

**Middle School Methods Block—FALL 2023**  
**FIELD EXPERIENCE ASSIGNMENTS- AT A GLANCE**

MS students will be taking <b>ONLY ONE</b> of the listed courses in their MS content area.					All MS students
	<b>EDUC 320</b> <b>MS ELA</b>	<b>EDUC348</b> <b>MS Social Studies</b>	<b>EDUC406</b> <b>MS Math</b>	<b>EDUC441</b> <b>MS Science</b>	<b>EDUC428</b> <b>Critical Reflection</b> <b>of Teacher</b> <b>Decision Making</b>
<b>Week 3:</b> <b>Attend 2 days</b>  <b>September</b> <b>12-14</b>	Administer Get to Know You Activity	Familiarize yourself with the placement, build connections, get to know your students  -Field Reflection Journal	Get to know your clinical educator and students. Familiarize yourself with the curriculum materials.  SHADOW A STUDENT: In partnership with your clinical educator, select your student to shadow. Begin to collect data.	Get to know your students and CE; start familiarizing yourself with class routines, curriculum, students' needs, the school schedule. Select one student to shadow next week. Observe classroom culture for 7 elements of rigorous, equitable science instruction (AST, Ch 1) and submit reflection.	With permission, make copies of <b>video permission slip</b> .  Distribute to students for return by week 5.
<b>Week 4:</b> <b>Attend 2 days</b>  <b>September</b> <b>19-21</b>	Complete Project Part 1: Getting to Know Your Students, Their Needs and the Instructional Context	-Collaborate with CE to coteach a lesson -Reflection Journal Entry -Shadow a Student: Arrange with your CE to shadow a student/group of students to complete your "Profile of a Middle School Student".	SHADOW A STUDENT: Finish collecting data. (Includes attending classes with your student on at least one of the days this week.)  ROUTINE FOR REASONING: Clinical educators can support teacher candidates by giving them a day when they can enact a routine for reasoning (approximately 20 minutes) during week 6 or 7.	Continue to get to know your students and CE. Observe instruction for student engagement in big science ideas (AST, Ch 2) and submit reflection. Interview your student and shadow them.	Collect permission forms.
<b>Week 5:</b> <b>Attend 2 days</b> <b>September</b> <b>26-28</b>	Work with CE to identify Standards and Objectives for Lesson Plan	-Collaborate with CE to identify content for your own lesson during Week 6 -Reflection Journal Entry	ROUTINE FOR REASONING: Clinical educators can support teacher candidates by giving them a day when they can enact a routine for reasoning	Observe instruction for productive science discourse (AST, Ch 3 & 4) and submit discourse analysis assignment.	

	<p>Work with CE to identify struggling reader</p> <p>ELA Text Evaluation due Oct. 1</p>	<p>-Shadow a Student: Arrange with your CE to shadow a student/group of students to complete your “Profile of a Middle School Student”.</p>	<p>(approximately 20 minutes) during week 6 or 7.</p> <p>Teacher candidates will share their plans for their instructional routine with their clinical educators for feedback.</p>	<p>Develop your science mini-lesson proposal.</p>	
<p><b>Week 6:</b> <b>Attend 2 days</b> <b>October 3-5</b></p>	<p>Complete Before Reading Strategy/Vocab Strategy in Lesson Plan</p>	<p><b>-Teach your connected lesson.</b></p> <p>-Collaborate with your CE identify and develop material to teach a connected lesson plan in Week 8.</p>	<p>ROUTINE FOR REASONING: Teacher candidates will share their plans for their instructional routine with their clinical educators for feedback. OR <b>Teacher candidates will enact their instructional routine in the field placement classroom and video record it.</b></p> <p>THINKING THROUGH A LESSON PROTOCOL: Clinical educators can support teacher candidates by choosing a day, topic, and lesson when the teacher candidates can teach during Week 10, and by providing the teacher candidate with materials that they can use to plan that lesson.</p>	<p>Observe instructional scaffolds for science talk and writing (AST, Ch 4) and submit reflection</p> <p>Finalize science mini-lesson and submit a draft for feedback (CE and Instructor)</p>	<p><b>Noticing Assignment 1: <i>Learning Environment</i></b></p> <p>Candidates will engage in observations focused on physical environment, curriculum, and student engagement.</p>
<p><b>Week 7:</b> <b>Attend 2 days</b> <b>October 10-12</b></p>	<p>Post Lesson Plan with During Reading Supports in place</p>	<p>-Collaborate with your CE and partner to identify and develop material to teach a connected lesson plan in Week 7.</p> <p>-Reflection Journal Entry</p>	<p>ROUTINE FOR REASONING: <b>Teacher candidates will enact their instructional routine in the field placement classroom and video record it, if they have not yet done so.</b></p> <p>THINKING THROUGH A LESSON PROTOCOL: Teacher candidates will collect pre-assessment data from students to support their teaching of this lesson.</p>	<p><b>Teach (and record) your science mini-lesson.</b></p> <p>Analyze your recording and student artifacts for AST practices. Submit analysis and reflection.</p>	<p><b>Noticing Assignment 2: <i>Maximizing Learning</i></b></p> <p>Candidates will engage in observations focused on physical environment, curriculum, and student engagement.</p>

