Murray State University  
COURSE SYLLABUS  

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SEC  
COURSE NUMBER: 420  
CREDIT HOURS: 3

I. TITLE: SEC 420—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. (40 hours of field placement in a public school classroom.) Credit cannot be earned for both SEC 420 and SEC 620.

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

Co-requisite: EDU 405

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will

A. demonstrate the application of generic teaching skills to plan and develop mini-unit/lessons of instruction, including materials necessary through supervised laboratory experiences. The mini-unit/lessons will be planned with and 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 State Initiatives-Core Content, Learner Goals and Academic Expectations, Program of Studies, and Common Core State Standards (KTS #2, 3, 4, 5; CHETL #1-5),

B. develop the techniques required to write and present a lesson based upon the Kentucky Teacher Internship Program (KTS #2, 3, 4, 5; CHETL #1-5),

C. engage in micro-teaching designed to demonstrate proficiency in generic teaching skills and strategies essential to the successful integration of the planned mini-unit (see A above) into an assigned/designated middle or senior high school classroom (KTS #2, 3, 4, 5; CHETL #3, 4),

D. engage in fieldwork to include the successful teaching of the planned mini-unit/lessons of instruction while working under the co-direction and supervision of the instructor and a designated public school teacher (KTS #1-9; CHETL #1-5),

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. Also, the student will effectively analyze the teaching of others (see grading procedures), including a culminating activity (KTS #2, 3, 4, 5, 7, 8, 9; CHETL #2),

F. examine classroom management strategies, leading to appropriate usage in the practicum setting (KTS #3, 4; CHETL #1),
G. comprehend and consider applications of effective content area reading strategies (KTS #4; CHETL #3, 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 (KTS #7, 9), and
I. demonstrate through the completion of a dispositions essay, the ability to self-assess and evaluate dispositions for teaching, written in a professional manner (KTS #7).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to analyze and reflect on lesson plans taught during field experience.

The EPSB Theme of Literacy/Reading is addressed by discussing resources/strategies for teaching content reading.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

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

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 hours of field experience is provided. 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.

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. Randy Sprick-Classroom Management Materials (e.g., Discipline in the secondary classroom)
   E. Videotapes of effective/ineffective practices
   F. State Documents
   G. Lesson Plan Format-TPA Updated version
   H. University Library
   I. Local Schools
J. Educational Media/Resource Center - 341 Alexander Hall  
K. Resources for Teaching Content Literacy  
L. LiveText  

VIII. EVALUATION AND GRADING PROCEDURES:  
“C” Level:  
A. Consistent, on-time attendance for class and practicum school assignments.  
B. Participate in class activities and discussions.  
C. Complete any assigned readings and assignments.  
D. Completion of all required field assignments (see handout for details…LiveText ).  
E. Receive a satisfactory rating from the public school teacher (supervisor).  
   This rating includes a completion of the required hours for the field experience.  
   This assignment addresses: KTS #1-9/ Objectives A, D.  
F. Completion of Professional Growth Plan (see hand-outs for details…LiveText).  
G. Completion of Dispositions Essay (see hand-outs for details…LiveText).  
H. Completion of Classroom Management Plan (see hand-outs for details…LiveText).  
I. Document/display effective use of content literacy strategies, consistent with SB1 Initiatives.  

“B” Level:  
(Assumes Completion of “C” Level Requirements)  
A. Satisfactory completion of the Microteaching Experience during the on-campus experience:  
   includes a completed COE-TPA lesson plan and one page reflection (double space) of the  
   lesson presentation. The microteaching experience is scheduled as a 10 minute activity.  
   Reflection is due 9/17/12 (LiveText Assignment).  
   This assignment addresses KTS #2-5/ Objectives B, C.  
B. Satisfactory completion of a 2-3 page critique based on a videotape viewed by the entire  
   class. The videotape will present a simulated lesson taught by a practicing teacher. Students  
   will have the opportunity to share their impressions of the lesson within a cooperative  
   learning group before writing the critique. The critique will address KTS #3-4. Written  
   work is due 12/7/12 (LiveText Assignment).  
   This assignment addresses: KTS #3-4/ Objective E.  

