



ADVANCED PRACTICUM HANDBOOK

for

Students, Faculty Advisors, and Field and University Supervisors



**Early Childhood Intervention/Special Education Program
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THE EARLY CHILDHOOD INTERVENTION PROGRAM

Overview

The overall mission of the *Early Childhood Intervention Specialist (ECIS) Program* is to increase the number of qualified personnel to serve young children with disabilities and delays and their families. In particular, the program seeks to prepare personnel with the skills necessary to be effective members of interdisciplinary teams that operate from a developmental framework and that incorporate a family-guided approach to service delivery.

Students participating in the ECIS program are prepared to work with young children, birth to age 8, who have or are at-risk of mild to severe disabilities, and their families. Students enrolled in the program can obtain a master's degree in early childhood special education; the early childhood intervention specialist license; the PreK Special Needs Endorsement; and become eligible for the early intervention specialist certificate (issued and required by Boards of Developmental Disabilities). There is also an option for undergraduate students obtaining the Moderate/Intensive licensure at Kent State University to participate in a combined undergraduate/graduate 5th year program to enable them to graduate with the necessary licensure/certification to work with individuals with disabilities, ages birth to 21, and their families. For more information about the various program options, please see the section of this handbook entitled Licensing and Certification Tracks or visit the program website at <http://www.kent.edu/ehhs/sped/early-childhood-intervention.cfm>.

Competency Areas

The Early Childhood Intervention Specialist program is specifically organized around the professional standards for early childhood/early childhood special education professionals proposed by:

- [*National Council on the Accreditation of Teacher Education*](#) (NCATE)
 - NCATE: Professional Standards (2008):
<http://www.ncate.org/LinkClick.aspx?fileticket=nX43fwKc4Ak%3D&tabid=474>
- [*Council for the Accreditation of Educator Preparation*](#) (CAEP, 2013)- effective July 1st, 2013, [NCATE](#) was consolidated into CAEP with the [Teacher Education Accreditation Council](#) (TEAC). New standards are being considered for Board approval, and links are available on the following pages of this Handbook.
 - CAEP: Professional Standards (proposed/draft, 2013):
<http://caepnet.files.wordpress.com/2013/02/commrpt.pdf>
- [*Division of Early Childhood, Council for Exceptional Children*](#) (DEC/CEC)
 - DEC Initial Professional Standards:
http://www.dec-spced.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20in%20Early%20Childhood%20Special%20Education%20Early%20Int

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o DEC Advanced Professional Standards:

<http://www.dec->

[ped.org/uploads/docs/about_dec/Professional%20Standards/Special%20Education%20Early%20Childhood%20Specialist%20in%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf](http://www.dec-sped.org/uploads/docs/about_dec/Professional%20Standards/Special%20Education%20Early%20Childhood%20Specialist%20in%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf)

- [*The National Association for the Education of Young Children*](#) (NAEYC)
 - o NAEYC Standards for Professional Preparation:
<http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%20412.pdf>
- [*Ohio Department of Education*](#) (ODE)
 - o Standards for Ohio Professionals:
http://esb.ode.state.oh.us/PDF/Standards_OhioEducators.pdf
 - o Ohio's New Learning Standards Professional Development Opportunities and On-Demand Information:
<http://education.ohio.gov/Topics/Academic-Content-Standards/New-Learning-Standards/Moving-Standards-into-Instruction>

Ten competency areas addressed within the ECI program include: (1) Foundations (2) Development and Characteristics of Learners; (3) Individual Learning Differences; (4) Instructional Strategies; (5) Learning Environments and Social Interactions; (6) Language, (7) Instructional Planning, (8) Assessment, (9) Professional and Ethical Practice, and (10) Collaboration. Please refer to the Self-Assessment Inventory for a complete listing of program competencies. Students enrolled in the program engage in exciting interdisciplinary coursework and extensive fieldwork and internship experiences to enable them to become proficient in each competency area.

Degree, Licensing, Certification, and Endorsement Tracks

Master's Degree (M.ED.) in Early Childhood Intervention

Degree with specialization in issues facing young children and their families

Early Childhood Intervention Specialist (ECIS) License

License to work with children with disabilities and delays age 3 to grade 3

Early Intervention (EI) Specialist Certificate

Certificate required by MR/DDs in Ohio to work with children with disabilities and delays from birth to 3

Pre-Kindergarten Special Needs Endorsement

Add-on endorsement to work with preschool children with disabilities and delays which can be added to the Early Childhood Education license or Intervention Specialist licenses.

