EDSE 495/490: Practicum/Cooperative Education-Practicum

Instructor:
Office:
Phone:
E-mail:
Office Hours:

Course Materials:
- Student’s Individual Special Education Portfolio
- Special Education at CWU: A Handbook (current edition)

Course Description:
- EDSE 495. Practicum (16). Prerequisites, all core classes and full admission to the Teacher Education Program. Practical experience with children having learning, behavioral, or physical disabilities; using behavior management techniques in an effort to bring the child up to maximum potential as determined by his/her flexibility, sociality, and capacity. Grade will be S or U.
- EDSE 490. Cooperative Education (1-12). An individualized contracted field experience with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. Prior approval required. May be repeated. Grade will be S or U.

Practicum/Cooperative Education Information:
- The Special Education Practicum (EDSE 495) or the equivalent Special Education Cooperative Field Experience (EDSE 490) are required in order to obtain endorsement in special education. The purpose of the special education practicum is to increase and broaden the opportunities for the application of critical competencies in field-based educational settings where special education services are being provided.
- Note: EDSE 490 is available only for individuals who a) completed all other CWU special education coursework required for a special education endorsement, b) have a complete rough draft portfolio validated by a special education faculty member, and c) are currently hired by a school district on a Pre-Endorsement Waiver in a certificated special education teaching position. A minimum of 16 hours EDSE 490 must be completed.
- The practicum experience is a full-day field experience in place throughout the academic quarter. All students enrolled in EDSE 495/490*are required to attend practicum seminars. Weekly field supervision is provided from an identified CWU EDSE faculty member.

**Course Rationale:** This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:

- University’s mission, “Docendo Discimus” (by teaching we learn),
- College of Education and Professional Studies’ mission, “to prepare enlightened leaders,”
- Center of Teaching and Learning theme, “facilitators of learning in a diverse world,”
- Department of Education Programs’ mission, “ensuring...outstanding educational leaders and facilitators of learning ... within a diverse school population, and
- Council of Exceptional Children’s mission of “celebrating serving exceptional children.”

The course is designed to provide students with assistance in synthesizing, applying, and evaluating the knowledge and skills gained in special education coursework for maximum effective implementation in a field setting. Consistent with WAC 180-78A-270 and with the objectives of the Department of Education Programs, this course will provide an opportunity to teacher candidates an opportunity to acquire and apply knowledge derived from theoretical bases pertinent to the Learner Outcomes listed below.

**Course Topics:**

1) Weekly observation and feedback provided to student in the field setting will address student learner outcomes.
2) Bi-weekly discussion of student progress toward meeting identified student learner outcomes.
3) End-of-program Exit Interview (summative evaluation) scheduled during final’s week.
4) Scheduled (5 total) seminars provide additional information, supervisor support, and peer feedback on target performance assessments and learner outcomes.

**Methods of Instruction:** The course will provide students with an educational setting and supervisory assistance in synthesizing, applying, and evaluating the knowledge and skills gained in special education coursework for maximum effective implementation in a field setting. It will consist of weekly direct observation and feedback by the practicum supervisor and bi-monthly seminars consisting of discussion of specific learner outcomes.

