

**MURRAY STATE UNIVERSITY
COURSE SYLLABUS**

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE

COURSE NUMBER: 474

CREDIT HOURS: 3

I. TITLE: IECE Practicum

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course makes provisions for students to participate in all activities and duties generally expected of an early childhood professional.. Supervision by the faculty member teaching course will be provided. Regularly scheduled seminars to promote reflective decision making, discuss student progress, and provide additional training in methods, procedures, and evaluation will coincide with the practicum field experience.

Prerequisite(s): 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 Early Childhood Standards (KYECS), the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), and the Interstate Teacher Assessment and Support Continuum (InTASC) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate an ability to plan and implement developmentally and culturally appropriate curriculum and instructional practices (including use of technology for instruction) for children birth-5 years of age practices (IECE I, II, III, IX); (NAEYC 1, 2, 3, 4, 5, 7); (CEC 3, 4, 5); (InTASC 1, 2, 4, 6, 7, 8, 9);
- B. make specific adaptations for the special needs of children who have specific disabilities or learning, developmental and behavioral needs (IECE I, II, III); (NAEYC 1, 4, 7); (CEC 1, 2, 3, 5); (InTASC 2, 3, 7, 8);
- C. select intervention curricula and methods for children with and without disabilities birth-5 years of age (IECE I); (NAEYC 1, 4, 5, 7); (CEC 1, 3, 5); (InTASC 2, 7);
- D. apply appropriate skills in management of children in diverse settings (IECE II, III); (NAEYC 1, 4, 5); (CEC 2, 5); (InTASC 3, 8);
- E. implement developmentally and culturally appropriate individual and group activities using a variety of formats including play, environmental routines, family-child activities, small group projects, and systematic instruction (IECE II, III, IV, IX); (NAEYC 1, 3, 4, 5, 7); (CEC 3, 4, 5, 6); (InTASC 4, 5, 6, 8);
- F. establish a safe and developmentally appropriate environment for children (IECE II); (NAEYC 1, 7); (CEC 2); (InTASC 3);
- G. establish and maintain a positive collaborative relationship with families, other professionals, and community providers (IECE VI, VIII); (NAEYC 2, 7); (CEC 7); (InTASC 10);
- H. select and use a variety of formal and informal assessment instruments and procedures (IECE IV); (NAEYC 3); (CEC 4); (InTASC 6);
- I. monitor, summarize, and evaluate the acquisition of child and family outcomes as identified on the IFSP, or child goals on IEP, or progress on RTI (IECE IV, VII, VIII); (NAEYC 1, 3, 7); (CEC 1, 4, 5); (InTASC 2, 6, 7, 8); and
- J. reflect on professional practice and develop, implement, and evaluate a professional growth plan (IECE V, VII, VIII); (NAEYC 6, 7); (CEC 6); (InTASC 9).

The COEHS Conceptual Framework and the Theme of Educator Reflective Decision Maker are addressed in this course by urging students to reflect on designed and implemented lesson plans and standards based unit.

Students learn to create developmentally and culturally appropriate materials and then reflect upon the quality of the materials/program and children through student observations and documentations, and actual teaching in the infant/toddler and preschool environment.

The EPSB Themes of Diversity, Closing the Achievement Gap, and Technology are addressed through required practicum activities such as incorporating adaptations for diverse learners into lesson plans, use a variety of assessment procedures, and select intervention curricula and methods for young children.

Kentucky Early Childhood Standards are resources for IECE teacher candidates.

IV. CONTENT OUTLINE: Students will spend a minimum of 103 hours supervised practicum experiences with infant, toddler, and preschool children.

V. INSTRUCTIONAL ACTIVITIES: Students will complete practicum assignments including developing and implementing learning activities and evaluating young children's developmental progress.

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

Students will be assigned to one or more educational programs for young children for practicum in a supervised setting. Students will spend a minimum of 103 hours supervised practicum experiences with infant or toddler (50 hours), preschool (50 hours) children in diverse settings, and PLC participation (1 hour) and observation of English language learner (2 hours). Students will keep a daily log reflecting the experiences of the practicum.

