Department of Teaching and Learning

Collaboration with diverse communities toward a sustainable and just future.

Special Education
Teacher Preparation Program

Practicum Handbook

Department of Teaching and Learning, 321 Cleveland Hall, Pullman, WA 99164-2132
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Welcome Teacher Candidates and Educational Professionals,

We are pleased to welcome you to the practicum experience in Special Education at Washington State University – Pullman. This handbook is designed to facilitate positive practicum experiences for both our WSU students and their Cooperating Teachers.

The practicum experience is an opportunity for future special education teachers to take everything they have learned in the university classroom and put it into practice. It is also an opportunity for experienced educators to share their knowledge and experience with a new “practicing professional.”

This Practicum Handbook has been developed to prepare all members of the special education practicum team for a successful experience. It outlines the expectations and requirements of the program and the roles and responsibilities of its members. The Appendices include all forms to be completed throughout the practicum experience.

We would like to thank each and every member of the practicum team for your ongoing commitment to the success of this experience. Your role is critical to the success of the program and the future special education teachers we serve. We know you are busy professionals and sincerely appreciate the time and effort you contribute to preparing our future Special Education Teachers.

We are looking forward to working with you throughout this practicum experience and into the future. Please do not hesitate to contact us with any questions, concerns, or feedback.

Best of luck in your exciting adventure,

Darcy Miller, Program Coordinator for Special Education
Susie Skavdahl, Instructor and Supervisor, Department of Teaching and Learning
and
All of the Department of Teaching and Learning Special Education Faculty
General Information

College of Education Mission Statement
The College of Education addresses the needs of communities, individuals and educational institutions in a diverse society by promoting development of students, faculty, and staff through leadership, scholarship and professional practice.

College of Education Conceptual Framework
The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Special Education Teacher Preparation Program Description
The Special Education Teacher Preparation Program (SETPP) at Washington State University provides a cohesive and integrated set of courses and experiences designed to prepare pre-service and in-service teachers for K-12 special education teaching roles. The courses and experiences in the SETPP are aligned with the standards set forth by the Council for Exceptional Children and the competencies required by the Washington State Office of the Superintendent of Public Instruction-Special Education for entry-level special education teachers. Successful students demonstrate their competence through course work and one practicum experience in the program.

As part of the program, students are required to complete one 2-credit practicum experience. The practicum experience is extremely important to a student’s professional development. It is during the practicum that students continue to construct their knowledge about the Special Education profession. Students are given opportunities to build on the knowledge gained in course work by conducting assessments, planning for and providing instruction, demonstrating management approaches, and participating in collaborative activities with parents, teachers, teaching assistants, and students. Through supportive and positive school settings, practicum students enhance their skills and abilities in preparation for their future role as a Special Education Teacher.

This Handbook is designed primarily for WSU-Pullman Practicum Students and their Cooperating Teachers. It provides a description of the Special Education Teacher Preparation Program, information on the expectations of practicum students, and an overview of the practicum supervision and evaluation process.
Special Education Practicum Policies and Procedures

Attendance
Practicum students are responsible for notifying their Cooperating Teacher, University Supervisor, and other designated school personnel if they are going to be absent. If you are responsible for a lesson or student group, you must provide your Cooperating Teacher with your lesson plans and materials just as if you were planning for a substitute. All absences must be made up to the satisfaction of all involved.

Code of Professional Conduct
WAC 180-87 addresses the Code of Professional Conduct for Education Practitioners. Details can be found at: http://www.k12.wa.us/ProfPractices/CodeConduct.aspx.

Disabilities Resource Services Reasonable Accommodations Statement
Reasonable accommodations are available for students who have a documented disability. Classroom accommodation forms are available through the Access Center on the WSU-Pullman campus. If you have a documented disability, even temporary, make an appointment as soon as possible with the staff at the Access Center. You will need to provide your Supervisor with the appropriate accommodation form. The form should be completed and submitted during the first week of class. Late notification can delay your accommodations or cause them to be unavailable. All accommodations for disabilities must be approved through the Access Center.

School Calendar
The practicum experience follows the public school’s calendar and not the WSU calendar. Should school be delayed or cancelled due to weather or there is no school on your scheduled day, you must find another time to make up the missed hours.