**Course Policies:**
### Learner Outcomes, Performance Assessments & Standards

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<tr>
<th>Learner Outcome</th>
<th>Practicum Performance Assessments</th>
<th>Standards</th>
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| 1. The student will demonstrate an understanding of philosophical, historical, and legal foundations of education and special education | 1a. Research on Practicum Population  
1b. Case Study  
1c. Exit Interview | * WA: State Special Education P-12 1.0  
Common Core: Foundations of Special Education  
* WA State EC Special Education 1.0  
Common Core Foundations of Special Education  
* CEC Knowledge and Skill Entry Level Special Education Teachers  
Standard 1: Foundations  
* CWU/CTL Standards Domain 1: Evidence of Candidate Learning:  
| 2. The student will express understanding of the development and characteristics of exceptional learners. Students demonstrate knowledge of how exceptional conditions, culture and/or family impact or interact with individual student development at school, home and in the community. | 2a. Case Study  
2b. IEP  
2c. Transition Plan  
2d. Exit Interview | * WA: State Special Education P-12 2.0  
Common Core: Development and Characteristics of Learners  
3.0 Individual Learning Differences  
* WA State EC Special Education 2.0  
Common Core: Characteristics of Learners  
3.0 Individual Learning Differences  
* CEC Knowledge and Skill Base for All Entry Level Special Education Teachers  
Standard 2: Development and Characteristics of Learners; Standard 3: Individual Learning Differences  
* CWU/CTL Standards Domain 1: Evidence of Candidate Learning  
| 3. The student will demonstrate effective assessment and evaluation skills necessary for educational decision-making for students with disabilities. Students will use and create as appropriate multiple types of assessment tools. Students will use assessment information to impact student learning. | 3a. Assessment Plan  
3b. IEP  
3c. Behavior Change Plan  
3d. Transition Plan  
3e. Instructional Plan with Material Modification  
3f. Student Evaluation  
3g. Exit Interview | * WA: State Special Education P-12 4.0  
Common Core: Assessment, Diagnosis & Evaluation  
* WA State EC Special Education 4.0  
Common Core: Assessment, Diagnosis & Evaluation  
* CEC Knowledge and Skill Base for All Entry Level Special Education Teachers  
Standard 8: Assessment  
* CWU/CTL Standards Domain 1: Evidence of Candidate Learning  
| 4. The student will exhibit a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities. Students can create, adapt or modify appropriate curriculum to meet individual needs. Students provide appropriate access to general education curriculum content. | 4a. Instructional Plan with Material Modification  
4b. Effective Teaching Strategies (Supervisor Observation Feedback, Mentor Teacher Feedback, Videotaped Lesson)  
4c. Transition Plan  
4d. Exit Interview | * WA: State Special Education P-12 5.0  
Common Core: Planning, Content and Practice; 6.0 Planning & Managing the Teaching & Learning Environment  
* WA State EC Special Education 5.0  
Common Core: Planning, Content & Practice; 6.0: Planning & Managing the Teaching Environment  
* CEC Knowledge and Skill Base for All Entry Level Special Education Teachers  
Standard 4: Instructional Strategies; Standard 7: Instructional Planning  
* CWU/CTL Standards Domain 1: Evidence of Candidate Learning  
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<tbody>
<tr>
<td>6. The student will exhibit and understanding and use of effective communication and collaboration skills with other professionals, paraeducators and/or families. Students demonstrate an understanding of inter/intra personal communication strengths and needs. Students are able to use reflective practice in self-evaluating communication and collaboration skills.</td>
<td>6a. Communication Skills Action Plan 6b. Paraeducator Interview with Paraeducator Action Plan Reflection 6c. Administrator Interview 6d. Exit Interview</td>
<td>* WA: State Special Education P-12 8.0 Common Core: Communication &amp; Collaborative Relationships * WA State EC Special Education 8.0: Communication &amp; Collaborative Relationships * CEC Knowledge and Skill Base for All Entry Level Special Education Teachers Standard 10: Collaboration * CWU/CTL Standards Domain 1: Evidence of Candidate Learning: * Washington Administrative Code: WAC 181-78A-270: Approval Standard – Knowledge and Skills</td>
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**Performance Assessment Descriptions**

1. **Communication Skills Action Plan:**
   The student will design and monitor goals & objectives which address personally identified communication and collaboration skills growth. This includes systematic reflection on progress toward identified goals/objectives. Areas of effective communication and collaboration with professional colleagues, students or families, and/or others are addressed.

2. **Philosophy Statement:**
   The student will create a written personal philosophy of education inclusive of dispositions and beliefs about the effective education of students with exceptionalities.
3. **Research on Practicum Population:**
The student will complete research on the practicum population. The student will access, compile, graph, and reflect upon student demographic and eligibility data gathered on the specific population of students receiving special education services in their practicum setting.

4. **Comprehensive Case Study:**
The student will complete a comprehensive case study on a target student with a disability within the practicum setting, including a summary of skills and needs based upon a review of summary confidential records, interviews, classroom-based performance data, etc.

5. **Behavioral Study**
The student will design, implement, monitor, and evaluate a behavior management program for an identified target behavior that implements the least intensive intervention consistent with the needs of the exceptional individual(s). Observation of the student(s), prioritization and determination of a target behavior, baseline data, intervention design and implementation, data display (graph/chart), and an evaluation and reflection on the outcomes are required.

6. **Comprehensive Assessment Plan**
The student will complete a comprehensive assessment plan, selecting, using, and interpreting a variety of assessment procedures (e.g., informal and formal assessment instruments, observational methods, norm-referenced, curriculum based, work samples, task analysis) to appropriately make decisions about student learning and development. A minimum of 4 different assessment techniques will be used. This competency can be integrated with the Instructional Plan/Materials Modification, Individualized Education Program, or Transition Plan.

7. **Instructional Strategies & Materials Modification**
The student will plan, implement, and evaluate a developmentally and individually appropriate instructional plan for an individual or group of students with identified disabilities, including any necessary material or instructional adaptation or modifications for individual needs. Students should identify, describe and support learning objectives, identify relevant EALR/GLE’s, identify prerequisite skills, plan instruction and lessons to address phases of learning, create and include necessary modification to materials or procedures for individual students and evaluate the effectiveness of the unit.

