I. TITLE: Extended Practicum

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

Prerequisites: SEC 420, EDU 405, and Admission to Teacher Education

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. 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 Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Through active participation in this course and its related projects and activities, the student will be able to

A. demonstrate awareness of state and national content standards, associated academic expectations and core content statements in the instructional planning process for grade-level appropriate teaching (KTS #1, 2, 9; CHETL # 3);

B. demonstrate an in-depth knowledge of content and the ability to convey this knowledge to students (KTS # 1, 4; CHETL #5);

C. develop instructional goals, learning objectives, and lesson plans for grade-level appropriate teaching, both individually and collaboratively (KTS #2, 4; CHETL #4);

D. carry out planned instruction in a public school classroom under direct supervision of classroom teacher (KTS #4, 6, 8; CHETL #3, 4, 5);

E. 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 (KTS #2, 3, 4, 6; CHETL #3, 5);

F. identify, assess, and interpret student progress in the learning of content and process skills (KTS #1, 5; CHETL #2);
G. plan and carry out appropriate interventions designed to help school students having difficulty with content or process skills, including those with special needs (KTS #4, 5, 7; CHETL #5);

H. demonstrate awareness of issues and teaching strategies related to ensuring the continued involvement of equity and diversity – i.e. Kagan and co-teaching (KTS #2, 3, 5, 7; CHETL #1-5);

I. review computer-based and traditional instructional materials for suitability in teaching (KTS #2, 3, 4, 6; CHETL #5);

J. demonstrate acceptable professional behavior and knowledge of the rights of individuals in a public school setting (KTS #7, 9);

K. complete Resume and Professional Growth Plan with demonstrated professional writing skills (KTS #9);

L. engage with diverse populations of students consistent with EPSB mandates (KTS #3, 4; CHETL #1, 2, 3, 4);

M. develop an awareness of the PGES (Evaluation System) for Kentucky (KTS #3, 5; CHETL 1-5);

N. develop an awareness of Restraint Training/Promoting Positive Behavior in Schools (KTS #3, 4; CHETL 1-5);

O. complete observations in schools and related agencies consistent with EPSB mandates (KTS #7, CHETL #1); and

P. write professionally for the field of education (CHETL #2).

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.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky state documents, including SB1 Initiatives (e.g., Common Core State Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. COURSE OUTLINE:
A. Field Experience Guidelines/Expectations
B. Lesson plans/Unit Plans
C. Resume
D. Professional Growth Plan
E. Senate Bill 1 Initiatives
F. Various Teaching/Learning Strategies (i.e. Kagan)
G. EPSB Mandates (Field Experience Requirements)
H. Co-Teaching and Co-Planning Lessons
I. PGES (Evaluation System)
J. Restraint Training/Promoting Positive Behavior in Schools

V. INSTRUCTIONAL ACTIVITIES:
   A. In-field observations
   B. Lecture
   C. Discussion
   D. In-field assignments
   E. Individual Presentations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
The student will participate in field-based practicum in a local public school system with a diverse population. The student will be observed a minimum of three (3) 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 2 hours of tutoring an ELL student 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. Failure to successfully complete any aspect of the field experience will result in an incomplete or failing grade.

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
   “C” Level:
   A. Consistent, on-time attendance for class and practicum school assignments.
   B. Participate in class activities and discussions.
   C. Complete any assigned readings and assignments.
   D. Completion of all required field assignments (see handout for details...LiveText).
   E. Receive a satisfactory rating from the public school teacher (supervisor).
      This rating includes a completion of the required hours for the field experience.
   F. Completion of Professional Growth Plan (see hand-outs for details...LiveText).
   G. Completion of Resume (see hand-outs for details...LiveText).

   “B” Level:
   (Assumes Completion of “C” Level Requirements)
   A. Satisfactory completion of the Restraint Training/Promoting Positive Behavior in Schools modules
   B. Satisfactory completion of a 2-3 page critique based on a self-assessment of teaching experiences while in the field.

   “A” Level:
   (Assumes Completion of both “C” and “B” Level Requirements)
A. Satisfactory Completion of the Choice Board Assignment – see explanation below:
This assignment is meant to provide students with ownership of their learning and
differentiate the way in which they communicate that learning to you.

A choice board is a visual display of optional products the students can complete in
order for you to assess their learning. The products that are displayed on the choice
board represent a variety of multiple intelligences.

There are two ways to design the board. (1) All products assess the same standard /
content, and students choose one to complete. (2) Product options assess different
standards / content, and students choose more than one to complete (i.e., one from
each standard).

Assignment:
• Create a Choice Board relating to content you teach in your class.
• Choice Boards must be visually appealing – easy to read, neat, larger than a piece
  of paper (poster board or display board would work well)
• If assessment relates to one standard / content, you must have at least five product
  options; If multiple product options are displayed related to multiple standards /
  content, you must have at least three product options per standard.
• Each product option relating to the same standard must address a different
  multiple intelligence.
• Any information students need to complete the products needs to be thought
  through and included either on the Choice Board, or as a supplemental handout
  (which could be laid by the board).
• You will bring the finished Choice Board to class and explain the standard(s) and
  choices with your classmates.

B. You must email your instructor if you are going to complete this assignment. If you
do not email by this date, then the “A’ grade will not be attainable.

X. 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.

IX. 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.

X. 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 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).
XI. 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.