narrative of what the data tells you.
3. Design a reading plan that includes EDUC 320 strategies that would help the student be a better ELA reader.