8. **Individualized Education Program**
The student will develop an individualized education program (IEP) or individual family service plan (IFSP) [depending upon the specific practicum placement]. The IEP process includes a review of existing student records and information, collection and/or administration of necessary current assessment data, involvement in creating either a parallel or original (with collaborative input from
mentor teacher) IEP for an identified student as discussed/approved with the cooperating teacher and CWU supervisor.

7. **Transition Plan:**
The student will develop, implement and evaluate a transition plan for a selected student(s) that includes a planned set of activities to promote successful movement from one given environment to another. This can include a formal transition plan as required by law or an informal transition plan. The activities should be based upon supported rationale and data, include student input, address any collaboration with professionals/families/or community agencies needed to actualize the plan.

8. **Advocacy Plan**
The student will, in collaboration with the mentor teacher, identify an area affecting student(s) that requires advocacy. The student will develop a plan of action to advocate on behalf of a student(s) (approved by the mentor teacher/CWU supervisor) to address this need, implement the plan and evaluate the outcomes.

Students will demonstrate evidence-based effective teaching strategies when instructing students in individual, small or large groups. This will be evidenced through (a) written lesson plans; (b) observation/feedback of instruction and student interactions by the CWU supervisor and cooperating teacher; and (c) personal self-assessment and reflection on effective instructional competencies (e.g., journal reflections, lesson debriefing conferences with CWU supervisor, instructional lesson videotape). See Appendix B for (a) identified effective instructional competencies; and (b) lesson plan format for the instructional plan and identified formal observations by the CWU instructor.

In addition, you will be evaluated using the following criteria for each lesson observed:
Teaching Effectiveness Criteria (495)
1. Review and check the previous day’s work
2. Present new content or skills
3. Provide guided student practice and check for understanding
4. Provide feedback and correction
5. Provide independent student practice
6. Review frequently
7. Use of reinforcement
8. Wrap up/transition

The *instructional videotaped lesson* is a 10-minute videotape, created by the student to document/depict teaching skills with students in the practicum setting. This can be a single lesson or a compilation of lessons. Students will introduce the lesson and reflect on the effectiveness of their teaching skills. The tape will be shared during practicum seminar.
10. **Student Evaluation Form**
As part of the instructional plan, or related to other instructional situations in which primary instruction was lead by the practicum student, the student will design a process for gathering feedback from students on designated targets. Students will reflect upon the process and data gathered.

11. **Paraprofessional Interview/ Implications For Paraprofessional Action Plan**
Students will design interview questions and conduct an interview with a practicing paraprofessional serving students with exceptionalities. The questions should be comprehensively designed to gather adequate information on the paraprofessional’s background, roles, responsibilities, experiences, recommendations and cautions. In a written reflection addressing the information gathered in the interview, the student will discuss personal reactions as well as specific actions that may be taken in the future (either in the present setting or a similar situation in “your own” classroom) to address either an identified problem or suggestion OR to ensure that best-practices in working with and supervising paraprofessionals are used.

12. **Building Administrator Interview:**
Students will design interview questions and conduct an interview with a building or other administrator (special services coordinator) to gather other perspectives on special education and education. Students will include written questions, responses, and a personal reflection on information gathered in submission of this competency.

13. **Exit Interview**
Students will complete an Exit Interview during finals week that includes discussion and presentation by the student of each of the above practicum competencies. The practicum portfolio (which includes each of the above written competencies) must be completed prior to and brought to the Exit Interview. Students will discuss the purpose/outcomes of each competency, and personal skills and growth on each of the practicum competencies. Students should be organized, be able to clearly articulate and support summary information. The exit interview will be videotaped. The CWU supervisor, cooperating teacher and practicum student are present for the Exit Interview.

**Other:** **EDSE Broad Area Majors** will also discuss during the Exit Interview, based upon their preparation & experiences in practicum, personal skills/needs in (a) reading instruction (EDRD 308); (b) language arts instruction (EDRD 420); and (c) mathematics instruction (EDEL 323) for students with exceptionalities.

14. **Livetext Requirement:** Documentation of EDSE 495/490 Performance Assessment Competencies in CTL Program Assessment System:

**Student Participation in the CTL Teacher Endorsement Assessment System:**
The Center for Teaching and Learning stated policy for required participation in the CTL assessment assessment system is: "Admission to and continuation in Teacher
Education requires that you purchase Livetext. You must present ‘proof of purchase’ to the Certification Office in Black 228.”

**EDSE 495/490 CTL Assessment System Endorsement Assessment**
Students are required to share access to their EDSE 495/490 Livetext assessment with their practicum supervisor prior to finals week during the quarter of practicum. Students may optionally post written reflective statements for each artifact submitted in the hard copy practicum portfolio. Practicum supervisors will record assessment results from your practicum portfolio and Exit Interview on your EDSE 495/490 rubric in your Livetext account. Each competency will be scored as (2) Met; (1) Met with Assistance; or (0) Not Met. The CTL endorses a policy that “posting of grades will be delayed until Livetext access for evaluation is activated to the appropriate practicum supervisor for EDSE 495/490.”

