

MURRAY STATE UNIVERSITY

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SEC 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 students. 116 hours of field experiences required. Field hours may include experiences at elementary, middle, or secondary school setting. This course encompasses practicum experience for Art P-12; Biology 8-12; Career and Technical Education 5-12 (Business/Marketing, Family and Consumer Sciences, and Engineering/Technology); Chemistry 8-12; Economics 8-12; English 8-12 (TESOL P-12); French P-12; Geoscience/Earth Science 8-12; German P-12; Health and Physical Education P-12; History 8-12; Japanese 8-12; Mathematics 8-12; Music P-12 (Vocal and Instrumental); Physics 8-12; and Political Science 8-12.

Prerequisite(s): EDU 405, SEC 420, and 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 Teacher Performance Standards and Certification (KTPS) and Interstate Teacher Assessment and Support Consortium Standards (InTASC) addressed by that objective. Upon successful completion of this course, student will be able to

- A.** demonstrate awareness of Kentucky Academic Standards and national content standards for grade-level, content-specific instruction (KTPS/InTASC #4);
- B.** demonstrate an in-depth knowledge of content and the ability to convey this knowledge to students (KTPS/InTASC #4, 5);
- C.** develop instructional goals, learning objectives, and lesson plans for grade-level appropriate teaching, both individually and collaboratively (KTPS/InTASC #8);
- D.** demonstrate knowledge of developing students' content area literacy skills across the curriculum (KTPS/InTASC #4, 5);
- E.** carry out planned instruction in a public school classroom under direct supervision and collaboration of the classroom teacher (KTPS/InTASC #6, #7, #8, #10);
- F.** 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 (KTPS/InTASC #7, #8);
- G.** identify, assess, and interpret student progress in the learning of content and process skills (KTPS/InTASC #6);

- H. demonstrate awareness of issues and teaching strategies related to ensuring the continued involvement of equity and diversity – i.e. co-teaching (KTPS/InTASC #2);
- I. review computer-based and traditional instructional materials for suitability in teaching (KTPS);
- J. demonstrate acceptable professional behavior and knowledge of the rights of individuals in a public school setting (KTPS/InTASC #9);
- K. complete Professional Growth Plan with demonstrated professional writing skills (KTPS/InTASC #10);
- L. engage with diverse populations of students consistent with EPSB mandates (KTPS/InTASC #1, #2);
- M. develop an awareness of Restraint Training/Promoting Positive Behavior in Schools (KTPS);
- N. complete observations in schools and related agencies consistent with EPSB mandates (KTPS); and
- O. write professionally for the field of education.

The CAEP/EPSB theme of literacy is addressed through instruction in the presentation of literacy strategies for content reading. The theme of diversity is addressed through a diverse placement, planning instruction for student differences and the requirement of tutoring for EL student(s). The theme of assessment is addressed with lesson planning, assessment, and differentiation strategies. The theme of college and career readiness is addressed through content area tutoring in academic preparation.

IV. COURSE OUTLINE:

- A. Field Experience Guidelines/Expectations
- B. Lesson plans/Unit Plans
- C. Professional Growth Plan
- D. Senate Bill 1 Initiatives
- E. Various Teaching/Learning Strategies
- F. Content Area Literacy Strategies
- G. EPSB Mandates (Field Experience Requirements)
- H. Co-Teaching and Co-Planning Lessons
- I. Restraint Training/Promoting Positive Behavior in Schools
- J. TPGES Training

V. INSTRUCTIONAL ACTIVITIES:

- A. In-field observations
- B. Class discussion and demonstration
- C. In-field assignments

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

The student will participate in 118 hours of field-based, content-specific practicum experiences in a local public school system with a diverse population. The student will be observed a minimum of two (2) 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 4 hours of tutoring an EL student throughout the course. Failure to successfully complete any aspect of the field experience will result in an incomplete or failing grade. **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:

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

Your final grade will be based on the scores of four taught lesson plans, two reflections, professional growth plan, EL tutoring reflection, content tutoring reflection and successful completion of your practicum experience. Practicum hours and components will be documented using signed, paper log sheets. Practicum hours and components will be posted in *LiveText* and KFETS.

Assignment and Points:

- Taught K12 COE-TPA Lesson Plans (4 x 20 pts.- two are observed) 80 pts.
 (One lesson plan must include a rubric to measure student learning)
- Lesson observation w/ clinical feedback (non graded)
- Practicum Reflection (#1) 10 pts.
- Practicum Reflection (#2) 10 pts.
- Professional Growth Plan 20 pts.
- Individualized Activity Packet for EL Tutoring 10 pts.
- EL Tutoring & Reflection (2 hours) 10 pts.
- Content Tutoring & Reflection (24 hours)..... 25 pts.

<u>Points</u>	<u>Grade</u>
165-150	A
149-134	B
133-118	C
117-102	D
101 or lower	E

Absences:

Students are encouraged to contact the professor in advance if they must be absent. Absent students will be responsible for obtaining missed class content from the professor or from a peer. Even when students are absent, they are expected to submit assignments on the designated dates.

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 Institutional Diversity, Equity and Access. 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 or application for employment, admissions, or other 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 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, students 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. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) 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 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

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.**