<p><b>Week 8:</b> <b>Attend 2 days</b> <b>October 17-19</b></p>	<p>Project Part III Baseline Data Collection and Analysis Due Oct. 23</p>	<p>-You will teach a <b>connected lesson plan to at least one class.</b> -Collaborate with your CE to identify opportunities for you to support instruction.</p>	<p>Ideally, teacher candidates would start supporting clinical educators by going over homework, conducting warm ups, etc. Co-teaching experiences should be taking place by this point.</p>	<p>Observe instruction for strategies that engage students in scientific modeling (AST, Ch 6), argumentation (AST, Ch 11) and/or explanation (AST, Ch 12), submit reflection.</p> <p>Identify focus and begin preparing lesson plan for Week 10</p>	<p><b>Noticing Assignment 2 continued</b> Candidates' observations focused on engagement of learning and maximizing learning.</p>
<p><b>Week 9:</b> <b>Attend 2 days</b> <b>October 24-26</b></p>	<p>Add discussion strategy to your unit plan</p>	<p>-Take on instructional responsibility such as homework review, warm-up, small group instruction, co-teaching , closure, throughout week. The objective is to be engaging each day in an instructional capacity supporting your CE throughout the day.</p> <p>- You should also schedule opportunities to observe social studies instruction in other classrooms. Please consult your CE to coordinate opportunities within the department.</p> <p>-Reflection Journal Entry</p> <p>-You will collaborate with your CE to identify curriculum and materials to teach at least one , connected lesson for more than one class section during Week 10.</p>	<p>Ideally, teacher candidates would start supporting clinical educators by going over homework, conducting warmups, etc. Co-teaching experiences should be taking place by this point.</p> <p>THINKING THROUGH A LESSON PROTOCOL: Teacher candidates should share lesson plan with clinical educators for feedback.</p>	<p>Submit draft lesson plan for Week 10 to CE and Instructor.</p>	<p><b>Video Assignment 1 practice:</b> Record a lesson or part of a lesson (homework review, conducting warm-ups, introducing a lesson, small group instruction, etc.)</p>

<b>Week 10</b> <b>Five Full Days in the field</b> <b>October 30-November 3</b>	<b>Descriptions of Field Assignments by Course</b>
<b>EDUC320 MS English</b>	<ul style="list-style-type: none"> <li>• <b>Teach your Lesson Segment</b> and Collect Data for Data Analysis and Struggling Reader assessments</li> </ul>
<b>EDUC348 MS Social Studies</b>	<ul style="list-style-type: none"> <li>• <b>You will teach at least one, connected lesson plan during this week.</b> You will teach this lesson to more than one class.</li> <li>• You will collect evidence of assessment from student work samples.</li> <li>• You may choose to record this lesson for an observation conference with your professor.</li> </ul>
<b>EDUC406 MS Math</b>	<ul style="list-style-type: none"> <li>• <b>Teach lesson plan</b> [THINKING THROUGH A LESSON PROTOCOL] in field. Video record lesson. Choose days to teach connected lessons for Impact on Student Learning Project during Week 12 and get materials to plan to teach.</li> </ul>
<b>EDUC441 MS Science</b>	<ul style="list-style-type: none"> <li>• <b>Teach (and video record) one lesson</b> that involves modeling, argumentation, or explanation. Analyze recording and student artifacts. Submit analysis and reflection.</li> </ul>
<b>EDUC428 Critical Reflection</b>	<ul style="list-style-type: none"> <li>• <b>Video Assignment 1:</b> Record a full lesson</li> </ul>

	<b>EDUC320</b> <b>MS English</b>	<b>EDUC348</b> <b>MS Social Studies</b>	<b>EDUC406</b> <b>MS Math</b>	<b>EDUC441</b> <b>MS Science</b>	<b>EDUC428</b> <b>Critical Reflection of Teacher Decision Making</b>
<b>Week 11:</b> <b>Select 2 days</b>  <b>November 7-9</b>	Post lesson plan with a summary writing strategy included	-Collaborate with your CE to identify curriculum and materials to teach at least two, connected lesson plans to at least two different classes. This will occur during Week 12.  -Reflection Journal Entry	Consult clinical educator for planning connected lessons for IMPACT ON STUDENT LEARNING PROJECT. Confirm assessments for project with clinical educator.	Finalize 2-3 science connected lesson plans and submit them to CE and Instructor for feedback.	

Week 12 Five Full Days in the field November 13-17	Descriptions of Field Assignments by Course				
EDUC320 MS English	<ul style="list-style-type: none"> <li>Read Chapter 8 in course textbook and add extended writing strategy to lesson plan or revise lesson plan.</li> </ul>				
EDUC348 MS Social Studies	<ul style="list-style-type: none"> <li>You and your partner will teach at least 2 connected lesson plans to at least two different classes.</li> <li>You will collect evidence of assessment from student work samples.</li> <li>You may choose to record this lesson for an observation conference with your professor.</li> </ul>				
EDUC406 MS Math	<ul style="list-style-type: none"> <li>Conduct IMPACT ON STUDENT LEARNING PROJECT in field – collect pre-assessment student data, teach 2-3 connected lessons, video record lessons, collect post-assessment student data.</li> </ul>				
EDUC441 MS Science	<ul style="list-style-type: none"> <li>Teach (and record) 2-3 connected science lessons. Analyze your recording for AST practices and student performance on the pre- and post-assessments. Submit analysis and reflection.</li> </ul>				
EDUC428 Critical Reflection	<ul style="list-style-type: none"> <li>Video Assignment 2: Record a lesson.</li> </ul>				

	EDUC320 MS English	EDUC348 MS Social Studies	EDUC406 MS Math	EDUC441 MS Science	EDUC428 Critical Reflection of Teacher Decision Making
Week 14: Select 2 days November 28-30	Results and Discussion of Student Learning Presentations: post presentation to Canvas by Dec. 7		Teacher candidates should share findings from IMPACT ON STUDENT LEARNING PROJECT with Clinical Educators.	Share findings from student assessment with CE and submit reflection on the teaching to Instructor.	Record make-up videos if needed.