**Grading**
Grading for this course is based on Satisfactory (S) or Unsatisfactory (U) completion of all of the learner outcomes.

**Class Policies:**
1) **Quality standards for Assignments:** Assignments are to consist of neat, accurate, and well prepared materials. Typewritten assignments are required when specified. Neatly handwritten assignments are acceptable when indicated by the instructor.
2) **Incomplete grades** will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.
3) The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student's performance in all aspects of the course.

**ADA Statement:**
Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact Disability Support Services at 963-2171 (tdd:2143) for additional disability related educational accommodations.

**Bibliography:**
**References**


**Periodicals**

*Educational Leadership*

*Intervention in School and Clinic*

*Kappan*

*Phi Delta Kappa*

*Preventing School Failure*

*Teaching Exceptional Children*

*Exceptional Children*

*The Journal of Special Education*
# APPENDIX A

## Specific Standards Addressed in EDSE 495/490 Performance Assessments

<table>
<thead>
<tr>
<th>Performance Assessment</th>
<th>Student Competencies</th>
<th>Specific Standards Addressed</th>
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<tr>
<td>Communication Skills Action Plan</td>
<td>WA-COMP: SE: K2.6, K3.2, K8.1, S8.5, S8.8, S8.15, K9.2, S9.6&lt;br&gt;CEC/CC: 9K1, 9S8, 10K1, 10K4, 10S3, 10S6&lt;br&gt;CWU/CTL: 1.3, 1.9, 1.10, 1.11&lt;br&gt;WAC 181-78A-270 1 (b) (l) (ii) (u) (v)</td>
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<tr>
<td>Philosophy Statement</td>
<td>WA-COMP: SE: S1.1 S8.8&lt;br&gt;CEC/CC: S8.15&lt;br&gt;CWU/CTL: 1.4&lt;br&gt;WAC 181-78A-270 1 (w)</td>
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<td>Research on Practicum Population</td>
<td>WA-COMP: SE K1.2, K1.4, K1.10, K1.13, K2.4, S2.1, S8, S9.8&lt;br&gt;CEC/CC: 1K1, 1K5, 2K2, 9S8, 10S1&lt;br&gt;CWU/CTL: 1.1, 1.3, 1.11&lt;br&gt;WAC 181-78A-270 1 (l) (g)(n)</td>
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<td>Comprehensive Case Study</td>
<td>WA-COMP: SE: K1.2, K2.1, K2.3, K2.5, S2.1, S2.3, K3.1, K3.4, K4.3, S4.3, S9.2, S9.8&lt;br&gt;CEC/CC: 2K1, 2K2, 3K1, 3K2, 8K1, 8K3, 8K2&lt;br&gt;CWU/CTL: 1.1&lt;br&gt;WAC 181-78A-270 1 (b) (e) (g)(n)</td>
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<td>Behavioral Study</td>
<td>WA-COMP: SE: K1.9, K7.1, S7. 2&lt;br&gt;CEC/CC: GC1K9, 5K2, 5S10&lt;br&gt;CWU/CTL: 1.2&lt;br&gt;WAC 181-78A-270 1 (b) (e) (l) (n)</td>
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<td>Comprehensive Assessment Plan</td>
<td>WA-COMP: SE: K1.4, K1.5, K4.2, K4.4, S4.4, S4.5, S4.6, S4.16&lt;br&gt;CEC/CC: 8K.1, 8K.2, 8K.4, 8S2, 8S4, 8S5, 8S7, 8S8, 8S9, 8S10, 8S3&lt;br&gt;CWU/CTL: 1.3, 1.5&lt;br&gt;WAC 181-78A-270 1 (b)(t)</td>
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<td>Instructional Plan with Materials Modification</td>
<td>WA-COMP: SE: K3.1, K3.4, S3.1, S3.2, K5.2, K5.7, S5.2, S5.5, S5.11, S5.18, S5.19, S8.8, K9.3, S9.3, S9.6, S9.8&lt;br&gt;CEC/CC: 3K2, 3K5, 4S3, 4S4, 4S1, 4S12, 7S10, 7S11, 9S8, 10S1&lt;br&gt;CEC/GC: 4K1, 4K3&lt;br&gt;CWU/CTL: 1.1, 1.2, 1.3, 1.5, 1.11&lt;br&gt;WAC 181-78A-270 1 (a) (l) (m) (s) (w)</td>
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<td>Performance Assessment Student Competencies</td>
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</table>
| Individualized Education Program            | • WA-COMP: SE: K1.2, K1.6, S2.1, S2.3, S4.3, S4.6, S4.10, K5.1, S5.23, S8.1, S9.3, S9.8  
  • WA-COMP: ECSE S5.25  
  • CEC/CC: 1K4, 1K6, 9S8, 9S7, 9S10  
  • CEC/GC: 1K5, 1K8,  
  • CWU/CTL: 1.3  
  • WAC 181-78A-270 1(b) (g) (n)  |
| Transition Plan                              | • WA-COMP: SE: K1.2, K1.6, S4.2, S5.17, S8.8, S9.8  
  • CEC/CC: 3K2, 4S6, 4S8, 9S8,  
  • CEC/GC: 9K1  
  • CWU/CTL: 1.3  
  • WAC 181-78A-270 1(b) (n), (u)  |
  • CEC/CC: 9K2, 9S1, 9S5, 9S9, 9S12  
  • CWU/CTL: 1.3, 1.4  
  • WAC 181-78A-270 1(h)  |
| Effective Teaching Skills: Lesson Plans; Lesson Delivery; Teacher & Supervisor Feedback | • WA-COMP: SE: S5.21, S6.4, S5.15, S5.18, S8.15, K9.3, K9.6, S9.1, S9.3, S9.6, S9.8  
  • CEC/CC: 5K3, 5S10, 7S10, 7S12, 9K2, 9S2, 9S5, 9S8, 9S9,  
  • CEC/GC: 5K2 ; CEC/IC: 4S6  
  • CWU/CTL: 1.4, 1.5, 1.9, 1.10, 1.11  
  • WAC 181-78A-2701(b) (h), (l) (n) (o) (i) (w)  |
| Effective Teaching Skills: Instructional Plan Video Tape | • WA-COMP: SE: S5.18  
  • CEC/CC: 9S9  
  • CWU/CTL: 1.5  
  • WAC 181-78A-270 1(w)  |
| Student Evaluation Form                      | • WA-COMP: SE: S4.4  |
| Paraeducator Interview (with Reflection for Paraeducator Action Plan Implications) | • WA-COMP: SE: K5.11, S8.8, S8.15, S9.8  
  • CEC/CC: 9S8  
  • CWU/CTL: 1.1  
  • WAC 181-78A-270 1(u)  |
| Building Administrator Interview             | • WA-COMP: SE S8.8  
  • CEC/CC: CC9S8  
  • WAC 181-78A-270 1(u)  |
| Exit Interview                               | Articulation of Competence of the Above Performances/Standards is Presented By the Student In A Formal Exit Interview/Conference  
  • WA-COMP: SE : S8.8; S9.6  
  • CEC/CC: 9S2, 9S8, 9S11  
  • CWU/CTL: 1.1, 1.3, 1.4, 1.5  
  • WAC 181-78A-270 1(b) (w)  |

