

MURRAY STATE UNIVERSITY

DEPARTMENT: Early Childhood and Elementary Education

COURSE PREFIX: ELE COURSE NUMBER: 613

CREDIT HOURS: 4

I. **TITLE:** Clinical Experiences IECE

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Students seeking initial certification in early childhood will participate in a supervised clinical experience. Graded pass/fail.

Prerequisite(s): Admission to Teacher Education and Student Teaching

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 which reference the Kentucky IECE Teacher Standards (IECE), the Kentucky Teacher Standards (KTS), the National Association for the Education of Young Children Standards (NAEYC), the Council for Exceptional Children Standards (CEC), and the Interstate Teacher Assessment and Support Consortium Standards (InTASC). Upon successful completion of this class, students will be able to

- A. students will be able to design and plan instruction at the appropriate level in a variety of subject areas for the students at each of the assigned grade levels (IECE I; KTS 1, 2; NAEYC 4, 5, CEC 1, 3, 5; InTASC 1, 4, 7);
- B. students will be able to create a classroom climate for effective instruction at each of the assigned grade levels (IECE II, KTS 3; NAEYC 1; CEC 2; InTASC 3);
- C. students will be able to demonstrate effective classroom management skills creating a mutually respectful classroom (IECE II, III; KTS 3; NAEYC 1; CEC 2; InTASC 3);
- D. students will be able to plan and assess the learning and achievement of all children, regardless of gender, ethnicity, learning styles or exceptionalities (IECE IV; KTS 2, 5; NAEYC 3; CEC 4; InTASC 6, 7);
- E. students will demonstrate an understanding of child behavior and be able to recognize children's diverse learning styles, individual differences and levels of performance (IECE III, IV; NAEYC 5; CEC ; InTASC 1, 2, 4, 7);
- F. students will systematically collect and analyze assessment data and maintain accurate records on their students' performance (IECE IV; KTS 5; NAEYC 3; CEC 4; InTASC 6);
- G. students will demonstrate the ability to collaborate with professionals and other educational staff (IECE VI; KTS 8; NAEYC 6, CEC 7; InTASC 10);
- H. students will collaborate with families to enhance the learning of the children (IECE VIII; KTS 8; NAEYC 3, 4; CEC 4; InTASC 10);
- I. students will demonstrate the COE Conceptual Framework and the Theme of Educator as a Reflective Decision-Maker by reflective analysis of their teaching experience through weekly reflection sheets and an eligibility portfolio containing

- entries for each of the nine Kentucky IECE New Teacher Standards (IECE V, VII; KTS 7; NAEYC 7; InTASC 9);
- J. students will demonstrate use of technology to enhance instruction in the classroom (IECE IX; KTS 6; NAEYC 5, InTASC 8, 9); and
 - K. students will adhere to the Kentucky School Personnel Code of Ethics (IECE I, II, III, IV, V, VI, VII, VIII, IX; KTS 1, 2, 3, 4, 5, 6, 7, 8, 9; NAEYC 6; CEC 6; InTASC 9).

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect as a part of clinical experiences..

The EPSB Themes of Diversity, Assessment, Closing the Achievement Gap, Literacy/Reading are met in this course through clinical experiences.

IV. CONTENT OUTLINE:

Students will be engaged in teaching activities. During the practicum students will be responsible for planning and implementing activities for children enrolled in early childhood settings.

V. INSTRUCTIONAL ACTIVITIES:

- Students are placed in early childhood settings with qualified supervisors.
- Students complete artifacts for a graduate eligibility portfolio.
- The university instructor provides monitoring and feedback to assist the student in developing skills and confidence as an effective teacher at the level of the assignment.
- The student is visited by the university instructor at least four times during the placements and provided written and oral feedback in regard to the student's teaching skills and behaviors during each visit. The instructor evaluates the eligibility portfolio, required assignments, and observed teaching experiences. The instructor and another IECE faculty member grade the graduate eligibility portfolio.
- Required assignments include design and implementation of Integrated Standards Based Units and lesson plans, curriculum based assessment, monitoring of IEP.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students are assigned to two appropriate early childhood settings at the preschool and kindergarten levels. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Internet
Canvas
MSU Waterfield Library and COE Curriculum Materials Center
Kentucky IECE Teacher Standards

<http://www.kyepsb.net/teacherprep/iecestandards.asp>

Kentucky Early Childhood Standards

<http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

Division of Early Childhood, Council of Exceptional Children (*Journal of Early Intervention and Young Exceptional Children*)

<http://www.dec-sped.org/>

National Association for the Education of Young Children (*Young Children*, Journal of the NAEYC)

<http://www.naeyc.org>

VIII. EVALUATION AND GRADING PROCEDURES:

This course is evaluated on a Pass/Fail basis. The evaluation is based on the recommendation of the university instructor and the successful completion of the course assignments which include design and implementation of Integrated Standards Based Units and lesson plans, curriculum based assessment, monitoring of IEP.

IX. ATTENDANCE POLICY:

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

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:

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 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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

XII. 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.**