I. **TITLE:** PRACTICUM (for IECE graduate students)

II. **CATALOG DESCRIPTION:** This course makes provisions for students to participate in all activities and duties generally expected of an Interdisciplinary Early Childhood Education teacher. Specific supervision by the faculty member teaching the course will be provided. Seminar’s to evaluate performance in methods, procedures and overall performance will coincide with the experience. This course is designed for students with at least one year of teaching experience seeking certification in Interdisciplinary Early Childhood Education.

III. **PURPOSE:** The purpose of this course is to provide practicum for the demonstration of IECE Teacher Standards required for teaching young children birth-5 years of age.

IV. **COURSE OBJECTIVES:**

The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are roman numerals which reference the Kentucky IECE Teacher Standard and the numbers in brackets reference the Kentucky Early Childhood Educator Competencies. As a result of participation in this course, students will:

1. Demonstrate an ability to plan and implement developmentally appropriate curriculum and instructional practices for children birth-5 years of age. (I, III) {1,2,3,4,5,6}
2. Make specific adaptations for the special needs of children who have specific disabilities or learning, developmental and behavioral needs. (I,II,III) {4}
3. Select intervention curricula and methods for children with and without disabilities birth-5 years of age. (I, III) {4}
4. Apply appropriate skills in management of children in diverse settings. (III, V) {4}
5. Implement developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, parent-child activities, small group projects, and systematic instruction. (I,II,III, V) {4}
6. Establish a safe and developmentally appropriate environment for children. (II) {2,4}
7. Establish and maintain a positive collaborative relationship with families, other professionals, and community providers. (VI, VIII) {6}
8. Select and use a variety of formal and informal assessment instruments and procedures. (IV, VIII) {5}
9. Monitor, summarize and evaluate the acquisition of child and family outcomes as identified on the IFSP or IEP. (IV, VIII) {5}
10. Reflect on professional practice and develop, implement, and evaluate a professional growth plan. (V) {3}
11. Use technology, adaptive equipment, and media to enhance learning and participation. (I,II) {4,5}
V. CONTENT OUTLINE: Students will spend a minimum of 150 hours supervised practicum experiences with infant, toddler, and preschool children in diverse settings enrolling children with and without disabilities. Students must document 50 face to face hours working with infants or toddlers and 50 face to face hours working with preschool children. The additional 50 may be documented through other activities carried out by early childhood teachers (e.g., home visits, screening or testing, attending ARC meeting or professional development activity, visiting a kindergarten classroom, searching for teaching materials and resources).

V. INSTRUCTIONAL ACTIVITIES/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 150 hours supervised practicum experiences with infant, toddler, and preschool children in diverse settings. Students will keep a daily log reflecting the experiences of the practicum. Students will conduct a self-assessment and develop a Professional Growth Plan to be completed during the practicum. Students will be required to develop portfolio entries related to IECE Teacher Standards. The portfolio entries should include a reflection demonstrating professional growth for each entry artifact. Students will be expected to attend all scheduled seminar meetings. Students must have lesson plans available and activities planned for each observation made by university instructor. You should also be prepared by your second observation to bring your portfolio for feedback by university instructor. If you have any questions about lesson plan format or thematic unit format, email university instructor attaching files for feedback.

Required practicum activities:

Develop portfolio entries during the practicum based on course objectives.

- You are expected to **plan and implement 4 activities with preschool children prior** to being in charge and implementing the one week thematic unit described below. For example you might plan and implement a circle time, small group activity, outdoor activity, story time, art activity, etc. You should have lesson plans for each of the 4 activities.

- You are expected to **plan and have primary responsibility for teaching a one week thematic unit for preschool children with and without disabilities**. At least one of the lessons you teach should utilize technology to enhance children’s learning. There should be daily lesson plans for each day you teach the unit. A reflection should accompany each lesson plan. The instructor will provide format for the thematic unit and lesson plans. (25 points)

- You are required to **develop and carry out 8 activities with infants or toddlers** in a group or home-based setting. There should be a lesson plan for each activity. A reflection should accompany each lesson plan. (15 points possible)

- **Conduct at least one formal assessment and continually document informal assessment** (related to lesson plan and unit goals) during the practicum experience. (25 points for assessment and 25 points for informal assessment)

- **Monitor child and family progress on IFSP or child progress on IEP** (25 points)

- **Develop a Professional Growth Plan** to be completed during the practicum. Using the IECE Teacher Standards, complete a self-assessment related to your ability to demonstrate the standards. Identify at least **2 areas for growth** connected to the standards you will complete during the practicum. These areas should be targeted in your professional growth plan. You must document completion of targeted goals. (25 points possible)

A reflection should accompany each required activity. These activities should be included in your graduate portfolio as artifacts for some of the IECE Teacher Standards.
Additional requirements:

You should keep a **daily log of practicum experiences including times, site and activities**. You should reflect on your experiences in the daily log. Students should document 50 contact hours with infants/toddlers and 50 contact hours with preschool children. The administrator or supervising teacher for your practicum settings must sign the log to indicate agreement with hours completed. You must also document 50 additional hours. The additional 50 may be documented through other activities carried out by early childhood teachers (e.g., home visits, screening or testing, attending ARC meeting or professional development activity, visiting a kindergarten classroom, searching for teaching materials and resources, attending workshop or conference).

You are required to submit a portfolio with accompanying artifacts for each of the 9 IECE standards. Artifacts should reflect your progress during your master's courses. The portfolio should also contain: (a) resume/vita, (b) your philosophy about the education of young children with and without disabilities, (c) table of contents listing portfolio entries and standards; (d) rational for each portfolio entry; and (e) reflection for each entry.

**Students must document current (within the last year) negative TB test.** Some programs also require students pass a criminal background check. Check with your supervisor or the program administrator for site requirements.

PLEASE SUBMIT ALL REQUIRED MATERIALS IN PORTFOLIO BY December 1, 2003. LET YOUR INSTRUCTOR KNOW IF MORE TIME IS REQUIRED.

VII. RESOURCES:
Internet sources, Waterfield Library, College of Education Resource Library

IX: GRADING PROCEDURES:

Grading will be based on evaluation of site supervisors, course instructor observations and portfolio entries. **Lesson plans must be ready and available for university instructor for each observation.** The university instructor should be given a copy of your lesson plans prior to observing your teaching.

Portfolio entries will be evaluated by IECE faculty. The grading scale applied for the portfolio will be: A=4, B=3, C=2, D=1, E=failure. Students must average 2.5 to pass the eligibility portfolio.

X. ATTENDANCE POLICY:

This class adheres to the attendance policy found in the current MSU graduate bulletin.

XI. ACADEMIC HONESTY POLICY:

This class adheres to the university policy on academic honesty found in the current MSU graduate bulletin.
XII. REQUIRED TEXT: none

XIII. PREREQUISITES: Have graduate standing.
Revised Fall, 2003
Student Information
SED 640
MUST BE COMPLETED BY ALL STUDENTS

Name:______________________________________Date:_____________________
Address:_________________________________________________________________
Telephone: work___________________________home_________________________
Fax:_____________________________________
Email address:_____________________________
Date you anticipate completing your graduate degree:
Dates you want to begin your practicum:

Dates and times you have available for practicum:

Please list preferred practicum sites:

Observation times to avoid: