

**SEC 500 Field Experience in Secondary Schools Syllabus**  
**Fall Semester, 2014**  
**Monday – Friday, 8:30 – 11:30**  
**Location: Area High Schools**

**Course Description:**

**SEC 500. Field Experience in Secondary Schools (3)** Corequisite: SEC 503-7 and SEC 528. Designed to provide supervised and on-site field experiences in public school classrooms in support of the secondary methods courses and secondary school organization. Focus on observation, teaching, reflection and pedagogically appropriate practice with secondary students. Emphasis on integration in order to promote theory into practice.

The course embraces the mission of the WCE “to develop knowledgeable and proficient education professionals dedicated to improving schools and society.”

The course prioritizes the development of the following WCE values: advocacy, reflection, nurturing, inquiry, innovation, ethics and diversity.



**Course Objectives:**

1. Teacher candidates are mentored by the assigned partnership teachers learning the knowledge, skills and dispositions required to be an effective teacher.
2. Teacher candidates observe content area integration and overall classroom pedagogy.
3. Teacher candidates observe different types of learning environments for secondary students.
4. Teacher candidates support student learning through individual tutoring or small group instructional settings.
5. Teacher candidates will design and implement effective lessons with the goal of assuming teaching responsibility for one secondary class
6. Teacher candidates reflect upon the overall opportunity and teaching experiences in a weekly journal and in meetings with course instructors using protocols provided.

**Field Experience is designed to meet the North Carolina Professional Teacher Standards:**

- Standard I: Teachers demonstrate leadership
- Standard II: Teachers establish a respectful environment for a diverse population of students
- Standard III: Teachers know the content the teach
- Standard IV: Teachers facilitate learning for their students
- Standard V: Teachers reflect on their practice

**Procedures:**

Students will be placed at a traditional comprehensive high school.

**Phase 1** (4 weeks), students will attend three mornings a week, 3 hours a day. During this time students will also visit other schools.

**Phase 2** (10 weeks), students will attend 5 mornings a week, 3 hours a day. During this time, and under the guidance of a partnership teacher, students will develop teaching skills to be able to take responsibility for teaching one block. A university faculty member will be in the school to supervise and monitor student progress (See table below).

September 2-26	<b>Traditional High: Phase 1</b> 3 mornings a week, 3 hours a day	Observe, assist, tutor, teach mini lessons
	Students placed with partnership teacher at Trask, Ashley, New Hanover, North Brunswick or South West	Teach 4 times including 2 x 90 min. lessons prior to Phase 2
September 9-September 23	For 3 weeks, on <b>Tues. mornings (8:30am-11 am)</b> as a whole class we will visit three different types of secondary schools. This is in addition to the 3 mornings a week at your school placement.	
Tues. Sept 9	Isaac Bear Early College or Wilmington Early College Brunswick Early College 8:30-11:00	
Tues. Sept 16	Mosley Performance Learning Center 9:30-11:00	
Tues. Sept 23	Jacksonville High School 8:30-10:30	
September 29 – December 3	<b>Traditional High: Phase 2</b> 5 mornings a week, 3 hours a day	Develop teaching skills
(Fall break Oct		Students develop teaching skills picking up one block on 16 <sup>th</sup> October

13-14)		(Need to have 1 weeks' worth of plans developed and approved by your classroom teacher and university faculty member prior to taking over responsibility)
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### **Course Requirements:**

Students will be required to be in class or be observing their public school partners from 8:30 – 11:30 AM. With faculty and partnership teacher agreement, students can arrange the three hours to suit their schedules e.g. (If a partnership teacher has an AP class first block, then you may want to begin at 10:00am.) MAT's time at school should not exceed three hours.

### **Written Requirements:**

**Field Experience Record: (See attached form)** – post to Taskstream by Sunday at 5:00pm

#### **Phase 1 Reflection** (Sept 2 –Sept 26)

Provide a weekly one page reflection of your experience. (eg what are you learning about teaching, about yourself, about your students, what would you do differently next time?)

#### **Phase 1 Teaching Log** (Sept 2 –Sept 26)

- Record dates and brief description of lesson.
- Submit 2x 90 minute lesson plans to be reviewed by your partnership teacher prior to teaching and post to Taskstream
- Include a summary of the partnership teacher feedback on your 2x90 minute lessons or attach teacher feedback to this document.

#### **Phase 2 Reflection** (Sept 29 – Dec 3)

Provide a bi-weekly one page reflection – same criteria as above.

**Professional Development:** Students describe the professional development they attended. This includes the visits to 3 different types of high school and any professional development attended at your school placement. Provide a brief description of what you learned from these experiences (Page length -approximately a page).

Copy and paste this assignment to your graded School Improvement Project (completed in SEC 528) and submit as Evidence 6: Leadership and Collaboration.

