

University of Louisville
College of Education and Human Development

Field Experience Description

| COURSE INFORMATION | |
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| Course Name and Number | EDTP 607/8/9 Middle (607/8) and Secondary (609) Content Methods |
| Brief Course Description | Prerequisites: EDTP 602, ECPY 607 AND EDTP 501. Study of methods and materials in teaching, appropriate to the content area (English, Social Studies, Mathematics, Science). This course is part of the professional sequence of courses for teacher candidates seeking middle or secondary certification. |
| Programs that Require this Course | All middle and secondary MAT programs (including Alternative Certification MAT programs). BS middle and secondary programs. |
| DESCRIPTION OF FIELD COMPONENT | |
| Number and Distribution of Hours in the Field | 36 hours distributed as 3 consecutive hours per week for 12 weeks. |
| Purpose(s) of Field Experiences | Engage in wide spectrum of teaching activities & responsibilities with middle/secondary students in content-based classrooms under the supervision of an experienced cooperating teacher. Final field experiences are more intense and complete than initial ones in the semester. See list of typical activities in section "Cooperating teacher role" below. Teacher candidates formally reflect upon their field based experiences periodically throughout the semester and share those reflections with their content methods instructor. |
| Hallmark Assessment Task (HAT) (only if Field based) | |
| Description of field-based assignments assessed in course (other than HAT) | Reflective journaling about field-based experiences. These reflections are designed to help teacher candidates process and internalize their field-based experiences and to provide a feedback loop to their content methods instructor about this aspect of their course experience. |
| Additional experiences while at field placement | Experiences encompass the full range of teacher responsibilities. A noncomprehensive list includes: planning lessons; planning assessments; delivering lessons; assessing student understandings (formative and summative); working with students in large group, small group, and individual settings; parent-teacher meetings; department & faculty meetings in the school; lunch or hall or bus duty (whichever duties their mentor teacher may have at the time the teacher candidate is in the school). |
| Cooperating Teacher Role and Required Support | Mentor and guide the teacher candidate in many aspects of teaching. Noncomprehensive list of examples of teacher candidate activities includes: <ul style="list-style-type: none"> ● distributing papers, ● helping individuals or small groups with classroom tasks, ● leading homework corrections, ● assessing student work ● Teacher candidates will assume greater responsibility throughout the semester, culminating in them developing and teaching at least one complete lesson that fits within the ongoing classroom instruction. The cooperating teacher will support the teacher candidate in all aspects of teaching these lessons. |