

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 421 CREDIT HOURS: 7

I. TITLE: Student Teaching in Special Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Student teaching in the special education classroom should allow the individual to participate in the work and duties of the school that are generally expected of the classroom teacher. Student teachers will be supervised by a public school teacher as well as a university coordinator. This will involve seven weeks of placement in a public school classroom. 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 Teacher Performance Standards and Certification (KTPS) and Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. plan and implement instruction at the appropriate level in a variety of subject areas for students at each of the assigned grade levels including appropriate materials selection (KTPS/InTASC #2, 3, 4, 5, 7, 8);
- B. arrange the classroom for effective instruction at each of the assigned grade levels (KTPS/InTASC #2, 3);
- C. demonstrate effective practices of classroom management including preventive discipline, contingency contracting, etc. (KTPS/InTASC #2, 3);
- D. plan and exhibit adequate evaluation of pupil learning in each of the subject areas in the classroom to which assigned including ability to write objectives reflecting student interest and strength (KTPS/InTASC #4, 5, 6, 7);
- E. demonstrate an understanding of child behavior and be able to recognize severe learning and/or emotional problems (KTPS/InTASC #1, 2);
- F. maintain comprehensive, accurate, and understandable cumulative records for the pupils in their assigned student-teaching classes (KTPS/InTASC #6,10);
- G. demonstrate the ability to work cooperatively with the cooperating teacher, other teachers in the school, the principal, aides, custodians, and other school staff personnel (KTPS/InTASC #10);
- H. communicate with parents and develop strategies to involve the parents in their children's learning (KTPS/InTASC #10);
- I. demonstrate the ability to be punctual in work habit and assignments (KTPS/InTASC #10);
- J. demonstrate the ability to comply with regulations regarding confidentiality of information (KTPS/InTASC #9);

- K. demonstrate the ability to modify the learning environment to meet the needs of children with sensory and/or orthopedic disabilities (KTPS/InTASC #1, 2,4,5);
- L. demonstrate the ability to design, create, construct, and use teacher-made instructional materials (KTPS/InTASC #4, 5);
- M. demonstrate the ability to establish and maintain professional rapport with students (KTPS/InTASC #3, 7, 9);
- N. demonstrate the ability to perform effectively as a participant in pupil staffings and during multidisciplinary meetings (KTPS/InTASC #9, 10);
- O. demonstrate the generalized ability to appropriately formulate and implement individual instructional plans (KTPS/InTASC #1, 2, 3, 4, 5);
- P. demonstrate the ability to use software to facilitate learning by children with disabilities (KTPS/InTASC #4, 5, 8);
- Q. demonstrate the ability to identify, obtain, and operate adaptive assistive equipment (KTPS/InTASC #2, 4, 5); and
- R. write professionally for the field of education (InTASC # 9, 10).

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Student teachers are assigned to two 7-week assignments in elementary/secondary special education with qualified cooperating teachers.
- B. Each student teacher creates an eligibility portfolio during the student teaching semester which includes written assignments that are required and placed in a section of the eligibility portfolio.
- C. The public school cooperating teacher provides constant monitoring and feedback to assist the student teacher in developing skills and confidence as an effective teacher at the level of the assignment.
- D. The university supervisor visits the student teacher at least five times at regular intervals provide written and oral feedback in regard to the student teacher's teaching skills and behaviors during each visit. The university supervisor also evaluates the eligibility portfolio and the required assignments during the student teaching semester. The supervisor and another reviewer grade the final eligibility portfolio.
- E. Student teachers attend student teaching orientations and seminars conducted on the Murray State University campus throughout the student teaching semester.
- F. Senate Bill 1 Initiatives will be put into practice during the student teaching semester.
- G. The cooperating teachers and student teachers will co-plan and implement Co-teaching strategies during the student teaching assignment.

V. INSTRUCTIONAL ACTIVITIES:

Students will be engaged in teaching activities at the school site(s) consistent with the certification being sought. They will ultimately be responsible for implementation of instruction for the entire day for a specified length of time. They will co-plan and implement Co-teaching strategies during the assignment.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Students are assigned in each of 2 classroom settings for a period of 14 weeks of full time observation, teaching, and professional experience. Seven weeks is in the special education area of emphasis.

VII. TEXT(S) AND RESOURCES:

- A. Waterfield Library
- B. Computer Laboratories
- C. KATE
- D. Writing Across the Curriculum
- E. LiveText
- F. Positive Behavior Support Materials
- G. Kentucky Department of Education Resources such as Kentucky Core Academic Standards (KCAS)
- H. Co-teaching – Best Practice in Supporting the Teacher Candidate
- I. *Guidelines for Student Teaching and the Eligibility Portfolio*

VIII. EVALUATION AND GRADING PROCEDURES:

Student teaching is evaluated on a Pass/Fail basis. The evaluation is based on the recommendations of the cooperating teacher and the university supervisor and the successful completion of the eligibility portfolio and all student teaching assignments.

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 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.**