“A” Level:  
(Assumes Completion of both “C” and “B” Level Requirements)  
A. Satisfactory Completion of an 5-7 page position paper (using APA style) that addresses an  
   area of interest (as determined by the student). The student will address this area of interest  
   through a literature review and any other pertinent data source(s).  
B. A Plan of Action outlining this position paper is due on 10/15/12 (Word document via  
   email or hard copy)  
   …Includes rationale and steps already taken (approximately one page).  
   The Final Paper is due on 11/15/12 – (LiveText assignment).  

It is expected that the minimum grade for this course will be a “C”. Students not completing  
that minimum standard will be asked to meet with the instructor. If remediation is not  
achieved a grade of “D” or “E” will be assigned (based on deficiencies) and a Negative Flag  
will be submitted to the Office of Teacher Education Services.  

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 12 (twelve) days on campus (8/22-9/14; 12/05; 12/7) and a school site practicum (between 9/17-11/28 – November 30 and December 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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.
XI. NON-DISCRIMINATION 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, 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. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (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.

Always keep a hard/electronic copy of each assignment submitted to me.

In-field lesson plan should be submitted by email one day prior to the visit. Failure to have a lesson plan during the observed lesson may lead to the submission of a negative flag.

The instructor reserves the right to make changes to course activities and assignments.

*****ALL STUDENTS (MALE AND FEMALE) MUST NOT WEAR HATS, CAPS, OR HEAD “DRESSINGS” DURING CLASS MEETINGS OR FIELD EXPERIENCES.

*****ALL STUDENTS MUST DRESS APPROPRIATELY WHEN COMPLETING FIELD EXPERIENCES.

*****ALL CELL PHONES, BLACKBERRIES, LAPTOP COMPUTERS, PAGERS, AND OTHER ELECTRONIC DEVICES MUST BE TURNED OFF DURING CLASS MEETINGS AND FIELD EXPERIENCES.

Note: The instructor of this course recognizes that in today’s world cell phones, blackberries, laptop computers, pagers, and other electronic devices are a familiar and many times needed form of communication for students. It is the policy of this instructor that any of the above mentioned devices shall not be allowed in class and/or labs without the prior consent of the course instructor. This shall include verbal calling, incoming calls, e-mail, text message, and use of cell phone calculator on tests and quizzes. All electronic devices must be powered off and out of the sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, or other form of unauthorized usage which is interruptive to the class or lab, the student may be asked to leave class and not return for that class/lab period. Upon prior consent of the instructor a student may obtain permission to use any of these devices in case of emergency or in family critical situations.
August 22  Orientation, Introduction, Audrey Brown Field Experience Information, Belize Student Teaching Information

August 24  Lesson Plans – Meet in 1003 Alexander Hall
TPA Portfolio Instructions – Dr. George Patmor and Dr. Ginny Richerson

August 27  Instructional approaches – best practices-Microteaching mode
Professional Growth Plan - Assignment-Due 9-5 by 8 a.m in LiveText

August 29  Positive Behavior Supports – Ms. Pam Matlock – Meet in 3101 Alexander Hall
Classroom Management Plan - Assignment due September 10 by 8 a.m. in LiveText

August 31  Classroom Management article due/discussion in class
Harry Wong Video
COE Disposition Essay Assignment-Due September 14 by 8 am in LiveText

September 5  Tools for Teaching Content Literacy – Dr. Marty Jacobs – Meet in 3101 Alexander Hall
Harry Wong Video
Secondary Classroom Management video

September 7  Kagan Strategies – Dr. Meagan Musselman – Meet in 3101 Alexander Hall

September 10  Micro-Teaching

September 12  Micro-Teaching
Summary and Placement Information

September 14  Micro-Teaching

September 17-November 28 Field Experience
Make-up Day is November 30 and December 3

December 5  Debriefing on field experiences
Video Critique

December 7  RTI – Dr. Marty Dunham – Meet in 3101 Alexander Hall
Video Critique essay due – December 7 by 8 a.m. in LiveText