

Middle School Methods Block—FALL 2024
FIELD EXPERIENCE ASSIGNMENTS- AT A GLANCE

MS students will be taking ONLY ONE of the listed courses in their MS content area.				All MS students	All MS students	
	EDUC 320 MS ELA	EDUC348 MS Social Studies	EDUC406 MS Math	EDUC441 MS Science	EDUC428 Critical Reflection of Teacher Decision Making	EDUC436 Differentiated Literacy Instruction
Week 3: Attend 2 days September 10-12	Administer Get to Know You Activity Identify Standards and Objectives for Unit Plan	Conduct observations and interviews to increase your understanding of middle level learners. Familiarize yourself with the middle school social studies curriculum, materials, and assessments that are expected within your placement.	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 video permission slip . Distribute to students for return by week 5.	
Week 4: Attend 2 days September 17-19	Complete Project Part 1: Getting to Know Your Students, Their Needs and the Instructional Context	Coteach a lesson with your CE for <u>at least one class period</u> . You are responsible for transferring this experience into the lesson plan template. At your CE's discretion, they may have you coteach with them at additional points in the week. Your CE will arrange for you to shadow a student/group of students to complete the "Profile of a Middle	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.	Distribute/Collect permission forms.	Decide if you will complete MTSS assignment independently or with a partner and email Dr. RKK.

		School Student” Assignment.				
Week 5: Attend 2 days September 24-26	Work with CE to identify struggling reader ELA Text Evaluation due Sept. 29	Collaborate with your CE to identify and develop material for <u>you</u> to teach a <i>connected</i> lesson plan scheduled during the next 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. Teacher candidates will share their plans for their instructional routine with their clinical educators for feedback.	Observe instruction for productive science discourse (AST, Ch 3 & 4) and submit discourse analysis assignment. Develop your science mini-lesson proposal.	Noticing Assignment 1: <i>Learning Environment</i> Candidates will engage in observations focused on physical environment, curriculum, and student engagement.	Review the requirements of the MTSS assignments with CE and ask who is responsible for MTSS in the school/district and who would be the best person to discuss it with including how HQIM are identified.
Week 6: Attend 2 days October 1-3	Complete Before Reading Strategy/Vocab Strategy in Lesson Plan	Teach a connected lesson plan to at least one class. Collaborate with your CE to identify opportunities for you to support instruction during this week. Collaborate with your CE to identify and develop material to teach your own connected lesson the week of 10/14.	ROUTINE FOR REASONING: Teacher candidates will share their plans for their instructional routine with their clinical educators for feedback. OR Teacher candidates will enact their instructional routine in the field placement classroom and video record it. THINKING THROUGH A LESSON PROTOCOL: Clinical educators can support teacher candidates by choosing a day, topic, and lesson when the	Observe instructional scaffolds for science talk and writing (AST, Ch 4) and submit reflection Finalize science mini-lesson and submit a draft for feedback (CE and Instructor)	Noticing Assignment 2: <i>Maximizing Learning</i> Candidates will engage in observations focused on physical environment, curriculum, and student engagement.	Complete the Multi-Tiered System of Supports (MTSS) Analysis Assignment

			teacher candidates can teach during Week 10, and by providing the teacher candidate with materials that they can use to plan that lesson.			
Week 7: Attend 2 days October 8-10	Post Lesson Plan with During Reading Supports in place	<p>Assume <i>extensive</i> support to your CE through coteaching. This might also include homework review, small group instruction, warm up/closure, or lesson segments.</p> <p>Collaborate with your CE to identify and develop material to teach your own connected lesson the week of 10/14.</p> <p>Schedule opportunities to observe social studies instruction in other classrooms. Consult your CE to coordinate opportunities within the department.</p>	<p>ROUTINE FOR REASONING: Teacher candidates will enact their instructional routine in the field placement classroom and video record it, if they have not yet done so.</p> <p>THINKING THROUGH A LESSON PROTOCOL: Teacher candidates will collect pre-assessment data from students to support their teaching of this lesson.</p>	Teach (and record) your science mini-lesson. Analyze your recording and student artifacts for AST practices. Submit analysis and reflection.	Noticing Assignment 2 continued Candidates' observations focused on engagement of learning and maximizing learning.	
Week 8: Attend 2 days October 15-17		Teach your connected lesson plan this week to more than 1 class section. You will collect evidence of assessment from student work samples. You may choose to record this lesson for an observation conference with your professor.	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.	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.		