Statement of Academic Integrity
Academic dishonesty, including all forms of cheating, unauthorized collaboration, plagiarism, and fabrication, is prohibited. Knowingly facilitating academic dishonesty is also prohibited. Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F for the course and will be referred to the Office of Student Conduct. We strongly encourage you to familiarize yourself with the Standards of Conduct for Students regarding Academic Dishonesty at: http://conduct.wsu.edu/academic-integrity-policies-and-resources
Washington State Competencies for Special Education Practicum

Students should be actively working on understanding and if possible mastering the following competencies:

1. Communicate with school personnel, families and community members about the characteristics and needs of individuals with disabilities. *(Common Core 6.2.2)*
2. Use current information on assessments and evaluations to inform instruction. *(Common Core 6.2.4)*
3. Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences. *(Common Core 6.2.7)*
4. Collaborate with families, related service personnel and others in assessment of individuals with disabilities. *(Common Core 6.3.1)*
5. Maintain confidential communication and documentation about individuals with disabilities. *(Common Core 6.3.2)*
6. Collaborate and communicate with school personnel, family and community members to include and accommodate individuals with disabilities into various settings. *(Common Core 6.4.7)*
7. Use instructional time to positively impact student learning by designing and managing effective daily routines. *(Common Core 6.4.14)*
8. Direct, observe, and provide feedback to classroom volunteers and peer tutors. *(Common Core 6.4.16)*
9. Prepare lesson plans and organize materials, and monitor implementation of Specially designed instruction for self, others, paraeducators and general educators. *(Common Core 6.4.17)*
10. Design and/or provide instruction in a variety of educational settings including community based settings. *(Common Core 6.4.18)*
11. Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities. *(Common Core 6.6.1)*
12. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics. *(Common Core 6.6.2)*

Practicum Student
Roles and Responsibilities

The following guidelines are intended to help you get the most out of your practicum experience.

- Three to four weeks prior to the start of your practicum experience, you must confirm that you have the following on file with the Teaching and Learning Department: a background check and fingerprint clearance, a completed Institutional Application and Character and Fitness Supplement, and proof of liability insurance coverage. **These items must be received by the department before you may begin your practicum experience!** Visit the WSU-Pullman Field Services web page at: [http://education.wsu.edu/field/](http://education.wsu.edu/field/) for more information.
- Contact your Cooperating Teacher, school Principal, and Practicum Supervisor to introduce yourself and express your appreciation. Exchange contact information and arrange an opportunity for all parties to meet prior to the start of the practicum experience. Be sure to provide your Cooperating Teacher and Principal with a copy of this *Handbook*.
- Create a weekly schedule that meets the needs of both you and your Cooperating Teacher, and that fulfills the required 45 contact hours per credit. Your scheduled time may include some planning time with the Cooperating Teacher, but the majority of the time should be in your assigned classroom when students are engaged in active learning. Complete the Practicum Placement and Schedule Form (Appendix A) and return that to your University Supervisor at the start of your practicum experience.
- Meet with your Practicum Supervisor and Cooperating Teacher to develop goals for completion during your experience.
- When your Practicum Supervisor arrives for a visit, provide them with all materials you will be using including a lesson plan if you have one.
- In the event of an emergency, you must notify your Cooperating Teacher and Practicum Supervisor, preferably the night before, if you must be absent. Your Cooperating Teacher plans on your assistance in the classroom. Practicum hours missed for any reason, including weather, must be completed during subsequent weeks or will result in a grade of Unsatisfactory.
- Be on time. Complete the Practicum Attendance Log (Appendix B) with dates, times, and total hours.
- Dress like a professional educator. Observe the standards of the school. Exhibit the attitudes and actions of a teacher.
- As a practicum student, you are in a school to learn by working closely with the Cooperating Teacher. Follow their lead, i.e., arrive when they do, assist with supervision of cafeteria, playground, bus duty, etc. Remember that you are a guest in the school.
- Practice professional ethics. Demonstrate professional courtesy and confidentiality in your interactions with students, parents, and other professionals. Never discuss the students at your practicum setting with anyone beyond the school – primarily the only person you should discuss students with is your Cooperating Teacher. Even talking about students with the paraprofessionals in the classroom may be a breach of confidentiality. Talk about who you can and cannot discuss students with, in a meeting with your Cooperating Teacher.
- Complete all required assignments for the practicum experience. Keep all student information, data, etc., confidential. Do not use student names in other course work or class discussions.
Cooperating Teacher
Roles and Responsibilities

The following is a series of general suggestions and guidelines intended to help you make the practicum experience productive and meaningful.

- Introducing the practicum student to faculty, staff, and students as appropriate.
- Sharing with your practicum student your school’s schedule, routine, policies, rules, etc., as well as your classroom expectations, routines, etc.
- Including practicum student in building activities when appropriate and arranging for student to observe other teachers or programs whenever possible.
- Meeting with student early in the experience to assist them in developing goals for completion during their experience.
- Assisting the practicum student with completion of assignments by becoming familiar with the expectations and objectives of the practicum experience.
- Providing the practicum student with background information on individual learners in your classroom. This enables the student to understand and implement the best strategies to meet the needs of each learner. Practicum students are aware of issues surrounding confidentiality and are expected keep all student information and interactions confidential (i.e., using pseudonyms or initials for all classroom assignments).
- Involving the practicum student in as many teaching activities as possible (i.e., small group instruction, one-to-one tutoring, supporting inclusive activities, data collection, etc.). These activities help students practice their skills in supervised settings while receiving constructive feedback to help them grow as teachers.
- Providing the practicum student with continuous, constructive feedback, both oral and written, on their performance including lesson planning, teaching behaviors, professionalism, and interpersonal relationships with students, parents, staff, and administrators. We want our practicum students to demonstrate reflective thinking and practice by analyzing their strengths and areas for improvement.
- Maintaining contact with University Supervisor throughout the practicum experience regarding student progress.
- Reporting any problems with student’s performance and/or behavior to the University Supervisor or Special Education Coordinator as soon as possible.
- Completing the Practicum Evaluation Form (Appendix C) at the end of the practicum experience, along with the Professional Dispositions Evaluation for Field Experiences (PDEFE) (Appendix D). Returning both forms to the University Supervisor.

In most cases, the practicum student will not be a certificated teacher and must be supervised at all times.
University Supervisor
Roles and Responsibilities

The University Supervisor serves dual roles as both an observer/evaluator for the practicum student and as a liaison between the practicum site and the University. The University Supervisor’s duties include:

- Contacting the Cooperating Teacher and School Administrator for introductions and to provide goals of the practicum experience.
- Meeting with the practicum student at the start of the semester to discuss practicum requirements and identify possible goals for the experience.
- Visiting the practicum student on-site at least twice per semester (usually 3–4 times). The visits may include an observation of the practicum student working with students, or a conference with the Cooperating Teacher and/or practicum student to discuss progress and practicum requirements. The Practicum Supervisor will also provide the student with a copy of the Practicum Observation Form (Appendix E).
- Meeting with the practicum student as needed throughout the experience.
- Contacting the Cooperating Teacher periodically about student progress, addressing any concerns regarding the Practicum Student, and answering any questions about the experience in general.
- Conferencing with the practicum student, and the Cooperating Teacher if needed, at the end of the practicum experience to discuss the student’s progress and accomplishments.
- Collecting, reviewing, evaluating, and completing documents throughout the experience relating to the practicum experience.
Suggestions for Cooperating Teachers and Practicum Students

Generally, students will begin the practicum experience with minimal responsibility for instruction, assessment, and management. Depending on the practicum student’s knowledge and skills, responsibilities are added gradually. Some students come into the program with a broad range of experience and skills, and often have a teaching certificate. These students are usually given more responsibility at the beginning of the practicum, with other tasks added at a quick pace. Other students will need more time to build their skills and abilities to instruct, assess, and manage students, and therefore, will take on responsibilities and complete tasks at a more gradual pace. Decisions about the practicum student’s responsibilities should be made jointly with input from the student, the University Supervisor, and the Cooperating Teacher.

