

ELEMENTARY BLOCK—FALL 2024
FIELD EXPERIENCE ASSIGNMENTS-AT A GLANCE

Descriptions of Field Assignments by Course					
Monday, September 9	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	Reflection Journal
Monday, September 16	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	- Observation of diverse learners - Observe social studies instruction, if available. - School, Family, & Learner Investigations (Interview CE) - Section 10: Review SS in Learning Environment lesson with CE	Reflection Journal

Field Time	Descriptions of Field Assignments by Course for Week 1
Week 1: Five full days September 23-27	EDUC 310: Literacy <ul style="list-style-type: none"> • Each pair of students will complete the Observation of Literacy Instruction. EDUC 335: Math

	<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 9/16. <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 11/18 • 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					
5 Mondays of Field Time	EDUC 310 Literacy	EDUC 335 Math	EDUC 341 Science	EDUC 346 Social Studies	EDUC 390 Classroom Management
September 30	Each student will assess 2 students with a DIBELS ORF progress monitoring probe selected in class and with the Informal Decoding Inventory (either 9/30 or 10/07).	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.
October 7	Each student will assess 2 students with a DIBELS ORF progress monitoring probe selected in	<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	-C3 Planning: Communicate C3 lesson ideas with CE	

	class and with the Informal Decoding Inventory (either 9/30 or 10/07).		supporting resources -Conduct classroom observations of science instruction where appropriate.	-Observe and/or assist social studies instruction, if available.
October 14	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?	<i>Partners will co-teach a</i> Compare and Connect instructional routine with a small group or whole class of students if it was not completed the previous week.	-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.	-C3 Planning: Discuss C3 lesson standards, objectives, sequence, materials, and teaching strategies with CE. -Observe and/or assist SS lesson(s) as available
October 21	Continue to look for what areas of the Science of Reading discussed in 310 are present in your	With the help of your clinical educator, you and your partner should select a grade-level	-Assist clinical Educator as appropriate/asked.	-C3 Planning: Continue to discuss C3 lesson standards, objectives, sequence,

	<p>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>appropriate 3-Act mathematical task that will be the most beneficial for the students in your CE's 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 week of 11/18-11/22.</p>	<ul style="list-style-type: none"> -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>materials, and teaching strategies with CE.</p> <ul style="list-style-type: none"> - Observe and/or assist SS lesson(s) as available 	
<p>October 28</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 clinical educator. Your clinical educator 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>	<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 	<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 	

			feedback and modify lesson as appropriate.		
November 4	Co-teach Writing Introduction Lesson	Share a draft of your entire PBL lesson plan with your clinical educator and get feedback to help you revise your plan.		C3 Planning - Share draft of lesson plan with CE - Review materials needed for the lesson - Identify the date/time of your lesson implementation - Observe and/or assist SS lesson(s) as available	

Field Time	Descriptions of Field Assignments by Course for Week 2
Week 2: Field Week Five Full days November 18-22	EDUC 310: Literacy <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. EDUC 335: Math <ul style="list-style-type: none"> • 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. EDUC 341: Science <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. EDUC 346: Social Studies

- **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.
- Observe and/or assist SS lesson(s) as available

EDUC 390: Classroom Management for Social and Emotional Learning

- Implement curriculum lesson plan with CM plan and interactive modeling activity. Video record the lesson.