Students will articulate their overall strengths and goals as an entry level special educator as well as articulate their skill, strengths, and needs in each of the above areas.
**URL Links to Standard Sets:**

- *Washington Endorsement Competencies for Special Education P-12 (2002)*

- *Washington Endorsement Competencies for Early Childhood Special Education (2002)*
  http://www.k12.wa.us/certification/profed/competency/ecse.pdf

- *Council for Exceptional Children: Knowledge and Skill Standards (2002) for Entry-Level Special Educators*

- *Central Washington University: Center for Teaching and Learning Unit Standards:*
  http://www.cwu.edu/~ectl/CTL_Standards.pdf

- *Chapter 181-78A WAC: Approval Standards for Performance-Based Preparation Programs for Teachers, Administrators, and Educational Staff Associates*
APPENDIX B
EDSE 495/490 Lesson Plan Format – Instructional Plan Lessons & Formal Lesson Observation
Include Components as Appropriate to Your Specific Lesson

I. Introduction
A. Activity: Name of Activity
B. Objectives: List Lesson Objectives Student Will Achieve (Behaviorally Stated); Identify Relevant Related GLE’s/EALR’s
C. Materials: List Needed Materials
D. Prerequisite Skills: List
E. Environment: What is the Set/Up, Location, etc. for the Lesson

II. Lesson
A. Anticipatory Set: Beginning
1. Motivation & Interest: What will you do to spark interest and enthusiasm?
2. Advance Organizer: What will you do or say to give an overview of what student(s) will do? How will you link this to past and present learning?

A. Lesson Body: Step by Step Instructions
1. Teacher Directed Activities/Information (Input/Actions Modeling, Demonstration, Questions, etc.)
   * What Does the Teacher Do To Teach the Information or Concept?

2. Guided Practice
   * What Does the Teacher Do With the Student to Guide Acquisition and Practice with Support?
   * (This may be to even complete a sample problem together or for the student to complete one on his/her own with your feedback prior to the independent practice)

3. Independent Practice
   * What Does the Student Do on His/Her Own with Minimal Teacher Scaffold/Support to Practice the Information/Concept?

