

ELEMENTARY BLOCK—SPRING 2025
FIELD EXPERIENCE ASSIGNMENTS-AT A GLANCE

Descriptions of Field Assignments by Course					
Monday, February 10	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. -School, Family, & Learner Investigations	
Monday, February 24	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 2 student buddies.	-Coordinate an observation of science instruction	- Observation of diverse learners - Observe social studies instruction, if available. - School, Family, & Learner Investigations (Interview CE)	Reflection Journal

Field Time	Descriptions of Field Assignments by Course for Week 1
Week 1: Five full days March 3-7	<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 2/24.

	<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 Social Studies in the Learning Environment lesson (30 minutes each) ● Investigate school, families, and learners to learn about backgrounds and experiences (observations and online) ● <i>Partners</i> discuss and determine a SS topic with clinical educator for C3 Framework lesson taught week of 4/28. ● Observe and/or assist social studies instruction, if available. <p>EDUC 390: Classroom Management for Social and Emotional Learning</p> <ul style="list-style-type: none"> ● If possible, conduct a practice video recording of one of your lessons. Evaluate visual/sound quality. ● Complete Reflection Journal entries.
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Descriptions of Field Assignments by Course					
Mondays in the Field	EDUC 310 Literacy	EDUC 335 Math	EDUC 341 Science	EDUC 346 Social Studies	EDUC 390 Classroom Management
March 10	Each student will assess 2 students with a DIBELS ORF progress monitoring probe selected in class and with the Informal Decoding Inventory (either 3/10 or 3/17).	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 -Observe and/or assist 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 17	Each student will assess 2 students with a DIBELS ORF progress monitoring probe selected in class and with the Informal Decoding Inventory (either	Partners will co-teach a follow-up 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	-C3 Planning: Communicate C3 lesson ideas with CE -Observe and/or assist social studies instruction, if available.	

	3/10 or 3/17).		science instruction where appropriate.	
March 31	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?	Partners will co-teach a follow-up instructional routine with a small group or whole class of students if it was not completed on 3/17.	<ul style="list-style-type: none"> -Assist clinical Educator as appropriate/asked. -Observe student-teacher interactions 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. 	<p>-C3 Planning: Discuss C3 lesson standards, objectives, sequence, materials, and teaching strategies with CE.</p> <p>-Observe and/or assist SS lesson(s) as available</p>
April 7	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	With the help of your CE, you and your partner should select a grade-level appropriate 3-Act mathematical task that will be the most beneficial for the students in your CE's	<ul style="list-style-type: none"> -Assist clinical Educator as appropriate/asked. -Observe student-teacher interactions and learn about their students' 	<p>-C3 Planning: Continue to discuss C3 lesson standards, objectives, sequence, materials, and teaching strategies with CE.</p>

	<p>specific instructional foci. Notice how students engage with the different practices. Are some practices more engaging than others?</p>	<p>classroom. The pair of methods students will use the 3-Act mathematical task to help them co-plan a problem-based lesson (PBL) that they will co-teach during the second full field experience week.</p>	<p>learning needs and interests.</p> <ul style="list-style-type: none"> -Use observations to inform planning of the science lesson. - Discuss lesson plan for curriculum lesson with CE. Get feedback and modify lesson as appropriate. 	<ul style="list-style-type: none"> - Observe and/or assist SS lesson(s) as available 	
<p>April 14</p>	<p>Co-teach Writing Introduction Lesson</p> <p>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?</p>	<p>Share your ideas for the launch of your 3-Act PBL mathematics task with your CE. Your CE will provide feedback on how well the launch engages prior knowledge, helps their students understand the task so they are prepared to solve the task, and how it aligns with the mathematical goal of the lesson.</p> <p>If time, share a draft of your entire PBL lesson plan with your clinical educator during the week of 4/21 and get feedback to help you revise your plan.</p>	<ul style="list-style-type: none"> -Assist clinical Educator as appropriate/asked. -Observe student-teacher interactions 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. 	<p>C3 Planning</p> <ul style="list-style-type: none"> - Share draft of lesson plan with CE - Observe and/or assist SS lesson(s) as available - Review materials needed for the lesson - Identify the date/time of your lesson implementation - Observe and/or assist SS lesson(s) as available 	

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Field Time	Descriptions of Field Assignments by Course for Week 2
<p>Week 2: Field Week</p> <p>Five Full days</p> <p>April 28-May 2</p>	<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> <p>Partners in the field placement classroom will co-teach a grade-level appropriate mathematics problem-based lesson. The lesson can be extended over two days, but at a minimum should approximately take 45-60 minutes of instruction.</p> <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"> ● 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 <i>partners</i> will examine performance data from their C3 lesson to understand learners' progress and make a claim about their learning. ● Observe and/or assist SS lesson(s) as available <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.