Observation and Practice for Fall Fieldwork

The UCI Multiple Subject program identified some key skills and strategies we wanted our candidates to learn during their fall fieldwork before they move forward to student teaching in January. We decided on these key areas that candidates can observe and practice in your classroom. Candidates will learn about these skills and strategies in their UCI courses and will request opportunities to observe and practice.

<table>
<thead>
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<th>Dates</th>
<th>Focus</th>
<th>How we address this at UCI and MT support</th>
<th>Classroom Management</th>
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| Aug 18-Aug 31 | Learning Goal                      | During these first two weeks, the candidates will learn about the importance of having a clear learning goal for their lessons. They will read excerpts from articles and watch videos of instruction to identify the learning goal and how it impacts every aspect of the lesson. - Mentor Teachers (MT) can help by sharing the learning goal for your lessons with your candidate. Afterwards, during a debrief conference; share what you did during your lesson that successfully moved your students toward the learning goal, or anything that you may want to change. | Candidates observe classroom management, routines and procedures.  
• Learn student names  
• Aware of school policies  
• Use classroom management system |
| Sept 1-Sept 18 | Learning Goal + focus on students  | We will continue to focus on the learning goal, but now we will include a focus on the students. How does a learning goal change for different students? Candidates will read about English learners and students with special needs. - MTs model how to modify the learning goal based on student needs. Conference afterwards about what was successful and what you may want to change for next time. | Classroom management + One-on-one instruction  
• Assessment  
• Additional support  
• Extension activities |
| Sept 21-Oct 9  | Learning Goal + Students + Assessment | While we continue to focus on the learning goal and the students, we will introduce the concept of assessment. How does the assessment match the learning goal, and how does it inform instruction? Candidates will be asked to give reading assessments to a student in your class in order to identify their areas of need. - MTs share assessments with candidate while discussing and planning future lessons. Have a conversation about how this assessment informs instruction. Share your use of formal (summative) and informal (formative) assessments. | Classroom management + One-on-One + Small group instruction  
• Differentiation  
• Learning centers |
| Oct 12-Oct 30  | Learning Goal + Students + Assessment + Rich Task | These next few weeks we will add on the concept of the rich task. What differentiates a task that requires surface level understanding from a rich task that requires problem solving and critical thinking with an authentic purpose? Candidates will read about rich tasks, see examples and discuss in depth in their ED 322A class. - MTs model various types of lessons with tasks that require different levels of understanding and thinking, then conferencing with the Candidate about these instructional decisions. | Classroom management + One-on-One + Small group instruction  
• Differentiation  
• Learning centers |
| Nov 2-Nov 13   | Learning Goal + Students + Assessment + Rich Task + Introduction | These next few weeks we will add on the concept of the lesson introduction. How important is it to start a lesson with a “hook”? How does activating prior knowledge or relating to student interest help a lesson? Candidates will discuss this topic in class and watch video examples. - MTs make introductions explicit for the candidate. How did you introduce a lesson, a unit or a chapter? What resources did you draw from? | Classroom management + One-on-One + Small group instruction  
• Differentiation  
• Learning centers |
| Nov 16-end of fall quarter | + Structure of a Lesson Plan: How is it all connected? | During the last few weeks of fall quarter, candidates will learn how to put all these skills and strategies together in a lesson plan format. They will work on sample lesson plans in their UCI courses. MTs share daily lesson plans and long term plans. Candidates need to see both the long-form lesson plans we use at UCI, as well as more efficient forms used on a daily basis. | Classroom management + One-on-One + Small group instruction + Whole class instruction |