

EDUC 335: Elementary Mathematics Curriculum

Field Experience Handbook

FALL 2023

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

- **Week 3 or Week 4 (9/11 or 9/18)**

- Complete Initial Participation Reflection**

- You will observe and reflect on who participates within a mathematics lesson. While your clinical educator facilitates a mathematics lesson, pay attention to which students are talking/engaging the most and which students are talking/engaging the least. Pick one of each of these types of students and briefly talk with your clinical educator about what is typical for those students. You will write a journal reflection on the experience and what you may pay attention to about participation going forward in your field experience.

- **Week 5 (Grounding week 9/25 – 9/29):**

- 1. “Getting To Know You” Questionnaire**

- During the first full-week of 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. Note: this may be one of the students you learned more about from the previous assignment. 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 7 or Week 8 (10/9 or 10/16)**

- 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 8 or Week 9 (10/16 or 10/23)**

- **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 or Week 10 (10/23 or 10/30)**

- **Complete Patterns of Participation Assignment**

- You will track the activity in a mathematics lesson to better understand who participates and how, using a mathematics activity tracker. After you observe the lesson, you and your partner will debrief with your clinical educator about the experience to understand what was expected and what facilitation choices supported participation. You and your partner will have additional questions to debrief with each other based on your individual discussion trackers. Afterwards, you will complete a reflection assignment about the experience, your noticings, and clinical educator facilitation choices to support participation.

- **Week 10 (10/30)**

- **Determine Curriculum-based Lesson**

- 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.

- **Week 11 (11/6)**

- **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 12 (Teaching Week 11/13 – 11/17)**

- **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.