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 Admission into Student Teaching.

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 which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

A. students will be able to 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 (KTS #2, 3, 4),
B. students will be able to arrange the classroom for effective instruction at each of the assigned grade levels (KTS #3),
C. students will be able to demonstrate effective practices of classroom management including preventive discipline, contingency contracting, etc. (KTS #2, 3, 4),
D. students will be able to 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 (KTS #2, 3, 4),
E. students will demonstrate an understanding of child behavior and be able to recognize severe learning and/or emotional problems (KTS #4),
F. students will maintain comprehensive, accurate, and understandable cumulative records for the pupils in their assigned student-teaching classes (KTS #5),
G. students will demonstrate the ability to work cooperatively with the supervising teacher, other teachers in the school, the principal, aides, custodians, and other school staff personnel (KTS #8),
H. students will communicate with parents and develop strategies to involve the parents in their children's learning (KTS #8),
I. students will demonstrate the ability to be punctual in work habit and assignments
J. students will demonstrate the ability to comply with regulations regarding confidentiality of information (KTS #9),
K. students will demonstrate the ability to modify the learning environment to meet the needs of children with sensory and/or orthopedic disabilities (KTS #3),
L. students will demonstrate the ability to design, create, construct, and use teacher-made instructional materials (KTS #2, 3, 4),
M. students will demonstrate the ability to establish and maintain professional rapport with students (KTS #2, 3, 4),
N. students will demonstrate the ability to perform effectively as a participant in pupil staffings and during multidisciplinary meetings (KTS #8),
O. students will demonstrate the generalized ability to appropriately formulate and implement individual instructional plans (KTS #2, 3, 4),
P. students will demonstrate the ability to use software to facilitate learning by children with disabilities (KTS #6), and
Q. students will demonstrate the ability to identify, obtain, and operate adaptive assistive equipment (KTS 5).

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) 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 supervising 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 supervising 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 coordinator visits the student teacher at least four times during the assignments and provides written and oral feedback in regard to the student teacher’s teaching skills and behaviors during each visit. The coordinator also evaluates the eligibility portfolio and other assignments during the student teaching semester. The university coordinator 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

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.

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. Randy Sprick-Classroom Management Materials
G. Kentucky Department of Education Resources such as Core Content and Program of Studies (www.kde.state.ky.us)
H. Guidelines for Student Teaching and the Eligibility Portfolio

VIII. EVALUATION AND GRADING PROCEDURES:
Student teaching is evaluated on a Pass/Fail. The evaluation is based on the recommendations of the supervising teacher and the university coordinator and will include a review of the teaching portfolio.

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 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 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).