		opportunities for you to support instruction.		Identify focus and begin preparing lesson plan for Week 10		
Week 9: Attend 2 days October 22-24	Add discussion strategy to your unit plan	<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>-Collaborate with your CE to identify and develop material to teach your own connected lesson the week of 10/28.</p> <p>- 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</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>	Submit draft lesson plan for Week 10 to CE and Instructor.	Video Assignment 1 practice: Record a lesson or part of a lesson (homework review, conducting warm-ups, introducing a lesson, small group instruction, etc.)	

		least one , connected lesson for more than one class section during Week 10.				
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Week 10 Five Full Days in the field October 28-November 1	Descriptions of Field Assignments by Course					
EDUC320 MS English	<ul style="list-style-type: none"> • Teach your Lesson Segment and Collect Data for Data Analysis and Struggling Reader assessment 					
EDUC348 MS Social Studies	<ul style="list-style-type: none"> • You will teach at least one, connected lesson plan during this week. You will teach this lesson to more than one class. • You will collect evidence of assessment from student work samples. • You must record this lesson for lesson plan conferencing • When not teaching, continue to support your CE 					
EDUC406 MS Math	<ul style="list-style-type: none"> • Teach lesson plan [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. 					
EDUC441 MS Science	<ul style="list-style-type: none"> • Teach (and video record) one lesson that involves modeling, argumentation, or explanation. Analyze recording and student artifacts. Submit analysis and reflection. 					
EDUC428 Critical Reflection	<ul style="list-style-type: none"> • Video Assignment 1: Record a full lesson 					
EDUC436 Differentiated Literacy Instruction						

	EDUC320 MS English	EDUC348 MS Social Studies	EDUC406 MS Math	EDUC441 MS Science	EDUC428 Critical Reflection of Teacher Decision Making	EDUC436 Differentiated Literacy Instruction
Week 11: Select 2 days November 6-7	Post lesson plan with a summary writing strategy included	-Continue to provide extensive support to your CE -Collaborate with your CE to identify and develop material to	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.		

Nov. 5- Election Day		<p>teach 2 of your own connected lessons to two different classes during the week of 11/18.</p> <p>- Schedule opportunities to observe social studies instruction in other classrooms.</p>				
Week 12: Select 2 days November 12-14	Add extended writing assignment to Unit Plan (if needed as summative assessment)	<p>-Continue to provide extensive support to your CE</p> <p>- Schedule opportunities to observe social studies instruction in other classrooms.</p>	Continue to develop Impact on Student Learning project (assessments and lessons) Potentially enact pre-assessment at the end of this week, if time.			

Week 13 Five Full Days in the field November 18-22	Descriptions of Field Assignments by Course
EDUC320 MS English	<ul style="list-style-type: none"> • Teach lesson plans that you and your CE have decided on. Collect evidence of student learning from your assessment tool and begin to complete Results of Student Learning. Complete and post your final Unit Plan on Nov. 24.
EDUC348 MS Social Studies	<ul style="list-style-type: none"> • You will teach at least 2 connected lesson plans to at least two different classes. • You will collect evidence of assessment from student work samples. • You may choose to record this lesson for an observation conference with your professor.

EDUC406 MS Math	<ul style="list-style-type: none"> • 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.
EDUC441 MS Science	<ul style="list-style-type: none"> • 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.
EDUC428 Critical Reflection	<ul style="list-style-type: none"> • Video Assignment 2: Record a lesson.
EDUC436 Differentiated Literacy Instruction	<ul style="list-style-type: none"> • Practicum Case Study Instruction Project <ul style="list-style-type: none"> ○ Part 1: Consider the curriculum and students in one of the classes where you are placed, choose a challenging academic task that demands reading and/or writing skills, and do some analysis of the literacy demands of the task. ○ Part 2: Conduct screening or use existing assessment information to identify a group of students that might have difficulty with the literacy demands of the task. ○ Part 3: Conduct a pretest of their performance on the task and/or conduct some informal assessment to diagnose their problems. ○ Part 4: Plan a series of 3 differentiated lessons for a small group; the lessons should draw on data from the pretests and evidence-based practices. ○ Part 5: Identify progress monitoring measures that can be implemented to evaluate next steps