Practicum students are placed in a variety of settings, from early childhood programs, to elementary resource rooms, to transition programs. Due to the wide variation of practicum sites, there is a broad range of responsibilities that are possible and these will vary from site to site. Some of the responsibilities/activities that are appropriate for practicum students may include (but not limited to):

- One-on-one, small group, or whole group instruction
- Lesson planning
- Conducting observations and functional behavior assessments
- Implementing behavior plans
- Conducting informal and formal assessments with the supervision of the Cooperating Teacher
- Attending IEP, MDT, or IFSP meetings
- Providing functional skills instruction
- Aiding in inclusive settings
- Adapting and modifying instruction for students with disabilities
- Assisting the teacher with technology and curriculum design

Frequent and clear communication between the Cooperating Teacher and the practicum student is essential. Scheduling brief regular meetings to discuss the practicum student’s progress is recommended.

If the Cooperating Teacher has concerns about the practicum student’s progress, placement, or skills/abilities, please contact the University Supervisor immediately.

Supervisor: Susie Skavdahl, Instructor
susan.skavdahl@wsu.edu
509-335-8845
509-595-8445(cell)
SpecEd 490/590 Course Requirements/Practicum Portfolio

Practicum Students registered for SpecEd 490/590 – Practicum Experience in Special Education are required to develop and maintain a Practicum Portfolio. This Portfolio will be reviewed by the University Supervisor at the conclusion of the practicum experience and will be a major component in the successful completion of the SpecEd 490/590 Practicum.

1. **Schedules**
   This section should contain a copy of your practicum schedule, your assigned classroom’s daily schedule, schedules for any specific students to whom you are assigned, a school calendar, and your Practicum Attendance Log. You are responsible for knowing what days you need to be at your site. Practicum hours missed for any reason, including illness or weather, must be completed during subsequent weeks or will result in a grade of Unsatisfactory.

2. **Practicum Journal**
   You should keep a journal, with entries corresponding to every week of your practicum. Document the dates completed by writing those in the margin, next to the journal entry. Please include a general discussion of your activities that week. Include at least one reflection for each week. This is an excellent opportunity for you to think about the effectiveness of your instruction, any thoughts and/or feelings about the experiences, and how your reflections will influence your instruction in the future. Reflections should center on an event or events that will shape your future teaching practices. For example, perhaps you have an interaction with students that changes the way you think about or design small group instruction, make sure you write about it in your journal.

3. **Feedback**
   Include all feedback and notes you receive from your Cooperating Teacher and University Supervisor. Any suggestions given to you from your Cooperating Teacher or Supervisor should be recorded here. Place copies of the completed Practicum Evaluation Form, PDEFE and your Special Education Teacher Preparation Program form, SETPP in this section as well. In addition, any notes taken during meetings with your Cooperating Teacher should be included in this section of the Portfolio.
WSU Pullman
Contact Information

Darcy Miller
College of Education
Department of Teaching and Learning
344 Cleveland Hall, Pullman, WA 99164
Email: darcymiller@wsu.edu
Phone: (509) 335-5027

Susan Rae Banks-Joseph
College of Education
Department of Teaching and Learning
336 Cleveland, Pullman, WA 99164
Email: sbanks@mail.wsu.edu
Phone: (509) 335-7064

Brenda Barrio
College of Education
Department of Teaching and Learning
334 Cleveland Hall, Pullman, WA 99164
Email: Brenda.barrio@wsu.edu
Phone: (509) 335-2525

Susie Skavdahl
College of Education
Department of Teaching and Learning
343 Cleveland Hall, Pullman, WA 99164
Email: susan.skavdahl@wsu.edu
Phone: (509) 335-8845
Pullman School District
Contact Information

Franklin Elementary School
Principal: Bill Holman
Special Ed Teacher: Runell LaPlante RLaPlante@psd267.wednet.edu
850 SE Klemgard
Pullman, WA 99163
(509) 334- 5641

Jefferson Elementary School
Principal: Craig Nelson
Special Ed Teacher: Shelley Nice snice@psd267.wednet.edu
1150 NW Bryant
Pullman, WA 99163
(509) 332- 2617

