

# EDUC 320: Reading and Writing in the Middle Grades

Field Experience Handbook

**Fall 2024**

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), plan an instructional segment, and evaluate another instructional segment that you will carry out in your block placement classroom this semester. The project has 3 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:
  - A. Provide a clear snapshot of your students. 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.
  - B. Report on your "Get to Know You Activity." Please provide both a copy of your activity and a description of what you found out about your students. Feel free to represent that data in the way that you feel is most effective (graphs, tables, etc.). However, be sure to describe in paragraph form what that information gets you thinking about as you begin to meet their needs.
  - C. Describe the general features of your classroom context. In this part of the composition, you should 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 and literacy skills. You do not need to address ALL of the suggestions above, just the elements of the classroom context that you believe are directly impacting instruction and the literacy development of your students. Please be sure to take an “inquiry stance” when describing these classroom elements by asking critical questions about what you see and avoiding unprofessional criticism.

**II. Lesson Plan for Intensive Weeks:** During your intensive weeks (or the time frame that is best for you and your clinical educator) you will be required to teach a lesson or series of lessons that are either planned by you or co-planned with your clinical educator. This plan should be directed at an important ELA topic or skill and should include an assessment that you will be collecting data on for the Results and Discussion of Student Learning assessment below. I will not be grading this plan, but I will provide feedback on the lesson and assessment if you would like me to.

**III. Results & Discussion of Student Learning:** In this task you will be assessing your students’ learning of ELA content and skills in order to analyze the effectiveness of your instructional plan using the assessment tool you designed with your clinical educator.

- A. Briefly describe your goals for instruction and the instructional activities.
- B. Briefly describe your assessment and attach the assessment to the assignment.
- C. Organize your student performance data using tables and/or graphs. Analyze relevant patterns related to your instructional objectives and summarize what the table and graphs tell you about student learning, including how students met your curricular goals.
- D. Make sure to 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 your 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:** 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 literacy 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.