A. Department of Special Education  
SED897, Graduate Practicum  
4 or 6 credit hours

B. Catalogue Course Description:  
Prerequisite: advisor approval at completion of certification courses.  
Observation, participation, teaching and early intervention in interdisciplinary early childhood settings.

C. Text(s):  
The College of Education Student Teaching handbook distributed by the Office of Professional Laboratory Experience in the College of Education is available on-line. It may be accessed by entering the College of Education web pages at www.coe.eku.edu.  
Documents as assigned by professor and/or cooperating teacher.

D. Course Objectives:  
At the end of the student teaching semester, the student teacher will be competent in:  
1) The professional role and responsibility of the Early Childhood Educator as described in the NAEYC and CEC-DEC Code of Ethics and Kentucky IECE New Teacher Standards I-IX (content, pedagogy, and disposition for all objectives).  
2) One-to-one, small group and/or large group instruction, guidance, intervention, and developmental activities in early childhood settings, including schools, home-based, and center-based programs.  
3) Administration of appropriate assessment and evaluation procedures.  
4) Identification and interpretation of disabilities, developmental delays and/or at-risk conditions in young children ranging from birth to five years of age.  
5) Development and implementation of the IEP and IFSP for children and their families, if feasible.  
6) Collaboration with professionals and paraprofessionals across disciplines, families, and agencies.  
7) Competencies in working with children and their families of diverse cultural, linguistic, and socioeconomic backgrounds.  
These student learning outcomes align with CEC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

E. Course Outline  
Weeks 1-16: Practical / Field Experiences as approved / assigned by University supervisor

F. Course Requirements  
1. Lesson plans: The student will submit lesson plans at least 24 hours prior to University supervisor observation. The format will be KTIP or as approved by the supervisor.  
2. Attend regularly scheduled seminars (if applicable)  
3. Complete self evaluation of professional practices  
4. Additional observations / assignments as assigned

G. Additional requirements for graduate student in 700 level courses  Not Applicable
H. Evaluation Methods:
The student will be evaluated based on:

1. Written report from the University supervisor visits,
2. Mid-placement and end-of-placement evaluations and conferences with the cooperating teacher (if appropriate) and the University supervisor,
3. Completed professional teacher certification portfolio (if appropriate), and
4. Own daily log of time, standards met, and reflections of your experience.

I. Student Progress: Following each assignment and/or observation, grades/scoring will be discussed and/or posted on Blackboard so students can check progress at any time.

J. Attendance Policy: For those in a traditional student teaching placement: you are required to complete a minimum of 480 clock hours at your placements and attend all student teaching seminars – See Course Outline above for specific dates. The student teacher has an obligation to report each day for student teaching. Each has an obligation to remain at school throughout the entire day and after school, if needed. If the student teacher becomes ill, it is their responsibility to notify the cooperating teacher and the University supervisor. Each student teacher has a responsibility to be on time. Tardiness will not be tolerated as part of the teaching assignment. Absences will not be permitted except those arising from the individual’s illness or a death in the immediate family. Chronic absences will be made up as days extended to the student’s teaching experience. (Supervisor’s Handbook). Days observed in the public school as non-teaching days during the fall and spring semesters are also observed by the student teacher. Holidays identified on the University’s fall/spring schedule are not to be observed by the student teacher unless the specific dates are observed as non-teaching days in the school where the teacher is assigned. (a) The university recognizes the need for student teachers to spend as many teaching days as possible in their teaching assignments. It is hoped that student teachers, cooperating teachers and University supervisors might mutually resolve various situations evolving from this area. (b) All professional days, in-service days, and snow days should be observed as a school day by the student teacher (Supervisor’s Handbook).

K. Last Date to Drop the Course: can be found in the Colonel’s Compass http://www.eku.edu/compass/.

L. Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity Statement: Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at
Questions regarding the policy may be directed to the Office of Academic Integrity.
## CONCEPTUAL FRAMEWORK ELEMENTS

**CF1: Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.

**CF2: Pedagogical Skills** - Enables the professional educator to facilitate learning for all students.

**CF3: Dispositions** - Includes the professional attitudes, values and beliefs that support student learning and development.

**CF4: Technology** - Focuses on preparing candidates who are able to use educational technology to help all students learn.

**CF5: Diversity** - Reflects the Unit’s commitment to preparing candidates to support learning for all students.

### RELATIONSHIP TO:

**College of Education Conceptual Framework**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1</td>
<td>CF2</td>
<td>CF3</td>
<td>CF4</td>
<td>CF5</td>
</tr>
</tbody>
</table>

### TEACHER STANDARDS (2008)

<table>
<thead>
<tr>
<th>STANDARD 1:</th>
<th>The teacher demonstrates applied content knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD 2:</td>
<td>The teacher designs and plans instruction</td>
</tr>
<tr>
<td>STANDARD 3:</td>
<td>The teacher creates and maintains learning climate</td>
</tr>
<tr>
<td>STANDARD 4:</td>
<td>The teacher implements and manages instruction</td>
</tr>
<tr>
<td>STANDARD 5:</td>
<td>The teacher assesses and communicates learning results</td>
</tr>
<tr>
<td>STANDARD 6:</td>
<td>The teacher demonstrates the implementation of technology</td>
</tr>
</tbody>
</table>
STANDARD 7: Reflects on and evaluates teaching and learning
STANDARD 8: Collaborates with colleagues/parents/others
STANDARD 9: Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

Kentucky Teacher Standards – Advanced

| K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments |
|----------------------------------------|---------------------------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| TS1 | TS2 | TS3 | TS4 | TS5 | TS6 | TS7 | TS8 | TS9 | TS10 |

**EKU GOALS**

**EKU-G1.** To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.

**EKU-G2.** To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.

**EKU-G3.** To promote learning through high quality programs, research, and support services.

**EKU-G4.** To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.

**EKU-G5.** To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**EKU Goals**

<table>
<thead>
<tr>
<th>EKU-G1</th>
<th>EKU-G2</th>
<th>EKU-G3</th>
<th>EKU-G4</th>
<th>EKU-G5</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**KERA Initiatives**

Identify the initiative number(s) for each category

<table>
<thead>
<tr>
<th>Learner Goals/Academic Expectations</th>
<th>Program of Studies: Understandings</th>
<th>Program of Studies: Skills &amp; Concepts</th>
<th>Core Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
EPSB Themes

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Diversity</th>
<th>Technology</th>
<th>Literacy</th>
<th>Code of Ethics</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED897</td>
<td>K, A</td>
<td>K, A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPA

STANDARD NAME GOES HERE

Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments and Social Interactions
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration