

**MURRAY STATE UNIVERSITY
COURSE SYLLABUS**

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE

COURSE NUMBER: 474

CREDIT HOURS: 3

I. TITLE IECE Practicum

II. COURSE DESCRIPTION AND PREREQUISITE(S)

This course makes provisions for students to participate in all activities and duties generally expected of an early childhood professional or an Interdisciplinary Early Childhood Education teacher. Supervision by the faculty member teaching the course will be provided. Regularly scheduled seminars to promote reflective decision making, discuss student progress, and provide additional training in methods, procedures, and evaluation will coincide with the practicum experience. **Prerequisite(s): 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 Early Childhood Standards (KYECS), the Kentucky Teacher Performance Standards (KTPS), the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), and the Interstate Teacher Assessment and Support Continuum (InTASC) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate an ability to plan and implement developmentally and culturally appropriate curriculum and instructional practices (including use of technology for instruction) for children birth-5 years of age practices (KTPS 1, 2, 4, 6, 7, 8, 9); (NAEYC 1, 2, 3, 4, 5, 7); (CEC 3, 4, 5); (InTASC 1, 2, 4, 6, 7, 8, 9);
- B. make specific adaptations for the special needs of children who have specific disabilities or learning, developmental and behavioral needs (KTPS 2, 3, 7, 8); (NAEYC 1, 4, 7); (CEC 1, 2, 3, 5); (InTASC 2, 3, 7, 8);
- C. select intervention curricula and methods for children with and without disabilities birth-5 years of age (KTPS 2, 7); (NAEYC 1, 4, 5, 7); (CEC1, 3, 5); (InTASC 2, 7);
- D. apply appropriate skills in management of children in diverse settings (KTPS 3, 8); (NAEYC 1, 4, 5); (CEC 2, 5); (InTASC 3, 8);
- E. implement developmentally and culturally appropriate individual and group activities using a variety of formats including play, environmental routines, family-child activities, small group projects, and systematic instruction (KTPS 4, 5, 6, 8); (NAEYC 1, 3, 4, 5, 7); (CEC 3, 4, 5, 6); (InTASC 4, 5, 6, 8);
- F. establish a safe and developmentally appropriate environment for children (KTPS 3); (NAEYC 1, 7); (CEC 2); (InTASC 3);
- G. establish and maintain a positive collaborative relationship with families, other professionals, and community providers (KTPS 10); (NAEYC 2, 7); (CEC 7); (InTASC 10);
- H. select and use a variety of formal and informal assessment instruments and procedures (KTPS 6); (NAEYC 3); (CEC 4); (InTASC 6);

- I. monitor, summarize, and evaluate the acquisition of child and family outcomes as identified on the IFSP, or child goals on IEP, or progress on RTI (KTPS 2, 6, 7, 8); (NAEYC 1, 3, 7); (CEC 1, 4, 5); (InTASC 2, 6, 7, 8); and
- J. reflect on professional practice and develop, implement, and evaluate a professional growth plan (KTPS 9); (NAEYC 6, 7); (CEC 6); (InTASC 9).

The COEHS Conceptual Framework and the Theme of Educator Reflective Decision Maker are addressed in this course by urging students to reflect on designed and implemented lesson plans and standards based unit. Students learn to create developmentally and culturally appropriate materials and then reflect upon the quality of the materials/program and children through student observations and documentations, and actual teaching in the infant/toddler and preschool environment.

The EPSB Themes of Diversity, Closing the Achievement Gap, and Technology are addressed through required practicum activities such as incorporating adaptations for diverse learners into lesson plans, use a variety of assessment procedures, and select intervention curricula and methods for young children.

Kentucky Early Childhood Standards is a resource for IECE teacher candidates.

- IV. **CONTENT OUTLINE** Students will spend a minimum of 103 hours supervised practicum experiences with infant, toddler, and preschool children; attend a Professional Learning Community (PLC); and observe in a classroom with a child who is a dual language learner.
- V. **INSTRUCTIONAL ACTIVITIES** Students will complete practicum assignments including developing and implementing learning activities and evaluating young children's developmental progress.
- VI. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES**
Students will be assigned to one or more educational programs for young children for practicum in a supervised setting. Students will spend a minimum of 103 hours supervised practicum experiences with infant or toddler (50 hours), preschool (50 hours) children in diverse settings, PLC participation (1 hour) and observation of dual language learner (2 hours). Students will keep a daily log reflecting the experiences of the practicum.

Students must document the above field hours into the Field Experience Module (FEM) in LiveText. This should be completed each time hours are done. If documentation of all hours is not completed so the instructor can approve all hours by the time final grades are due, the student will receive a final grade of Incomplete until the hours are documented and approved. Students must also document hours in the KY Field Experience Tracking System (KFETS) and upload the logs of activities from field experiences to Canvas.

Students must document current negative TB test if practicum sites require. Additionally, sites will require a criminal background check and infant/toddler sites a CAN check before a student may begin practicum hours at the site. Check with the program administrator for specific procedures for these requirements.

VII. TEXT(S) AND RESOURCES

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs, serving children from birth through age 5* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

LiveText with Field Experience Module

Resources

- A. Waterfield Library
- B. Curriculum Materials Center
- C. National Association for the Education of Young Children (NAEYC)
- D. Council for Exceptional Children (CEC)
- E. Murray Preschool/Head Start Centers
- F. Kentucky Teacher Performance Standards
- G. Kentucky Early Childhood Standards (Birth-4yrs)
- H. Register and take the IECE PRAXIS II

VIII. EVALUATION AND GRADING PROCEDURES

Grading for this course will be rewarded for performance on reflections, required assignments, and field experiences, in accordance with the MSU scale.

<u>Scale</u>	<u>Final Grade</u>
3.2-4.0	A
2.4-3.19	B
1.6-2.39	C
0.8-1.59	D
Below 0.8	E

Required practicum activities

- A. Before starting practicum placements, students must complete three web based trainings on Promoting Positive Behavior in the Schools (PBIS). Students should print the completion certificate for each training (at least 3 copies) and give one copy to the preschool coordinator if requested, one to the course instructor, and keep a copy so you can verify you have completed the training when you student teach. (See this website <http://www.pbs.org/teacherline/catalog/browse/?js=0> and look for LEAD 1101 Positive Behavior in Schools I, LEAD 1102 Positive Behavior in Schools II, and LEAD 1103 Positive Behavior in Schools III. You will need a PBS TeacherLine or PBS LearningMedia login to enroll. If you do not already have a PBS Account, you will be directed to create one.
- B. Completion of any specific requirements of the sites prior to beginning hours (e.g., background checks, TB test...).
- C. Create an introductory newsletter. This professional-looking newsletter will be shared with your cooperating teacher and, if s/he agrees, with the families of the children in your classroom. You will determine the exact format and contents of the newsletter including your picture, phone #, and email.
- D. Practicum students will be observed by the university instructor in all placements (two times per placement). A COEHS IECE lesson plan will be submitted to the university instructor **at least three full days prior** to each observation.

- E. After the first day's hours are completed in a placement, the student will email the course instructor a class schedule **and** a schedule of dates and times the student and supervising teacher have agreed upon for the student to do hours in the placement.
- F. During the 50 hours with preschoolers, students will plan and teach **two** COEHS IECE lesson plans before planning and teaching a two week standards based unit (SBU) in preschool. The purpose of the two lessons is to allow the student to get to know the children and their developmental levels and to let the children become familiar with the student in the role of teacher. Prior to designing **any** lesson plan or unit in the preschool or the infant/toddler setting, the student should discuss plans with the supervising teacher. Prior to implementing any lesson plan or unit, the supervising teacher should be provided with a copy of the plan.
- G. Students will plan and teach a two week standards based unit for preschool. Students will have primary responsibility for teaching the planned unit. **Prior to administering the unit preassessment, students will submit through LiveText, the following for instructor feedback: demographic information, unit overview, concept web, essential questions, standards, unit goals, and preassessment plan.** Students will submit final version of the completed standards based unit in LiveText at the end of the semester. (This includes the assessment data collected for three lessons and unit pre and summative assessments.) Daily lesson plans should be designed for each day the unit is taught. At least **three** of these must be written in the COEHS IECE lesson plan format and submitted with the SBU in LiveText IECE UG Working Portfolio at the end of the semester. Students may choose the format for the other lessons that will be taught but not submitted to the instructor. (Check with the cooperating teacher about format she/he requires.) Students are required to use informal assessment linked to objectives on lesson plans and unit during practicum experience. Unit and lesson assessment data collected by students will be submitted, also. Students will embed (and monitor progress of) goals into lesson plans, as necessary, for any child with an IEP, or receiving RTI. COEHS IECE Lesson plan format and standards based unit format can be found in LiveText (LiveText Docs). Students must use technology for instruction in an appropriate way for young children during at least one of the observed preschool lessons.
- H. During the 50 hours with infants and/or toddlers, students will develop and carry out **five** COEHS IECE lesson plans with infants and/or toddlers in a group setting. Students are required to use informal assessment linked to objectives on lesson plans during practicum experience and embed and monitor progress of child and family goals for IFSPs, as necessary. The five completed plans, including assessment data, will be submitted in LiveText IECE UG Working Portfolio at the end of the semester.
- I. Students will develop a Professional Growth Plan (PGP) for the practicum using the provided PGP format. Students must document completion or progress on targeted goal. Some examples of possible activities include observe an ARC meeting or First Steps transition meeting, going on a home visit with teacher or First Steps provider, completing a program evaluation instrument such as a ITERS-R or ECERS-R, developing family-child activities to send home during practicum. The PGP will be submitted in LiveText IECE UG Working Portfolio at the end of the semester.

- J. Students will observe a dual language learner in an early childhood classroom (**at least two hours**) and write a report of what they observed and learned from the experience. The report will be submitted in LiveText IECE UG Working Portfolio at the end of the semester.
- K. Students will observe a PLC meeting with other early childhood educators (**at least one hour**) and write a report about what they observed and learned from the experience about working with a learning community. The report will be submitted in LiveText IECE UG Working Portfolio at the end of the semester.
- L. Students will keep a daily log of practicum experiences using the provided format which includes dates, times, sites, and daily activities. Students will document 50 contact hours with infants or toddlers and 50 contact hours with preschool children. The cooperating teacher should be asked to sign off on log hours to verify accuracy at the end of student practicum experience. The logs will be needed when students document hours in the Field Experience Module (FEM) in LiveText **and** online in the KY Field Experience Tracking System (KFETS). Students should log into the FEM **each day** they are at a placement to document their hours. The course instructor will approve the hours in the FEM. The hours on the log should match the hours in FEM.
- M. Students are required to submit their completed LiveText IECE Working Portfolio with appropriate artifact and reflection for each standard and including a current resume, philosophy about the education of young children, and dispositions essay addressing the College of Education and Human Services dispositions. Students will submit the completed working portfolio to university instructor for a final grading.
- N. Students should discuss leadership activity with their university instructor. University instructor will approve leadership activity and sign leadership affidavit form. Form will be submitted in LiveText working portfolio.
- O. Students are encouraged to use co-teaching strategies when appropriate. The university instructor will provide information as needed.

Remember that you are not expected to know everything, and you are not alone in this endeavor. Your cooperating teacher and course instructor (me!) are there to help. When you experience confusion, anxiety, or just need encouragement, seek us out. (I love to hear about wonderful, joyous experiences, too!!) We **want** to help you as you begin your journey to becoming an excellent early childhood professional!

IX. ATTENDANCE POLICY

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

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 AND STUDENTS WITH DISABILITIES

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, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or the 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 and 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, student 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.

For information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809- 3361 (TDD).

XII. STATEMENT ADDRESSING STUDENTS WITH DISABILITIES

Students with Disabilities: Students requiring special assistance due to a disability (temporary or permanent) should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, Ken Ashlock, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809- 5889 (TDD).

- XIII. FLAG SYSTEM/ CONTINUOUS ASSESSMENT:** Student progress is continuously assessed throughout the teacher preparation program. 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 admissions 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.**

THIS SYLLABUS MAY BE CHANGED BASED ON DISCRETION OF THE INSTRUCTOR.