**Classroom Management Report:** All teachers have ways of monitoring student activity, for encouraging desirable behavior and for correcting undesirable behavior. To this end, observe and reflect on how your partnership teacher(s) react to the ways individuals and groups behave in class.

Describe the following:

1. What are the explicit and implicit classroom rules?
2. What are the teacher's verbal and non-verbal cues?
3. How does the teacher use silence, and body language?
4. What are some approaches toward rules e.g. handing in work, bathroom privileges?
5. How do students' energy levels vary?
6. What are the specific skills needed for whole group management and for small group?
7. What are the consequences for both conforming and not conforming to expectations?
8. What aspects of classroom management do you foresee as being a challenge to you?

Describe your own plan for classroom management including how this plan fits in with your larger ideas about effective instruction.

**One-Week Unit Plan:** During the field experience, students are asked to assemble and implement a unit plan that demonstrates an introductory, one-week plan beginning your internship. The Secondary Content Unit Plan should include five daily, 90-minute lesson plans. Each lesson must relate specifically to the "North Carolina Professional Teaching Standards" and the "Common Core Standards and/or NC Essential Standards" for your subject area. (Both of these Standards can be found in Taskstream by choosing "View State Standards" under the heading "Browse and Select Standards". Choose "North Carolina".) You can include the following pieces of evidence to demonstrate your fluency with planning: lesson plans, materials developed to support lessons (i.e., PowerPoints, handouts, laboratory, etc.), technology applications, teacher journals and reflection, tests and/or assessments.

The Unit Plan will provide evidence that you have successfully:

1. synthesized learning from the methods class and the field experience.
2. demonstrated initial proficiency in meeting North Carolina Professional Teaching Standards
3. demonstrated proficiency in meeting the Common Core Standards and NC Essential Standards .

**The one week plan should be reviewed by your partnership teacher with comments and by your university supervisor.**

**Video Tape Teaching:** Teacher candidates will video tape themselves teaching twice during Phase 2 (Candidates can video-tape one of the two 90 minute lesson plans during Phase 1). Each video tape and lesson plan will be analyzed by the candidate and partnership teacher for reflection and recommendation for improvement. The teacher candidate will also submit a written synopsis of the analysis to be shared with his/her partnership teacher and university faculty.

We have cameras that you can check out from the Curriculum Materials Center when you are here for methods. Your school or partnership teacher may also have a camera. You can work together to videotape or ask your teacher to record. Using a stationery camera (ie no one operating it) is not a good idea nor is asking a student to operate the camera.

Record 30-45 minutes. You can record longer if you wish.

Review the tape and answer the following two questions (<sup>3/4</sup> page)

1. What are 3 things from the observation of your lesson that went well? (eg your transitions, classroom management, procedures, use of different instructional strategies, level of student involvement, etc)
2. What are 3 things that you learned about your teaching that you might want to change?

### **Assessment**

Field Experience Reflection – (9x3points)	27 points	Due Sunday by 5:00pm beginning Sept 9th
Teaching Log: 2 mini lessons (5points) and 2x 90 minute Lesson Plans (2x10)	25 points	Reviewed upon completion of individual lessons
Professional Development	10 points	Due 9/26
Classroom Management Report	20 points	Due 9/28
One-Week Unit Plan	50 Points	Due 10/8
Video tape teaching (2 x20 points)	40 Points	First Due 11/05 Second Due 11/26
Successful teaching of 1 block course (ie No Grades lower than emerging on the 5 NC standards	50 points	

Total 222 points

A 222-205    B 204 - 188    C 187 - 173    D 172 - 159    F 158 and below

### **Taskstream Portfolio**

We have created a Taskstream Portfolio to submit your assignments to for SEC 500 (this is a different portfolio than the one to post your evidence to for NC licensure.)

- **Creating your Portfolio:** To access the template, log onto TaskStream, and click **Folios and Web Pages**. Give your Portfolio a name (eg. Smith Portfolio) then hit **Create New**. Click on **Custom Template** and scroll until you find **SEC 500 Fall 2014**. Click Edit Content to access the templates for this course.
- **Posting Assignments and Requesting Feedback:** Once you log in, simply click on the Folios and Web Pages tab at the top and you will see your SEC 500 portfolio. Attach your assignment to the correct place in your portfolio. Click on **Comments** and then click on **Request Comments**. Click on the items on which you want feedback. Scroll down until you see the group SEC 500 Fall 2014 check Robert Smith, Angie Reid-Griffin or.

### **Candidate Performance:**

- Prior to taking over responsibility for teaching one block, candidate's performance will be reviewed to ensure satisfactory completion of assignments including demonstration of appropriate knowledge, skills, and dispositions.
- Failure to receive faculty support in any of the above areas may result in the delay in taking over responsibility for the teaching of one block or, in more extreme cases, the candidate not being allowed to continue in the MAT program. In the latter situation, the candidate would be allowed to complete SEC 528 and the relevant methods course but would receive an F for SEC 500.