Sunnyside Elementary School
Principal: Pam Brantner
Special Ed Teachers: Kelly Carter kcarter@psd267.org
Pre School Special Ed: Megan Itani mitani@psd267.wednet.edu
425 SE Shirley
Pullman, WA 99163
(509) 334-1800

Lincoln Middle School
Principal: Cameron Grow
Special Ed Teacher: Connie Hoyle choyle@psd267.org (6th grade)
Rhonda Barnes Ronda Barnes rbarnes@psd267.wednet.edu (7-8th grade)
315 SE Crestview
Pullman, WA 99163
(509) 334- 3411

Pullman High School
Principal: Joe Thornton
Special Ed Teacher: Mike Herpel mherpel@psd267.org (high needs students)
Justin Pollestad jpollestad@psd267.org (Resource room)
510 Larry St.
Pullman, WA 99163
(509) 332-1551
Appendices

Appendix A
Practicum Placement and Schedule Form

Name _____________________________  WSUID#________________________

Phone________________________  Email _____________________________

Semester______________  University Supervisor ______________________

Practicum Location (school/room) ________________________________________

Cooperating Teacher_________________________  Phone __________________

Cooperating Teacher Email ____________________________________________

Principal(s) _________________________________________________________

Secretary(ies) at front desk _____________________________________________

Others you work with at the school:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name</th>
<th>Position</th>
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Practicum Hours:

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<tr>
<th>Day</th>
<th>Time(s)</th>
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<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<td>Friday</td>
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Best Time for University Supervisor to Visit/Observation ______________________________
Appendix B
Practicum Attendance Log

Directions:
1. Fill in the **date, arrival and departure times**, and document how your time was spent during each practicum visit. Be sure to have your **Cooperating Teacher initial** this form at the completion of each visit.
2. You are required to visit your practicum site for a **minimum of 45 hours per credit** of practicum.
3. If you cannot visit your site on your scheduled day, **contact your Cooperating Teacher and your University Supervisor as soon as possible** to arrange a make-up visit. This is a very important part of being a professional!

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Arrived</th>
<th>Time Left</th>
<th>How Your Time Was Spent</th>
<th>Teacher Initials</th>
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### Appendix C

Special Education Teacher Preparation Program (SETPP) Practicum Evaluation Form

#### SETPP Practicum Evaluation Form 2

| Practicum Student: ___________________________ | Signature/Date: ___________________________ |
| Cooperating Teacher: _______________________  | Signature/Date: ___________________________ |
| WSU Supervisor: _____________________________ | Signature/Date: ___________________________ |
| School Site: _______________________________  |                                           |
| Semester: _________________________________  |                                           |

<table>
<thead>
<tr>
<th>Common Core Knowledge &amp; Skill Standards</th>
<th>Met</th>
<th>Not Met</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.2.4</strong> Use current information on assessments and evaluations to inform instruction.</td>
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<tr>
<td><strong>6.3.2</strong> Maintain confidential communication and documentation about individuals with disabilities</td>
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<tr>
<td><strong>6.4.7</strong> Collaborate and communicate with school personnel, family and community members to include and accommodate individuals with disabilities into various settings</td>
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<tr>
<td><strong>6.4.14</strong> Use instructional time to positively impact student learning by designing and managing effective daily routines.</td>
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<tr>
<td><strong>6.6.1</strong> Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities.</td>
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<tr>
<td><strong>6.6.2</strong> Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics</td>
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Appendix D

Professional Dispositions Evaluation Form for Field Experiences (PDEFE)

Professional Dispositions Evaluation for Field Experiences (PDEFE)

Student Name: ___________________ ID#: ________________________________

SEMESTER: YEAR: __________ Course: _______ Instructor: ___________________________

NOTE TO INSTRUCTORS/SUPERVISORS: WHEN COMPLETING THIS EVALUATION, PLEASE ASSESS THE PRESERVICE TEACHER IN LIGHT OF HIS/HER STAGE OF PROFESSIONAL DEVELOPMENT. EXPECTATIONS FOR MEETING THE STANDARDS OF PROFESSIONAL DISPOSITIONS SHOULD BE CONSISTENT WITH THE PRESERVICE TEACHER’S PROGRESS THROUGH THE PROGRAM.

