DEPARTMENT: ACS       COURSE NUMBER: SEC 420       CREDIT HOURS: 2

I. TITLE: SEC 420—Practicum in Secondary Schools

II. COURSE DESCRIPTION: A concentrated practicum experience for upper division students which will include planned and supervised mini-teaching experiences with middle and/or senior high school students as well as laboratory experiences in the development of teaching strategies and curriculum materials. (18 hours of field placement in a public school classroom.) Credit cannot be earned for both SEC 420 and SEC 620.
Prerequisites: EDU 303, Admission to Teacher Education

III. PURPOSE: Provide students with experiences to support their development as reflective decision-makers through supervised laboratory and field experiences designed to increase skills in planning, developing, and teaching instructional units.

IV. 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 advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS). 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 KERA Initiatives-Core Content, Learner Goals and Academic Expectations, Program of Studies (KTS #2, 3, 4, 5).
B. develop the techniques required to write and present a lesson based upon the Kentucky Teacher Internship Program (KTS #2, 3, 4, 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).
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).
E. demonstrate, through a self-analysis and reflection of a video tape/cassette, 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).
F. examine classroom management strategies, leading to appropriate usage in the practicum setting—Task E, TPA Portfolio (KTS #3, 4).
G. comprehend and consider applications of effective content area reading strategies (KTS #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—Task G, TPA Portfolio (KTS #7, 9)
I. demonstrate through the completion of a dispositions essay, the ability to self-assess and evaluate dispositions for teaching—Task H, TPA Portfolio (KTS #7)

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

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

V. CONTENT OUTLINE:
A. Kentucky Teacher Standards
B. Instructional Design Models
C. Classroom Management Approaches
D. The “Reflective Practitioner”
E. The Kentucky Teacher Internship Model
F. Effective Schools Research
G. Tools for Teaching Content Literacy

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

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
A. Eighteen 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, and when possible, video-taping the practicum student teaching a lesson. Students will be asked to reflect on their observations and teaching experiences through the completion of journaling activities and through on-line communication. Reflections should highlight experiences that relate to the Kentucky Teacher Standards and other indicators of best practice. A reference to the use of technology should be found somewhere within this reflective process.
B. The on-campus experience incorporates a workshop environment—numerous experiences will simulate the work of classroom teachers.

VIII. RESOURCES:
A. Videotapes of effective/ineffective practices
B. Various State Documents
C. Lesson Plan Format-TPA Updated version
D. University Library
E. Local Schools
F. Harry Wong-Classroom Management Tapes
G. Educational Media/Resource Center - 341 Alexander Hall
H. Resources for Teaching Content Literacy  
I. LiveText  
J. Randy Sprick-Classroom Management Materials (e.g. Discipline in the secondary classroom)

IX. 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. Complete journal requirements for the field experience.  
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—Task G, TPA Portfolio  
G. Completion of Dispositions Essay—Task H, TPA Portfolio  
H. Completion of Classroom Management Plan—Task E, TPA Portfolio

“B” Level: (Culminating Activities of Week One)  
(Assumes Completion of “C” Level Requirements)  
A. Satisfactory completion of the Microteaching Experience during the on-campus experience: includes a completed lesson plan and one page reflection (double space) of the lesson presentation. The microteaching experience is scheduled as a 10-15 minute activity (first time to deliver this lesson). Written work is due to be determined each semester.  
   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 to be determined each semester.  
   This assignment addresses:  KTS #3-4/ Objective E.

“A” Level:  (A Position Paper)  
(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 to be determined each semester.  
   …Includes rationale and steps already taken (approximately one page).  
   The Final Paper is due on to be determined each semester.

JOURNAL REQUIREMENTS FOR THE FIELD EXPERIENCE

Students will be required to complete one journal entry during the field experience. For this entry, the student is to connect highlights of the experience to the Kentucky Teacher Standards. Length of each entry (one—two pages).

Journal entry is due to be determined each semester.
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 report will be submitted to the Office of Teacher Education Services.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

The schedule for this class includes 13 (thirteen) days on campus (to be determined each semester) and a school site practicum (between to be determined each semester). 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.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:
A. In-class handouts
B. Reference will be made to EDU 303 and other relevant sources
   Transformations: Kentucky Curriculum Framework: Volume I and II.
   Kentucky Program of Studies
   Kentucky Core Content for Assessment (4.1 Combined Document)
C. Harry Wong Classroom Management Tapes
D. LiveText
E. Randy Sprick-Classroom Management Materials (e.g. Discipline in the secondary classroom)
F. As determined by instructor

XIII. PREREQUISITES:
EDU 303, Admission to Teacher Education

In addition, it is expected that students taking the course meet the following:

A. Admission to the Teacher Education Program.
B. Preparation allowing for student teaching within the calendar year.

XIV. 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).

XV. 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.**

**Note:**
Students are asked to submit papers in one of three ways:
1. Hand the paper to me in person.
2. Ask a department secretary to place the paper in my mailbox.
3. Submit the file through my email address.

Always keep a copy of each assignment submitted to me. Students are asked to include an email address on each assignment, if possible.

****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.

**NOTE:** The instructor reserves the right to make changes to course activities and assignments as deemed necessary.