4. Include Examples of Actual Materials

III. Closure
A. Summary, Generalization: What do you do to bring closure, summarize or review and transition?

IV. Assessment Procedures: Identify
A. How Lessons Objectives Will be Assessed
B. How It Will Be Determined Whether or Not the Activity Was Successful or Not
EDSE Practicum Effective Instruction Competencies
Lesson Observation (Competencies Which Might Be Observed)

☐ Advance Lesson Planning Evidenced
  ___ Written Lesson Plan: Objectives, Opening, Guided/Independent Practice, Closing, Assessment Included
  ___ Materials Available & Appropriate
  ___ Environment Prepared
  ___ Lesson Time Allocation Planned

☐ Lesson Opening
  ___ Student Attention Gained/Sustained
  ___ Advance Organizer (Visual/Verbal) Provided
  ___ Lesson Objectives Communicated
  ___ Expectations for Learning/Participation Articulated
  ___ Review or Link to Previous Skills/Information

☐ Lesson Delivery (Body)
Lesson Components:
  ____ Initial Information/Acquisition Provided
    ___ Used Appropriate Modeling to Teach Skill/Concept
    ___ Teacher Modeling & Examples Provided
    ___ Multiple Exemplars Used
    ____ Checked for Student Understanding
  ____ Guided Practice Provided
    ___ Supervised Teacher/Student Interaction
    ___ Practiced Skill Learned in Acquisition
    ____ High Rates of Successful Participation Shown

Teaching Delivery:
  ___ Sustained Student Attention
  ___ Provided Effective, Clear Directions and Explanations
  ___ Active Student Involvement Evidenced
  ___ Task Specific Feedback Provided
  ___ Monitored Student Performance
  ___ Appropriate Pacing Demonstrated

☐ Independent Practice
  ___ Independent Practice Addressed Lesson Objectives
  ___ Sufficient Explanation/Directions Used

☐ Lesson Closure
  ___ Summary & Review of Learning Objectives Occurred
  ___ Provided Feedback on Student Progress
  ___ Clear Procedures Articulated to Close Lesson/Activity
  ___ Homework or Independent Practice Used Appropriately

☐ Assessment
  ___ Articulated or Used Clear Purposeful Assessment
  ___ Assessment Identified Is Appropriate For Lesson Objectives
  ___ Assessment Data Used for Instructional Decision-Making
EDSE Practicum Effective Instruction Competencies

Lesson Preparation & DeBriefing (Competencies To Discuss)

☐ Advance Lesson Planning Evidenced
  - How were your instructional objectives determined?
  - What prerequisite knowledge and/or skills were needed for the student(s) to be successful?
  - How did planned activities follow the phases of learning? What follow-up will occur (if any) to address phases of learning?
  - How were materials selected?
  - How did you analyze student performance? How will you determine when to move the student onto the next instructional objective? What will you do if the instructional objective is/was not met?

☐ Lesson Opening
  - Do you have a well-developed attention signal established to engage students attention?
  - What is your attention signal? (Describe nonverbal and verbal). Is the attention signal age and socially appropriate?
  - What is your anticipatory set? Did you have clear target behavior established for the lesson?
  - Why did you select this lesson? Was it based on student assessment?
  - How did you present the target: agenda, outline, etc. If a handout was provided did it meet format (refer to sample).
  - Did you use a clear voice? What technology did you use and was it prechecked and in working order?
  - Did you use appropriate "wait time" when engaging students to participate?
  - Did you start the lesson on time/end on time? Why is this important?
  - Did you have a seamless transition between lesson opening and lesson body?
  - Did you maintain students’ attention during the lesson opening? How did you evaluate this?

☐ Lesson Delivery (Body)
  - How did you convey important information to students?
  - What techniques did you use to teach information/skills initially (e.g., modeling, demonstration, direct instruction, multiple exemplars, etc)
  - Did the students understand the information you shared? How do you know?
  - How did the students practice new information you shared? (e.g., guided practice activities, teacher/student interaction) Was this effective? How do you know?

☐ Lesson Closure & Independent Practice (Closure Summary Statements Used To Generate Questions)
  - Did the lesson end contain a review of content?
  - Was the closure tied to some form of follow-up or independent practice(homework)?
  - What was the purpose and objectives for the independent practice?
Was the independent practice activity appropriate for the lesson objectives?
Were there clear student expectations articulated for the independent practice?
Were your students able to work on the practice activity independently?
What techniques did you use to provide students with support: assistance and monitoring?
How will you use the results of the independent practice/homework?
How did you relate the independent practice activity to prior & future learning?

