

ELEMENTARY BLOCK—SPRING2024
FIELD EXPERIENCE ASSIGNMENTS-AT A GLANCE

Descriptions of Field Assignments by Course					
Monday, February 12 (Visitation Day)	EDUC 310 Literacy	EDUC 335 Math	EDUC 341 Science	EDUC 346 Social Studies	EDUC 390 Classroom Management
	Learn from your CE how literacy instruction is structured throughout the day and what curricula (if any) are used to plan/support instruction.	Each methods student should complete their own Student Observation assignment.	-Learn from your CE about how science is approached in your classroom and grade level	-Observe social studies instruction, if available. -Build rapport with students and learn about their interests and backgrounds.	Reflection Journal entry
Monday, February 26	Notice what areas of the Science of Reading (SoR) discussed in 310 are present in your CE's instruction or classroom.	Each methods student should complete the Cognitive Interviews with their own buddies.	-Coordinate an observation of science instruction	-School, Family, & Learner Investigations - <i>Partners</i> interview clinical educator about SS curriculum and student experiences	Reflection Journal entry

Field Time	Descriptions of Field Assignments by Course for Week 1
Week 1: Five full days March 4-8	<p>EDUC 310: Literacy</p> <ul style="list-style-type: none"> Each pair of students will complete the Observation of Literacy Instruction. <p>EDUC 335: Math</p> <ul style="list-style-type: none"> Each methods student will enact their own Open Number Talk instructional routine to a small group or the entire class. If needed, each methods student should complete the cognitive interviews with their own buddies if not completed on 2/26. <p>EDUC 341: Science</p> <ul style="list-style-type: none"> Each methods student will co-teach a science phenomenon routine (15-20 minutes long) with their teaching partner. Identify the science topic for the lesson plan that they will teach in the 2nd Field Week Observe science instruction, as available. <p>EDUC 346: Social Studies</p> <ul style="list-style-type: none"> Partners implement read aloud with a get-to-know-you activity (30 minutes each)

- Investigate school, families, and learners to learn about backgrounds and experiences (observations and online)
- *Partners* discuss and determine a SS topic with clinical educator for C3 Framework lesson taught on 4/22 or 4/29
- Observe social studies instruction, if available.

EDUC 390: Classroom Management for Social and Emotional Learning

- If possible, conduct a practice video recording of one of your lessons. Evaluate visual/sound quality.
- Complete Reflection Journal entries.

Descriptions of Field Assignments by Course

5 Mondays of Field Time	EDUC 310 Literacy	EDUC 335 Math	EDUC 341 Science	EDUC 346 Social Studies	EDUC 390 Classroom Management
March 11	Each student will assess 2 students with a DIBELS ORF progress monitoring probe selected in class and with the Informal Decoding Inventory (either 3/11 or 3/18).	If needed, enact your own Open Number Talk instructional routine with a small group or the entire class if it was not completed the previous week.	-Confirm teaching topic focus with clinical educator and obtain any supporting resources -Conduct classroom observations of science instruction where appropriate.	-C3 Planning: confirm C3 lesson topic with CE -try to identify date for C3 lesson 4/22 or 4/29 -Observe social studies instruction, if available.	-Keep CM reflection journal. -On at least one Monday, conduct a practice video recording of a lesson. Evaluate video/sound quality. Watch the video back and reflect on your actions/decisions with classroom management.
March 18	Each student will assess 2 students with a DIBELS ORF progress monitoring probe selected in class and with the Informal Decoding Inventory (either 3/11 or 3/18).	<i>Partners will co-teach</i> a Compare and Connect instructional routine with a small group or whole class of students.	-Confirm teaching topic focus with clinical educator and obtain any supporting resources -Conduct classroom observations of science instruction where appropriate.	-C3 Planning: Communicate C3 lesson ideas with CE -finalize date for C3 lesson 4/22 or 4/29 -Observe social studies instruction, if available.	
April 8	Continue to look for what areas of the Science of Reading discussed in 310 are present in your CE's instruction or classroom. Notice what	With the help of your clinical educator, partners will identify a mathematics goal/ topic that your CE's class will be ready to discuss	-Assist clinical Educator as appropriate/asked. -Observe student-teacher interactions	-C3 Planning: Discuss C3 lesson focus, sequence, materials, and teaching strategies with CE.	