5th Year Program

Designed for undergraduates in Moderate/Intensive Licensure at KSU

Employment Opportunities

Employment opportunities vary according to the licensure or certification the student chooses to pursue. Upon graduation, students are highly marketable for the following types of positions:

- Classroom interventionists
- Service coordinators
- Home-based providers
- Itinerant teachers
- Teaching consultants
- Leadership positions such as Curriculum Coordinators and Program Directors

University ECIS Instructor Contact Information

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THE ADVANCED PRACTICUM EXPERIENCE

Practicum experiences for ECI students typically begin in the first year of their program and consist of observations and participation in a variety of settings that serve young children, from birth to age 8, and their families. Advanced practicum is designed to prepare students as able and skillful practitioners who understand the importance of thoughtful analysis and continual revision of effective approaches in working with young children with disabilities and/or delays and their families.

Currently, the ECIS Program offers three (3) supervised practicum experiences for students: Birth to 3, Preschool, and Kindergarten to Grade 3. The identification and selection of a particular advanced practicum experience, as well as the exact nature of the practicum experience, will depend upon the licensure and/or area of certification desired by the student and a self-assessment of student knowledge and skill related to the previously described ECIS program competencies. An Individualized Practicum Plan (IPP) is jointly developed by the student and their university supervisor, with the approval of the field supervisor.

Birth to 3: Involves supervised observation and participation in an early intervention setting(s) for children ages birth to three with developmental delays and disabilities *or* supervised observation and participation in research and scholarly activities related to the development, delivery, and evaluation of early intervention services to children and their

families. Students may be placed in an MR/DD center-, community-, or home-based early intervention program, a developmental center, childcare center, a neonatal intensive care unit (NICU) or other approved placement.

Preschool: Involves supervised observation and participation in a preschool classroom setting for children three to school age with and without disabilities *or* supervised observation and participation in research and scholarly activities related to the development, delivery, and evaluation of early childhood intervention services to children and their families. Students may be placed in an MR/DD classroom, a Head Start agency, a public school preschool, community childcare center or serve a variety of center-based programs and home through an itinerant model.

Kindergarten to Grade 3: Involves supervised observation and participation in a K-3 classroom *or* supervised observation and participation in research and scholarly activities related to the development, delivery, and early childhood educational services to children in public schools. Students may be placed in inclusive general education classes, resource rooms, self-contained categorical classrooms, or serve a variety of classrooms through an itinerant model.

In very limited cases, students who are currently employed within an early intervention program, preschool, or K-3 educational setting, may complete all or part of an advanced practicum experience within their job setting. Students should discuss this option with their ECIS program advisor. Students with previous experience through student teaching or employment with one or more of these populations should also discuss opportunities to modify requirements. Such modifications will be done on a limited and case-by-case basis.

GENERAL GUIDELINES FOR THE ADVANCED PRACTICUM EXPERIENCE

Guidelines for Students

Registration

Typically, students are to register for six (6) *credit hours* of Advanced Practicum (SPED 63992-002) *for each semester (i.e., the Fall and/or Spring semesters) in which they are engaged in a preschool and/or K-3 practicum experience.* In very limited cases, students may register for more or less hours with special approval. Please refer to the ECIS website to obtain information about the deadlines for advanced practicum registration. Students will also be expected to participate in periodic seminar sessions (see description provided below).

Students may have an opportunity to complete the Birth to 3 Advanced Practicum in the summer months with prior approval from their ECIS Program Advisor. For those students who register for the 0-3 practicum in the summer months, there will be no monthly practicum seminar; therefore students will be given the option to register for only three (3) *credit hours* of advanced practicum.

Requirements for Practicum Hours

Students are generally required to complete 150 hours of supervised practicum in a preschool setting; 150 clock hours of supervised practicum in a K-3 setting; and 100 clock hours of supervised practicum in a 0-3 setting. Placements are, however, dependent upon the licensure and/or area of certification desired by the student and a self-assessment of student knowledge and skill related to the previously described ECIS program competencies.

Requirements for Monthly Seminars

All students enrolled in an advanced practicum during the Fall and/or Spring semesters are required to attend pre-scheduled seminars. Students will be evaluated on their seminar attendance and participation, and this evaluation becomes part of the student's cumulative grade for the Advanced Practicum.

The purpose of the first scheduled seminar of the semester is to prepare the student for making contact with their assigned field supervisor and practicum placement as well as to review course requirements and responsibilities. Subsequent seminars are conducted to keep students informed of current legislative, educational, philosophical, ethical and/or social trends and issues in the field and provide an opportunity for students to share ideas with one another, collaboratively pose questions, think critically, and engage in problem-solving that supports reflective practice.