Assessment
What is the purpose of your assessment?
What are the implications for instruction?
How do you know the results are accurate?
How do you know the assessment was appropriate?
What will you do with the results of your assessment?

References
Planning:

Lesson Opening
OSPI (2003)
Specific to Autism: TEACCH.

Lesson Delivery

Independent Practice:


**Lesson Closure:**


**Assessment:**


APPENDIX C
Central Washington University
Sample Template EDSE 495/490 Practicum Exit Interview

Practicum Student: ____________________________  Date of Exit Interview: ________________

Practicum Placement: ________________________________________________________________

Cooperating Teacher: ________________________________________________________________

CWU Supervisor: _________________________________________________________________

Exit Interview: This is your End of Program summative evaluation for the special education endorsement. You should have a prepared agenda and organized portfolio. It is your responsibility to arrange to have the Exit Interview videotaped. Have this set up prior to the scheduled start of your Exit Interview.

Take the lead and walk the CWU supervisor and cooperating teacher through each section of your portfolio. If we have questions, we'll ask as we go along. Use this as a guide in preparing your discussion of each one of the portfolio components. You should have brought with you to the Exit Interview written responses to the reflective prompts on pp. 56-57 of the EDSE Handbook.

1. To Begin With Start Your Tape

2. Introduce Yourself, Provide the Date/Time of the Exit Interview

3. Introduce Others Present at Your Exit Interview

4. Briefly Describe Your Practice Placement (District, School Name, Type of Classroom)

5. State and Justify What you Identify as Your Greatest Strengths During Practicum and Needs. Provide Examples to Support Your Conclusions.

6. Address Each Competency Below: Describe its (a) Purpose/Rationale; (b) Process Used to Complete the Competency; (c) The Outcomes; and (d) Your Reflection: Overall; Strengths and Needs
<table>
<thead>
<tr>
<th>Exit Interview Sample Guide for Supervisor/Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Communication Skills Action Plan:</strong></td>
</tr>
<tr>
<td>- Purpose of CSAP</td>
</tr>
<tr>
<td>- Process: (How were strengths and needs determined? Goal/objectives identified and why? What were your goals/objectives?)</td>
</tr>
<tr>
<td>- Outcomes: (How did you work on your goals/objectives; How did you monitor/evaluate progress?)</td>
</tr>
<tr>
<td>- Reflection (Personal Reflection on Competency Outcomes; Personal Strengths/Needs)</td>
</tr>
<tr>
<td><strong>8) Individualized Education Program:</strong></td>
</tr>
<tr>
<td>- Goal and Rationale</td>
</tr>
<tr>
<td>- Process (Parallel, Collaborative)</td>
</tr>
<tr>
<td>- Key Elements (PLOP, How Developed; Goals, etc.)</td>
</tr>
<tr>
<td>- Outcomes (Justify placement, services; Other)</td>
</tr>
<tr>
<td>- Reflection</td>
</tr>
<tr>
<td><strong>2) Philosophy Statement</strong></td>
</tr>
<tr>
<td>- Purpose/Goal of Philosophy Statement</td>
</tr>
<tr>
<td>- Key Ideas Representing in Philosophy (Summarize it or Read it)</td>
</tr>
<tr>
<td>- Rationale for Selection of Key Ideas</td>
</tr>
<tr>
<td>- Reflection (Any changes over the course of the program? Other Thoughts?)</td>
</tr>
<tr>
<td><strong>9) Transition Plan</strong></td>
</tr>
<tr>
<td>- Goal and Rationale</td>
</tr>
<tr>
<td>- Process Established/Used (Environments Addressed? Activities &amp; Actions; Implemented</td>
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<tr>
<td>- Reflection</td>
</tr>
<tr>
<td><strong>3) Research on Practicum Population</strong></td>
</tr>
<tr>
<td>- Purpose and Goal of PP Research</td>
</tr>
<tr>
<td>- Process (How was information gathered)</td>
</tr>
<tr>
<td>- Outcomes (Data, Graph, Other)</td>
</tr>
<tr>
<td>- Reflection (Expectations with Rationale; Surprises or Not; Other Thoughts)</td>
</tr>
<tr>
<td><strong>10) Advocacy Plan</strong></td>
</tr>
<tr>
<td>- Advocacy Rationale &amp; Priorities</td>
</tr>
<tr>
<td>- Process Used to Select Advocacy Actions.</td>
</tr>
<tr>
<td>- Outcomes of Advocacy Actions (Documentation)</td>
</tr>
<tr>
<td>- Reflection</td>
</tr>
<tr>
<td><strong>4) Comprehensive Case Study</strong></td>
</tr>
<tr>
<td>- Goal and Rationale</td>
</tr>
<tr>
<td>- Process (How was student selected? How was information gathered? Did you understand the results?)</td>
</tr>
<tr>
<td>- Outcomes (Are there implications for educational programming or instruction – strategies; Other implications for assessment, etc.)</td>
</tr>
<tr>
<td>- Reflection (Overall Process; Outcomes; Strengths &amp; Needs)</td>
</tr>
<tr>
<td><strong>11) Effective Teaching Strategies</strong></td>
</tr>
<tr>
<td>- Identify (Based Upon Journal Reflection; Self Evaluation of Instructional Effectiveness From Video tape/Daily Performance, Review of Feedback From Mentor Teacher &amp; Supervisor)</td>
</tr>
<tr>
<td>- Provide Examples/Rationale</td>
</tr>
<tr>
<td>- Effective Instructional Competencies</td>
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<tr>
<td>- Effective Teaching Skills</td>
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<tr>
<td>- Impact on Student Learning</td>
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<tr>
<td>- Specific Needs</td>
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<tr>
<td>- Growth During the Quarter</td>
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<tr>
<td>- Goals for Student Teaching/Other</td>
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<tr>
<td>- Reflection</td>
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<tr>
<td><strong>5) Behavioral Study</strong></td>
</tr>
<tr>
<td>- Goal and Rationale (Why was it important to change this behavior? Benefit to teacher, student, others, etc.)</td>
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<tr>
<td>- Process (Operationalized Behavior, Baseline Data; Recording System Selected &amp; Why; Type of Design; Description and Rationale for Specific Intervention Used.</td>
</tr>
<tr>
<td>- Outcomes (Intervention/Outcomes: Effective or Not? How Do You Know? Generalization of Behaviors Addressed Across Environments, Persons, etc.?</td>
</tr>
<tr>
<td>- Reflection (Strengths of plan, any limitations, Other Thoughts)</td>
</tr>
<tr>
<td><strong>12) Student Evaluation Form</strong></td>
</tr>
<tr>
<td>- Goal/Rationale/Process for Student Eval</td>
</tr>
<tr>
<td>- Outcomes (What Did you Find Out?)</td>
</tr>
<tr>
<td>- Reflection (Surprises, What Did you Find Out? How Will You Apply Knowledge Gained From This Activity?)</td>
</tr>
</tbody>
</table>
6) **Assessment Plan**
- ___ Goal & Rationale for 4 Types of Assessment Selected
- ___ Process (Describe each assessment tool. Address:
  - Types of assessments & techniques for implementation
  - Why each type of assessment chosen?
  - Exhibit Examples & Discuss
- ___ Outcomes/Reflection: (Data Found, What Was It Used For, Thoughts on the Process/Tools; Strengths and Growth Areas?)

