

MURRAY STATE UNIVERSITY
DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: MID COURSE NUMBER: 422 CREDIT HOURS: 4

I. TITLE: Extended Practicum

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course will provide opportunities for supervised direct involvement with classrooms in the public school setting. Students will implement strategies and procedures used in the education of middle grades learners. 130 hours of field experience required.

Prerequisites: MID 395 and Admission to Teacher Education

III. 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 aligned with the Kentucky Core Academic Standards (KAS), Interstate Teacher Assessment and Support Continuum (InTASC), Association for Middle Level Education, and Assessment Literacy (AMLE). Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), InTASC, and AMLE standards addressed by that objective. Through active participation in this course and its related projects and activities, the student will be able to

- A. demonstrate awareness of Kentucky Academic Standards and national content standards in the instructional planning process for grade-level appropriate, content area-specific teaching (KTS #1, 2, 9; InTASC #6, AMLE #2);
- B. demonstrate an in-depth knowledge of content and the ability to convey this to students (KTS # 1, 4; InTASC #1, 7, AMLE #2);
- C. develop instructional goals, learning objectives, and lesson plans for grade-level appropriate teaching, both individually and collaboratively (KTS #2, 4; InTASC #9, AMLE #1, 3 4);
- D. carry out planned instruction in a public school classroom under direct supervision (KTS #4, 6, 8; InTASC #1, 4, 7, AMLE #4);
- E. demonstrate a variety of approaches to teaching with emphasis on content-specific skills--i.e., problem solving, deductive reasoning, inductive reasoning, inquiry-based/discovery teaching, listening, speaking, reading and writing (KTS #2, 3, 4, 6; InTASC #4, 7, AMLE #4);
- F. identify, assess, and interpret student progress in the learning of content and process skills (KTS #1, 5; InTASC #6, AMLE #4);
- G. plan and carry out appropriate interventions designed to help school students having difficulty with content or process skills, including those with special needs (KTS #4, 5, 7; InTASC #1, 4, 7, AMLE #2, 4);
- H. demonstrate awareness of issues and teaching strategies related to ensuring the continued involvement of equity and diversity – i.e. Kagan and co-teaching (KTS #2, 3, 5, 7; InTASC #6, AMLE # 1, 4);

- I. review computer-based and traditional instructional materials for suitability in teaching (KTS #2, 3, 4, 6; InTASC #1, 4, 7, AMLE #4, 5);
- J. demonstrate acceptable professional behavior and knowledge of the rights of individuals in a public school setting (KTS #7, 9, AMLE #5);
- K. complete Resume, Professional Growth Plan, and Dispositions Essays with demonstrated professional writing skills (KTS # 9, AMLE #5);
- L. engage with diverse populations of students consistent with EPSB mandates (KTS #3, 4; InTASC #1, AMLE #1);
- M. develop an awareness of the PGES (Evaluation System) for Kentucky (KTS #3, 4; InTASC #1, AMLE #5);
- N. develop an awareness of Restraint Training/Promoting Positive Behavior in Schools (KTS #3, 4; InTASC #1, AMLE #5);
- O. complete observations in schools and related agencies consistent with EPSB mandates (KTS #7, InTASC #9, AMLE #5); and
- P. write professionally for the field of education (KTS #1; InTASC #6; AMLE #5).

The EPP Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect on the design/plan of instruction, management of learning climates, implementation/management of instruction, assessment/communication of learning results, reflection/evaluation of teaching and learning, collaboration with colleagues, and utilization of technology for all observed lessons.

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap are addressed in the Reflective Writings, Eligibility Portfolio, and Observation assignments throughout the course.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky state documents, including SB1 Initiatives (e.g., Common Core State Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. COURSE OUTLINE:

- A. Field Experience Guidelines/Expectations
- B. Lesson plans/Unit Plans
- C. Resume, Professional Growth Plan, DOE Dispositions Essays
- D. Senate Bill 1 Initiatives
- E. Various Teaching/Learning Strategies (i.e. Kagan)
- F. EPSB Mandates (Field Experience Requirements)
- G. Co-Teaching and Co-Planning Lessons
- H. Pre- and Post Tests
- I. PGES (Evaluation System)
- J. Restraint Training/Promoting Positive Behavior in Schools

V. INSTRUCTIONAL ACTIVITIES:

- A. In-field observations
- B. Lecture

- C. Discussion
- D. In-field assignments
- E. Individual Presentations

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

The student will participate in field-based practicum in a local public school system with a diverse population. The student will be observed a minimum of three (3) times during the course of the semester. Students participate in 90 hours of in-class field experiences, 24 hours of tutoring in content area, and 2 hours of tutoring an ELL student throughout the course. These hours are to be in direct instruction and assisting the master teacher in class instruction and documented by the master teacher. Failure to successfully complete any aspect of the field experience will result in an incomplete or failing grade.

VII. TEXT(S) AND RESOURCES:

College LiveText – EDU Solutions Student Membership
 Students have resources found in computer labs and material centers available for use in developing and implementing instructional programs.

VIII. EVALUATION AND GRADING PROCEDURES

A 10% late penalty will be deducted each calendar day that an assignment is late. An assignment is considered late if it is not submitted when the professor collects the class assignments. Exceptions will be made at the discretion of the instructor and only when notice has been given in advance.

Completion of all field experience is necessary to pass the course. **Failure to successfully complete any aspect of the field experience will result in an incomplete or failing grade. You must receive at least a satisfactory rating from the supervising public school teacher to pass this course.**

Signed Time Sheets for all field experience hours.....	20 pts
Professional Growth Plan.....	25 pts
Resume.....	25 pts
Satisfactory completion of the Restraint Training/Promoting Behavior in Schools Modules	25 pts
Self-assessment Critique.....	25 pts
Choice Board.....	25 pts
Observed Lesson Plan #1.....	25 pts
Observation #1.....	25 pts
Observed Lesson Plan #2.....	25 pts
Observation #2.....	25 pts
Observed Lesson Plan #3.....	25 pts
Observation #3.....	25 pts
Taught Lesson Plan #1.....	25 pts
Taught Lesson Plan #2.....	25 pts
Taught Lesson Plan #3.....	25 pts
Total Points.....	370 pts
Grading Scale:	
A = 90% to 100%	

B = 80% to 89%

C = 70% to 79%

IX. ATTENDANCE POLICY:

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

Attendance is mandatory at the school placement. Failure to attend assigned placement will result in an E in the course and possible removal from the program. Class attendance is mandatory. A second absence will result in a lowered grade and/or negative flag.

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, 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. 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 more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

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.**