

MURRAY STATE UNIVERSITY**DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION****COURSE PREFIX: SEC COURSE NUMBER: 420****CREDIT HOURS: 3****I. TITLE:** Practicum in Secondary Schools

II. COURSE DESCRIPTION AND PREREQUISITE(S): A concentrated practicum experience for upper division students which will include planned and supervised mini-teaching experiences with middle and/or senior high students as well as laboratory experiences in the development of teaching strategies and curriculum materials. (54 hours of field placement in a public school classroom.) This course encompasses practicum experience for Art P-12; Biology 8-12; Career and Technical Education 5-12 (Business/Marketing, Family and Consumer Sciences, and Engineering/Technology); Chemistry 8-12; Economics 8-12; English 8-12 (TESOL P-12); French P-12; Geoscience/Earth Science 8-12; German P-12; Health and Physical Education P-12; History 8-12; Japanese 8-12; Mathematics 8-12; Music P-12 (Vocal and Instrumental); Physics 8-12; and Political Science 8-12. Credit cannot be earned for both SEC 420 and SEC 620. Must be taken two semesters before student teaching.

Prerequisite(s): EDU 303 and Admission to Teacher Education

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards and Certification (KTPS) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards addressed by that objective. Upon successful completion of this course, student will be able to

- A.** demonstrate the application of effective teaching skills to plan and develop content area-specific lessons (co-teaching/ stand alone) of instruction, including materials necessary through supervised clinical experiences. The lessons (co-teaching/stand alone) will be planned in a manner such that it can be successfully integrated into the course curriculum of an assigned/designated middle or senior high school classroom using Kentucky Academic Standards and relevant national academic standards (KTPS/InTASC #6, #7, #8);
- B.** develop the techniques required to write and present a content area-specific lesson based upon the Kentucky Teacher Internship Program (KTPS/InTASC #1, #2, #3);
- C.** engage in co-teaching designed to demonstrate proficiency in effective teaching skills and strategies essential to the successful integration of the planned content area-specific lesson (see A above) into an assigned/designated middle or senior high school classroom (KTPS/InTASC #6, #7, #8);
- D.** engage in fieldwork to include the successful teaching of the planned lessons of instruction while working under the co-direction and supervision of the instructor and a designated public school teacher (KTPS/InTasc #10);

- E. demonstrate, through a self-analysis and reflection of a taught mini lesson, the ability to successfully assess and evaluate their own teaching strengths and weaknesses, and plan appropriate improvement strategies (KTPS/InTasc #9);
- F. examine classroom management strategies, leading to appropriate usage in the practicum setting (KTPS/InTasc #3);
- G. comprehend and consider applications of effective content area reading and writing strategies (KTPS/InTasc #4);
- H. demonstrate through the completion of a Professional Growth Plan, the ability to determine teaching strengths and areas of improvement, leading to a pertinent plan of action, written in a professional manner (KTPS/InTasc #9);
- I. demonstrate through the completion of a dispositions essay, the ability to self-assess and evaluate dispositions for teaching, written in a professional manner (KTPS); and
- J. examine various teaching/learning strategies—i.e. Kagan and co-teaching (KTPS/InTasc #8).

The EPSB theme of diversity is addressed through a diverse placement, planning instruction for student differences and the requirement of tutoring for EL student(s). The theme of assessment is addressed with lesson planning, assessment, and differentiation strategies. The theme of college and career readiness is addressed through 12 hours of content area tutoring in academic preparation.

IV. CONTENT OUTLINE:

- A. Kentucky Teacher Standards
- B. Instructional Design Models
- C. Classroom Management Approaches
- D. Tools for Teaching Content Literacy
- E. Senate Bill 1 Initiatives
- F. Co-Teaching Strategies

V. INSTRUCTIONAL ACTIVITIES:

- A. Acquisition/Integration: Lecture/Discussion/Simulations/Visuals.
- B. Observation and feedback to individual students will be provided during field and lab experiences.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

- A. Forty (40) hours of field experience is provided. Twelve (12) hours of tutoring in the content area are required as well as two (2) hours of Family Interaction are required. Students will be assigned to a practicing teacher in a local secondary school in their designated teaching area. College supervision will include observation and/or a conference session.
- B. The on-campus experience incorporates a workshop environment—numerous experiences will simulate the work of classroom teachers.
- C. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

- A. In-class handouts
- B. Reference will be made to EDU 303 and other relevant sources (e.g., state and national standards)
- C. Harry Wong Classroom Management Tapes
- D. Teaching videos of effective/ineffective practices according to the Danielson Framework
- E. State Documents
- F. Lesson Plan Format-K-12 COE-TPA
- G. University Library
- H. Local Schools
- I. Educational Media/Resource Center - 341 Alexander Hall
- J. Resources for Teaching Content Literacy
- K. *LiveText*
- L. Co-Teaching Models

VIII. EVALUATION AND GRADING PROCEDURES:

Your final grade will be based on the scores of four taught lesson plans during practicum, a co-teaching lesson plan for micro-teaching, Dispositions essays, a professional growth plan, and successful completion of your practicum experience. Practicum hours and components will be documented using signed, paper log sheets. Practicum hours and components will be posted in *LiveText* and KFETS.

Assignment and Points:

Taught K-12 COE-TPA Lesson Plans (4 x 20 pts.- one is observed).....	80 pts.
Lesson observation w/ clinical feedback (non graded)	
Co-teaching Lesson Plan (micro-teach).....	20 pts.
Multi-cultural Lesson Plan.....	20 pts.
Dispositions Essay for ST Portfolio.....	30 pts.
Practicum Reflection (#1).....	10 pts.
Practicum Reflection (#2).....	10 pts.
Tutoring and Reflection (12 hours).....	30 pts.
Family Interaction (2 hours)	10 pts.

<u>Points</u>	<u>Grade</u>
210-195	A
194-179	B
178-163	C
162-147	D
146 or lower	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

The schedule for this class includes 10 days meeting on campus (8/20-9/10; 12/5) and a school site practicum (between 9/12-11/24 – December 1 and 3 are the make-up days). It is anticipated that students will be present throughout. Students are to contact the instructor if they are to miss any on-campus session. Students must make up any hours missed during the practicum experience.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress throughout the program is continuously assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admission committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **Negative flags may be grounds for denial of admission to Teacher Education and/or student teaching, or reversal of admitted status.**