I. COURSE TITLE:  SEC 620—Practicum in Secondary Schools

II. CATALOG DESCRIPTION:  A concentrated practicum experience for students enrolled in the Career and Technical Education Master’s Degree leading toward initial certification 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. (20 hours of field placement in a public school classroom.) Credit cannot be earned for both SEC 420 and SEC 620. Prerequisites:  CTE 503.

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:  The behaviors indicated below 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 parentheses, are numbers, which reference the Kentucky New Teacher Standards. As a result of participation in this course, 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 (NTS 1-4).
B. develop the techniques required to write and present a lesson based upon the principle of anticipatory set, behavioral objectives, instruction, modeling, checking for understanding, guided practice, and closure (NTS 1-4).
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 (NTS 1-4).
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 (NTS 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 (NTS 1-7; 9).
F. comprehend and consider applications of effective content area reading strategies (NTS 3).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect impact and refinement 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 New 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. Twenty 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 New 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. Seventeen hours of lab experiences are documented for the on-campus portion of this course.

VIII. RESOURCES:
A. Videotapes of effective/ineffective practices
B. Various State Documents
C. Lesson Plan Format
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

IX. GRADING PROCEDURES:

“C” Level:
1. Consistent, on-time attendance for class and practicum school assignments.
2. Participate in class activities and discussions.
3. Complete all assigned readings and assignments.
4. Complete journal requirements for the field experience.
5. Complete on-line requirements for the field experience.
6. Receive a satisfactory rating from the public school teacher (supervisor).
   This rating includes a completion of the required hours for the field experience.
7. Complete a research-based paper related to KERA/Educational Reform issues.
   This assignment addresses: NTS 1-9/ Objectives A, D. The Final Paper is due on (date to be determined each semester).

“B” Level: (Culminating Activities of Week One)
(Assumes Completion of “C” Level Requirements)
1. 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 NTS 1-4/ Objectives B, C.
2. 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 NTS 2-3. Written work is due (to be determined each semester). This assignment addresses: NTS 2-3/ Objective E

“A” Level: (A Professional Growth Project)
(Assumes Completion of both “C” and “B” Level Requirements)
1. Satisfactory Completion of an 8-10 page paper (using APA style) that addresses an area of need (as determined by the student). The student will address this need through research and the implementation of a plan of action that demonstrates improvement in this area.

A Plan of Action outlining this project 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 two journal entries during the field experience. The first entry will be based on Day 1-Day 6; the second entry will be based on Day 7-12. For each entry, the student is to connect highlights of the experience to the Kentucky New Teacher Standards. Length of each entry (one-two pages).

Journal entries are due (to be determined each semester).

ON-LINE REQUIREMENTS FOR FIELD EXPERIENCE

Students will be asked to respond to three prompts/questions that will be posed using on-line technology (prompts/questions can be accessed on Day 5, Day 9, and the Last Day of the practicum experience). Each student will be asked to respond to the prompt/question given by the teacher. In addition, having read all of the responses (from each member of the class), a second response will be required (as a reaction to one or more of the read responses).

On-line prompts/questions will provide designated due dates

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 policy published in the current MSU Graduate Bulletin.

The schedule for this class includes 13 (thirteen) days on campus (to be determined each semester) and a school site practicum (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 Graduate Bulletin.
XII. TEXT AND REFERENCES:
   A. In-class handouts
   B. Reference will be made to CTE 503 and other relevant sources
      Transformations: Kentucky Curriculum Framework: Volume I and II.
      Kentucky Program of Studies
      Kentucky Core Content for Assessment
   C. Harry Wong Classroom Management Tapes

XIII. PREREQUISITES:
   CTE 503

   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. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

   Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155

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.