

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 455 CREDIT HOURS: 3

I. TITLE: Practicum

II. COURSE DESCRIPTION AND PREREQUISITES: Course will provide opportunities for supervised direct involvement with individual children. Students will implement strategies and procedures used in the education of students with mild disabilities.

Prerequisite(s): SED 300, 400, 443, 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), Council for Exceptional Children (CEC) and the InTASC Model Core Teaching Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** select, administer, score, and interpret appropriate assessment instruments (formal and informal) for an LBD child/youth (KTPS/InTASC #6; CEC #4);
- B.** select and implement a variety of instructional materials, strategies, and techniques known to be effective for instruction of students with mild disabilities (KTPS/InTASC # 7, 8; CEC # 5);
- C.** evaluate student progress to demonstrate results from intervention via record keeping and generate a written report (KTPS/ InTASC # 6; CEC #5);
- D.** comply with regulations and the CEC Code of Ethics regarding client confidentiality (KTPS/InTASC # 9; CEC # 6);
- E.** establish and maintain professional behavior with students, parents, university supervisors, and other professionals as necessary (KTPS/InTASC #9, 10; CEC # 6, 7);
- F.** plan and develop Tasks A – H of the initial certification of eligibility portfolio outline via the teacher performance assessment (KTPS/ InTASC # 4, 7; CEC #3);
- G.** organize materials, paperwork, schedules, and time to effectively complete required activities (KTPS/InTASC #7; CEC #3, 6); and
- H.** integrate technology into a lesson plan in order to facilitate learning (KTPS/InTASC #1, 2, 3, 7; CEC # 1, 2, 3).

The COE 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.

Note: LBD refers to students with mild disabilities who qualify for special education services under the categories of Emotional-Behavioral Disorders (EBD), Specific Learning Disabilities (SLD), Mild Mental Disabilities (MMD), and Other Health Impaired (OHI).

IV. COURSE OUTLINE:

- A. Observe 3 master teachers
- B. Prepare lesson plans according to teacher's guidelines- two lessons will be observed by supervisor - the COE TPA must be used for these.
- C. Deliver instruction under supervision
- D. Assess progress of students and monitor progress
 - 1. 2 CBA's
 - 2. discuss IEP goals and objectives for a student with whom you are working.
- E. Review a students files
- F. Development or reflection of FBA.
- G. Develop a sample schedule and first day folder information.
- H. Complete Eligibility Portfolio Tasks A – H in live text
- I. Documentation of an IEP in live text
- J. Restraint and Seclusion training with Certificate
- K. Co-teaching Training
- L. Review for the Praxis

V. INSTRUCTIONAL ACTIVITIES:

The student will participate in a field-based practicum in a local public school system with a diverse population. The experience will be 40 hours throughout the semester. The student will be observed a minimum of two (2) times during the course of the semester. Activities include but are not limited to:

- Lesson plans/units
- Classroom management plan
- Appropriate evaluation
- On-going progress/PLAAFP (Present Level of Academic Achievement and Functional Performance)
- Collaborative skills
- Tasks A – H Eligibility Portfolio
- PPBIS I AND II certificate
- Praxis Review

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

Students participate in 40 hours of clinical experiences 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. Field experience placement will be

based on student prior placements in order to provide experiences in all levels; elementary or middle/high school. 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:

Council for Exceptional Children Professional Ethics
Sprick, R., Garrison, M. & Howard, L. (2009). *CHAMPs (2nd edition):A proactive and positive approach to classroom management*. Eugene, OR: Pacific Northwest Publishing

Students have resources found in computer labs and material centers available for use in developing and implementing instructional programs.

VIII. EVALUATION AND GRADING PROCEDURES

The student will participate in field-based practicum in the local public schools. The experience will be for 5-8 weeks. The student will be observed a minimum of two times during the course of the semester.

- A.** Three observations of lessons delivered by a master teacher. 25 pts. each
- B.** Prepare and discuss recommendations for meeting IEP goals and objectives for a student you are instructing 25 pts.
- C.** Prepare and teach a sequence of activities leading toward mastery of an IEP goal or objective. 25 pts. each
- D.** Teach at least two observed lessons utilizing the COE Teacher Performance Assessment Lesson Plan. 50 pts. Each
- E.** Complete Restraint and Seclusion training
- F.** Complete Co-teaching training
- G.** Complete Tasks A – H for the initial certification eligibility portfolio outline via the teacher performance assessment:
 - 1.** Task A – Professional Resume
 - 2.** Task B – Affidavit and Release Form
 - 3.** Task C – PRAXIS Exams: #0014, #0522, #0542, and #0353
 - 4.** Task D – Philosophy of Education
 - 5.** Task E – Classroom Management Plan
 - 6.** Task F – Leadership Project
 - 7.** Task G – Professional Growth Plan (includes areas of growth concerning the IEP, FBA, and Diagnostic Reports)
 - 8.** Task H – COE Dispositions Essay 200 pts total

Class sessions will be used to further the practicum experience. Students are encouraged to bring pertinent experiences to discuss during sessions.

The following grading scale will be used for all students.

A = 90-100% D = 60-69%
B = 80-89% E = 59% and below
C = 70-79%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU attendance Policy outlined in the current *MSU Bulletin*. *Attendance at class sessions is mandatory.*

Attendance is mandatory at your school placement. Failure to attend assigned placement will result in an E in the course and possible removal from the program. Attendance at class is mandatory. The class schedule is arranged by the instructor. After one absence your grade may be lowered by one letter grade.

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 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.**