13. **Paraprofessional Interview/Reflection PAP**
- ___ Background (Selection of Interviewee; Process for Interview; Design of Questions/Rationale for Questions)
- ___ Outcomes (Specific Information Found)
- ___ Reflection (Implications of Information Found/Not Found for Your Work and Supervision of Paraprofessionals?)

7) **Instructional Plan with Materials Modification**
- ___ Goal & Rationale
- ___ Process: Clear Targets, How Far Did You Get? Key Lessons/Activities for Acquisition, Guided Practice, Fluency, Generalization, Maintenance
- ___ Outcomes/Evaluation Measures
- ___ Modifications Made for Students
- ___ Reflection

14. **Building Administrator Interview.**
- ___ Background (Selection of Interviewee; Process for Interview; Design of Questions/Rationale for Questions)
- ___ Outcomes (Specific Information Found)
- ___ Reflection (Implications of Information Found; Other Thoughts?)

15. **CLOSURE OF EXIT INTERVIEW**
- ___ Briefly state your overall strengths as an entry level special educator & provide rationale
- ___ Identify target areas for continued professional development & provide rationale
- ___ Given competencies you were asked to complete any, in your viewpoint that were irrelevant? Require adjustment/change? Anything we should address we are not in the practicum experience?
- ___ Other Thoughts Your Things to Add

**SUPERVISOR/COOPERATING TEACHER COMMENTS:**
APPENDIX D
PLAN OF ASSISTANCE
The following will serve as a guide for students who are not meeting competencies during their practicum experience. The items listed will be addressed in collaboration with the student, mentor teacher, and university supervisor.

Practicum Student: ________________________  Meeting Date: _____________

Those Present: __________________________________________________________

Location: ___________________________ Meeting Time: ______________

Current Performance:

Concerns:

Areas of Need:

Action Plan:

Other:

Plan of Assistance

Next Steps

We have read and understand the information and actions listed above, and agree to this Plan of Assistance.

________________________  _______________________
CWU Practicum Student                  CWU Practicum Supervisor

________________________  _______________________
Cooperating Teacher                  SPED Program Chair/Co-Chair