A full definition of each disposition is on the reverse side. Specific comments or brief examples are instructive.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enthusiasm: The pre-service teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.</td>
<td>Met</td>
</tr>
<tr>
<td>2. Interaction: with students: The pre-service teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning</td>
<td>Met</td>
</tr>
<tr>
<td>3. Sensitivity: the pre-service teacher is sensitive to community and cultural norms</td>
<td>Met</td>
</tr>
<tr>
<td>4. Classroom Climate: The pre-service teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole</td>
<td>Met</td>
</tr>
<tr>
<td>5. Self-Expression: The pre-service teacher recognizes the power for language for fostering self-expression, identity development and learning</td>
<td>Met</td>
</tr>
<tr>
<td>6. Planning: The pre-service teacher believes that long term and short term plans must always be open to adjustment and revision based on student needs and changing circumstances</td>
<td>Met</td>
</tr>
<tr>
<td>7. Life Long Learning: The pre-service teacher is committed to reflection, assessment and learning as an ongoing process</td>
<td>Met</td>
</tr>
<tr>
<td>8. Assessment Strategies: The pre-service teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities</td>
<td>Met</td>
</tr>
<tr>
<td>9. Attention to Student Needs: The pre-service teacher is concerned about all aspects of a child’s well-being (cognitive, emotional, social and physical), is alert to signs of difficulties and is willing to work with other professionals to improve the learning environment for students</td>
<td>Met</td>
</tr>
<tr>
<td>10. Professionalism: The pre-service teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues</td>
<td>Met</td>
</tr>
</tbody>
</table>

University Supervisor Signature                    Date Cooperating Teacher Signature                    Date Student Signature/Date
PDEFE Definitions:

1. **Enthusiasm**: Appears excited about what s/he is teaching or observing in the classroom; engages students, supervising teachers and/or colleagues in discussions about content; provides examples of how knowledge can be connected to students’ everyday lives.

2. **Interaction with Students**: Looks for opportunities to provide positive feedback to students; works with students to insure any confusion or misunderstanding is addressed without negativity.

3. **Sensitivity**: Adapts to established classroom and building procedures and policies; interacts effectively with students, teachers, and administrators; communicates well with all students and their families; addresses the specific needs of individual students and their families.

4. **Classroom Climate**: Is proactive in establishing relationships with students; models the importance of respecting others; clearly communicates expectations regarding students’ behavior; appears interested in students’ academic performance and emotional well-being.

5. **Self-expression**: Adjusts the complexity of his/her language to the linguistic abilities of the students in a class; is able to express him/herself in a clear and professional manner in speaking and in writing.

6. **Planning**: Modifies plans as students’ needs or situations change; changes directions and explanations to clarify information for students; adjusts plans based on students’ understanding, interest, or engagement.

7. **Life Long Learning**: Responds to constructive feedback by making appropriate changes in instruction or action; demonstrates an understanding of his/her own strengths and weaknesses; makes adjustments based on his/her own reflection; appears committed to being a “lifelong learner.”

8. **Assessment Strategies**: Uses informal and formal assessment strategies; provides feedback to students in constructive ways; assesses students’ performance without making judgments about his/her character; uses information gained from assessment to plan and modify assignments.

9. **Attention to Student Needs**: Addresses all aspects of students’ needs; acknowledges students’ experiences outside of the classroom; communicates with appropriate school personnel to learn more about students’ lives; expresses concerns about specific students in a timely and professional manner.

10. **Professionalism**: Attends all field experiences (or communicates with appropriate personnel regarding extenuating circumstances that prevent attendance); arrives on time; is prepared to participate and/or teach; dresses professionally; observes confidentiality; adheres to school and state code of conduct.

*Standards adapted from the Interstate New Teacher Assessment and Support Consortium (INTASC), available at the Council of Chief State School Officers (CCSSO) website (http://www.ccsso.org/intasc.html)*
Appendix E

Special Education Practicum Observation Form
Completed by University Supervisor with a copy given to the student and Cooperating Teacher

Practicum Student ___________________________  School ___________________________

Observer ___________________________  Classroom/Subject ___________________________

Date ____________  Time ____________  Activity/Lesson ___________________________

Observations, suggestions, comments: