I. TITLE: Practicum

II. COURSE DESCRIPTION: This 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. Prerequisites: SED 300, 400, and 443.

III. PURPOSE: The focus will be to provide supervised opportunities for students to practice diagnostic procedures and implement Individual Education Plans (IEP).

IV. 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 advocated by the Kentucky Education Reform Act (KERA) guidelines. 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. (KTS #5)
B. Select and implement a variety of instructional materials, strategies, and techniques known to be effective for instruction of students with mild disabilities. (KTS #1, 2, 3, 4)
C. Evaluate student progress to demonstrate results from intervention via record keeping and generate a written report. (KTS #7)
D. Comply with regulations and the CEC Code of Ethics regarding client confidentiality. (KTS #1)
E. Establish and maintain professional behavior with students, parents, university supervisors, and other professionals as necessary. (KTS #7, 8)
F. Plan and develop Tasks A – H of the initial certification of eligibility portfolio outline via the teacher performance assessment. (KTS #9)
G. Organize materials, paperwork, schedules, and time to effectively complete required activities. (KT #4)
H. Integrate technology into a lesson plan in order to facilitate learning. (KTS #6)

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).

V. COURSE OUTLINE:
A. Observe master teacher
B. Prepare lesson plans
C. Deliver instruction under supervision
D. Assess progress of students and monitor progress
E. Review student files
F. Complete Eligibility Portfolio Tasks A - H

VI. INSTRUCTIONAL ACTIVITIES:
The student will participate in field-based practicums in a local public school system with a diverse population. The experience will be 36 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:
A. Lesson plans/units
B. Classroom management plan
C. Individual Education Plan (IEP)
D. Appropriate evaluation
E. On-going progress/PLAFP (present level of academic and functional performance)
F. Collaborative skills
G. Tasks A – H Eligibility Portfolio

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students participate in 36 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. Failure to successfully complete any aspect of the field experience will result in an incomplete or failing grade.

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

IX. 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 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 IEP, FBA, and Diagnostic Report)
   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 weekly sessions.

The following grading scale will be used for all students.
A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
E = 59% and below

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.
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.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.
Each student is expected to adhere to the CED Code of Ethics and Standards of Professional Behavior. Failure to do so will result in termination of practicum assignments and a final grade of E. Academic dishonesty will result in failure on the task and charges may be filed with the Vice-president of Student Affairs.

XII. TEXT AND REFERENCES:
Council for Exceptional Children Professional Ethics

XIII. PREREQUISITES:
SED 300, 400, and 443

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 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 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 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.