I. **TITLE:** Clinical Experiences in IECE

II. **COURSE DESCRIPTION:**
Students seeking initial certification in early childhood will participate in a supervised clinical experience. May be taken for 1 – 4 hours credit. Three weeks of supervised clinical experience will be required for each hour of credit. Repeatable up to 4 credit hours. A total of four credit hours must be completed to meet program requirements. Prerequisite: Admission to Teacher Education and Student Teaching.

III. **PURPOSE:** The purpose of this class is to provide the student with an opportunity to demonstrate teaching skills and behaviors in authentic early childhood classroom settings.

IV. **OBJECTIVES:**
These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky IECE Teacher Standards (IECE).

A. Students will be able to design and plan instruction at the appropriate level in a variety of subject areas for the students at each of the assigned grade levels. (IECE I)
B. Students will be able to create a classroom climate for effective instruction at each of the assigned grade levels. (IECE II)
C. Students will be able to demonstrate effective classroom management skills creating a mutually respectful classroom. (IECE II, III)
D. Students will be able to plan and assess the learning and achievement of all children, regardless of gender, ethnicity, learning styles or exceptionalities. (IECE IV)
E. Students will demonstrate an understanding of child behavior and be able to recognize children’s diverse learning styles, individual differences and levels of performance. (IECE III, IV)
F. Students will systematically collect and analyze assessment data and maintain accurate records on their students’ performance. (IECE IV)
G. Students will demonstrate the ability to collaborate with professionals and other educational staff. (IECE VI)
H. Students will collaborate with families to enhance the learning of the children. (IECE VIII)
I. Students will demonstrate the COE Conceptual Framework and the Theme of Educator as a Reflective Decision-Maker by reflective analysis of their teaching
experience through weekly reflection sheets and an eligibility portfolio containing entries for each of the nine Kentucky IECE New Teacher Standards. (IECE V, VII)

J. Students will demonstrate use of technology to enhance instruction in the classroom. (IECE IX)

K. Students will adhere to the Kentucky School Personnel Code of Ethics. (IECE I--IX)

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect as a part of clinical experiences.

The EPSB Themes of Diversity, Assessment, Closing the Achievement Gap, Literacy/Reading are met in this course through clinical experiences.

V. CONTENT OUTLINE:
Students will be engaged in teaching activities. During the practicum students will be responsible for planning and implementing activities for children enrolled in early childhood settings.

VI. INSTRUCTIONAL ACTIVITIES:
1. Students are placed in early childhood settings with qualified supervisors. Credit hours taken will determine the number of weeks completed during the semester.
2. Students complete artifacts for a graduate eligibility portfolio.
3. The university instructor provides monitoring and feedback to assist the student in developing skills and confidence as an effective teacher at the level of the assignment.
4. The student is visited by the university instructor at least four times during the placements and provided written and oral feedback in regard to the student’s teaching skills and behaviors during each visit. The instructor evaluates the eligibility portfolio, required assignments, and observed teaching experiences. The instructor and another IECE faculty member grade the graduate eligibility portfolio.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students are assigned to appropriate early childhood settings.

VIII. RESOURCES:
College of Education Curriculum Materials Center
Computer Laboratories

IX. GRADING PROCEDURES:
This course is evaluated on a Pass/Fail basis. The evaluation is based on the recommendation of the university instructor and the successful completion of the graduate Eligibility Portfolio.
X. **ATTENDANCE POLICY:** This course adheres to the policy stated in the current *MSU Undergraduate Bulletin.*

XI. **ACADEMIC HONESTY POLICY:** This course adheres to the policy stated in the current *MSU Undergraduate Bulletin.*

XII. **TEXT AND REFERENCES:**

Kentucky Department of Education Resources such as Core Content and Program of Studies


Common Core State Standards Initiative
http://www.corestandards.org/

Kentucky Early Childhood Standards
http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development

Live Text

XIII. **PREREQUISITES:** Admission to Teacher Education and Student Teaching.

XIV. **NON-DISCRIMINATION 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 other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361(TDD).

XV. **FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress through the program is continually assessed. 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 the admissions committee for those IECE graduate students working on initial certification. Negative flags are 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 toward program completion. Negative flags may be grounds for denial of admission to Teacher Education Services and/or practicum, or reversal of admitted status.