

# EDUC 406: Teaching Math in the Middle School

## Field Experience Handbook

Fall 2024

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### Field Experience Assignment(s):

***Weeks 1-4: Getting to know the clinical educator, their students, and the curriculum.*** During these initial weeks, the teacher candidates will have a series of informal tasks to complete in the field that support them with getting to know their clinical educator, students, and curriculum. In addition, they will have two projects to complete:

#### **Getting to Know a Student Project / Shadow a Student Project**

Teacher candidates will select one student who differs from them on sociocultural dimensions. They will first interview the student. In the interview, they will ask about the student's interests and activities, home and community knowledge base, and feelings about mathematics. They will then observe the student in at least two class periods outside of mathematics class. After doing this, they will write a short paper in which they report on what they learned about the student and reflect on how they might teach this student (and all students) given what you learned.

- Weeks 3 and 4: Clinical educators can support teacher candidates by helping them select a focus student, helping them find a time and place to interview a student, and ensuring that they can shadow a student in classes other than mathematics.

***Weeks 4-7: Planning and Enacting a Routine for Reasoning.*** Teacher candidates will plan an instructional routine designed to promote the Common Core Standards for Mathematical Practice. They will rehearse their routine with their classmates on campus at the university prior to enacting it in the clinical educator's classroom. Teacher candidates will video record their enactment of this routine.

- Weeks 4 & 5: 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.
- Weeks 5 or 6: Teacher candidates will share their plans for their instructional routine with their clinical educators for feedback.
- Weeks 6 or 7. Teacher candidates will enact their instructional routine in the field placement classroom and video record it.

***Weeks 6-10: Preparing for and Teaching a Lesson.*** Teacher candidates will write one mathematics lesson to be taught during Week 10 {**Thinking Through a Lesson Protocol**} using the clinical educator's curriculum and following the clinical educator's pacing guide. Teacher candidates will video record this lesson.

- Week 6: 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.
- Week 7: Teacher candidates will collect pre-assessment data from students to support their teaching of this lesson.
- Weeks 8 & 9: 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.
- Week 9: Teacher candidates should share lesson plan with clinical educators for feedback.
- Week 10: Teacher candidates teach lesson in field and gather assessment data.

***Weeks 10 – 13: Impact on Student Learning Project.*** Teacher candidates will teach 2-3 connected mathematics lessons during week 13, collect pre-assessment and post-assessment data from students. Teacher candidates will video record these lessons.

#### **Assessment of Impact on Student Learning Project**

Teacher candidates will develop an inquiry question and design a related instructional intervention of 2-3 connected mathematics lessons. Teacher candidates will design a pre- and post-assessment of student learning. They will then analyze the impact of their teaching, comparing the results of the pre- and post-assessments. Using the data as evidence, they will present the results of your analysis to their EDUC 406 class and submit a written a memo describing their learning.

- Week 10: Teacher candidates choose days to teach for Impact on Student Learning project in Week 12. Get materials from clinical educator's curriculum.
- Weeks 11-12: Teacher candidates consult with clinical educator for planning connected lessons. Confirm student assessments for project with clinical educator.
- Week 13: Teacher candidates conduct a pre-assessment, teach 2-3 days of connected lessons, and conduct a post-assessment of students' learning.
- Week 15: Teacher candidates should share findings from project with clinical educators.