	evidence-based practices are used to support specific instructional foci. Notice how students engage with the different practices. Are some practices more engaging than others?	during the second full-week field experience (4/29-5/3). Ideally, it should be a goal/topic that focuses on a mathematical concept (not a specific algorithm or procedure) that students in your CE's class will be just beginning to make sense of or are still trying to make sense of (not one that they have almost mastered).	and learn about their students' learning needs and interests. -Use observations to inform planning of the science lesson. - Discuss lesson plan for curriculum lesson with CE. Get feedback and modify lesson as appropriate.	-Observe social studies instruction, if available.	
April 15	Continue to look for what areas of the Science of Reading discussed in 310 are present in your CE's instruction or classroom. Notice what evidence-based practices are used to support specific instructional foci. Notice how students engage with the different practices. Are some practices more engaging than others?	Share your ideas for a mathematics task that you and your field partner plan to use in your problem-based lesson (PBL) that aims to help your students reach the identified mathematics goal. Get feedback from your clinical educator.		-C3 Planning: Finalize implementation plans for lesson -Observe social studies instruction, if available.	
April 22	Co-teach Writing Introduction Lesson Continue to look for what areas of the Science of Reading discussed in 310 are present in your CE's instruction or classroom. Notice what evidence-based practices are used to support	Share a draft of your PBL lesson plan with your clinical educator and get feedback to help you revise your plan.		4/22 or 4/29 Partners will co-teach a SS lesson that is related to the curriculum used in the clinical educator's classroom and based on the C3 Framework of the National Council for the Social Studies. The lesson should be	

	specific instructional foci. Notice how students engage with the different practices. Are some practices more engaging than others?			approximately 45 minutes but can be divided between days.	
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Field Time	Descriptions of Field Assignments by Course for Week 2
Week 2: Field Week Five Full days April 29-May 3	<p>EDUC 310: Literacy</p> <ul style="list-style-type: none"> Individually teach a Tier 1 Shared Reading Lesson or a Tier 1 Writing Lesson on Planning (30-45 mins each). 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 co-teach a grade-level appropriate mathematics problem-based lesson that is based on the identified goal. The lesson can be extended over two days, but at a minimum should approximately take 45-60 minutes of instruction. <p>EDUC 341: Science</p> <ul style="list-style-type: none"> Partners will co-teach a grade-level appropriate science lesson that is related to the curriculum used in the clinical educator's classroom. The lesson should approximately take 30-45 minutes of instructional time depending on grade level. <p>EDUC 346: Social Studies</p> <ul style="list-style-type: none"> 4/29 or a negotiated other day this week: Partners will co-teach a SS lesson that is related to the curriculum used in the clinical educator's classroom and based on the C3 Framework of the National Council for the Social Studies. The lesson should be approximately 45 minutes but can be divided between days. Teaching and Learning Analysis where partners will examine performance data from their C3 lesson to understand learners' progress and make a claim about their learning. Observations of Social Studies lessons: UD candidates need to observe 2 social studies lessons as available. This may be done in a different classroom and/or grade level if the other teacher is willing to have observers. Candidates will summarize the lesson and draw connections between the theory learned from the course and the practice happening in the elementary classroom. <p>EDUC 390: Classroom Management for Social and Emotional Learning</p> <ul style="list-style-type: none"> Implement curriculum lesson plan with CM plan and interactive modeling activity. Video record the lesson.

There is no scheduled field day on Monday, February 19th due to President's Day—Schools are closed.

There is no scheduled field day on Monday, March 25th due to UD's spring break.

There is no scheduled field day on Monday, April 1st due to school/districts' spring break.