Students must document current negative TB test. Students must provide a copy of negative TB test to each site where they complete the practicum. Sites also require a criminal background check, check with the program administrator for requirements.

Students must complete two web based trainings on Promoting Positive Behavior in the schools. Students should print the completion certificate for each training (at least 2 copies). One copy should be given to the public school preschool coordinator and students should retain the additional copy for student teaching verification.

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:

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs, serving children from birth through age* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Resources

- A. Waterfield Library: <http://lib.murraystate.edu/>
- B. Curriculum Materials Center: <http://libguides.murraystate.edu/cmc>
- C. National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>
- D. Council for Exceptional Children (CEC): <https://www.cec.sped.org/Standards>
- E. Murray Preschool/Head Start Centers: <http://www.headstart.murray.kyschools.us/index.asp?PageID=24>
- F. Kentucky IECE Teacher Standards: <http://www.epsb.ky.gov/teacherprep/iecestandards.asp>
- G. Kentucky Early Childhood Standards (Birth-4yrs): <http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>
- H. Register and take the IECE PRAXIS II: <https://www.ets.org/praxis>

VIII. EVALUATION AND GRADING PROCEDURES:

Grading for this course will be rewarded for performance on reflections, required assignments, and field experiences, in accordance with the MSU scale.

<u>Assessment Scale:</u>	<u>Final Grade</u>
90-100% of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
below 59% of total points	E

Required practicum activities: A reflection should accompany each required activity.

- A. Practicum students will be observed by the university instructor in all placements. An IECE TPA lesson plan will be submitted to the university instructor PRIOR to each observation.
- B. Students will plan and teach 2 IECE TPA lesson plans before planning and teaching a 2week standards based unit in preschool. The purpose of these lessons is to allow the student to get to know the preschool children and their developmental levels.
- C. Students will plan and teach a two week standards based unit for preschool. Students will have primary responsibility for teaching the planned unit. Students will submit the standards based unit and IECE TPA lesson plans from the unit in LiveText.
- D. There should be daily lesson plans for each day you teach the unit. Students are required to use informal assessment linked to objectives on lesson plans during practicum experience. Lesson plan format (IECE KTIP format) and standards based unit are found in LiveText. Students must use technology for instruction in an appropriate way for young children during at least one of the observed lessons.
- E. Students are required to develop and carry out 8 IECE TPA lesson plans with infants and/or toddlers in a group setting. Students are required to use informal assessment linked to objectives on lesson plans during practicum experience.
- F. Students are required to monitor child and family progress on IFSP, or child goals on IEP, or progress on RTI.
- G. Students must develop a Professional Growth Plan for the practicum. Using the IECE teacher standards, students will identify at least one goal for growth and complete during the practicum. This goal should be targeted on student professional growth plan. Students must document completion or progress on targeted goal. For example, students may attend and observe an ARC meeting, First Steps transition meeting, go on a home visit with teacher or First Steps provider, complete a program evaluation instrument such as a ITERS-R or ECERS-R, develop family-child activity to send home during practicum.
- H. Students are required to observe an English language learner in and early childhood classroom (at least two hours).
- I. Students must participate in one PLC meeting with other early childhood educators (at least one hour).
- J. Students should keep a daily log of practicum experiences including date, times, site and activities. Students should document 50 contact hours with infants or toddlers and 50contact hours with preschool children. The cooperating teacher should be asked to sign off on log hours to verify accuracy at the end of student practicum experience.
- K. Students are required to submit their IECE Working Portfolio with accompanying required entries. Students must place each artifact developed during the practicum behind what students believe to be the appropriate standard (best fit for the activity). The portfolio should also contain a current resume and philosophy and beliefs about the education of young children. Students will place artifacts from practicum in their LiveText portfolio and other artifacts developed in program coursework. Students will submit the IECE working portfolio to university instructor for a final grading.
- L. Students should complete a dispositions essay addressing the College of Education and Human Services dispositions. The essay should be placed in the LiveText portfolio.
- M. Students should discuss leadership activity with their university instructor. University instructor will approve leadership activity and sign leadership form.
- N. Students are encouraged to use co-teaching strategies when appropriate. The university instructor will provide information.

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 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.**