Practicum Activity Requirements

*Once a student completes the Self-Assessment Inventory (SAI), further described in Section IV of the handbook, an Individualized Practicum Plan (IPP) is jointly developed for each student by the student and their university supervisor, with the approval of the field supervisor. The IPP serves as a **contract** between the student and university supervisor describing specific assignments and activities that the student will complete within the practicum setting and/or related to the practicum experience. The student is **required** to complete the assignments and activities outlined within the IPP and submit the completed assignments to their university supervisor for evaluation. The evaluation of IPP assignments and activities becomes part of the student's cumulative grade for Advanced Practicum.*

Professional Ethics

The Division of Exceptional Children, Council for Exceptional Children (DEC/CEC) and the National Association for the Education of Young Children (NAEYC) offer guidelines for ethical and responsible behavior and set forth a common basis for resolving the particular ethical dilemmas encountered by early intervention and early childhood educators. *Students are required to follow those guidelines during their advanced practicum experiences.* Students are introduced to the DEC/CEC and NAEYC Codes of

Conduct in their coursework (e.g. SPED 63956, 63952, and 63992).

- DEC Code of Ethics:
http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf
- CEC Special Education Professional Ethical Principles:
https://www.cec.sped.org/~media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/Ethics%20Translations/CEC_Ethics_English.pdf
- NAEYC Code of Ethical Conduct and Statement of Commitment:
<http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

ECI Program Policies

As a representative of the Early Childhood Intervention (ECI) Program and Kent State University, *you are expected to practice sound professional ethics and to conduct yourself in a professional, responsible, and reliable manner at all times.* Remember that you are a guest in the assigned placement and are expected to maintain high professional standards.

1. If for some reason you are not able to attend the agreed upon day(s) for your advanced practicum experience, please contact the field supervisor, the university supervisor, and the practicum site office. Personal commitments or academic deadlines are not acceptable reasons for absences.
2. Be prompt and arrive early enough to *begin* work on time. Fulfill completely the commitment made to the field supervisor/class/group/student.
3. Wear professional attire, making choices that blend into the environment. In general, college dress is too casual. Be sure that you are well groomed. Program and school administrators appreciate our attention to this matter.
4. Transportation and personal liability to the practicum site is the responsibility of the student.
5. Learn and carry out the center/school/program policies and procedures established for personnel. Abide by the rules and regulations established for center/school/program personnel.
6. Take responsibility for acquiring pertinent information (e.g. IFSP/IEP goals/objectives) about children for whom you share intervention/education responsibility and for becoming thoroughly acquainted with these children. Ensure you have acquired consent from families before acquiring any pertinent information.
7. Be discrete about your personal life. Your advanced practicum setting is not an appropriate place to discuss your personal/social life.
8. Beeper and cell phones are never appropriate in the intervention/classroom setting.
9. Be sensitive when taking notes during your advanced practicum experience. Never record anything that you would be uncomfortable sharing with your field

- and/or university supervisor.
10. Keep your university supervisor informed of progress made and problems encountered.

NOTE: The student is responsible for informing their university supervisor and field supervisor of the day/time of the scheduled observation.

Guidelines for University Supervisors

University supervisors are responsible for co-developing and approving each assigned student's Individualized Practicum Plan (IPP). The IPP is developed based upon a student's completed Self Assessment Inventory (SAI). The IPP should be co-constructed and can involve field supervisors as appropriate. The IPP serves as a contract between the student and university supervisor describing specific assignments and activities that the student will complete within the practicum setting. Completed assignments and activities will be evaluated by the university supervisor and the university supervisor determines and submits the student's final grade for the advanced practicum to an ECIS faculty member.

Students will be prompted to contact their university supervisor by the first week of the semester. All practicum experiences should begin no later than the 2nd week of the semester. ECIS faculty will provide student and field supervisor information to each supervisor. Supervisors are welcome to attend all seminars, particularly the first seminar where they can meet their assigned student(s) and make initial plans for the semester. During the first week of the practicum experience, a meeting should be scheduled between the student, university supervisor and the field supervisor to review the practicum requirements and responsibilities, and to sign a practicum contract.

University supervisors are also responsible for completing observations and giving feedback to students each semester.

- A minimum of two (2) observations/visits are required for students engaged in a practicum setting that is also their job setting. Observations/visits can utilize such technology as desktop videoconferencing but should preserve the spirit of a f2f observation/visit. Supervisors are also required to give feedback regarding a student's interaction with children/staff/family members from a video/DVD and reflection submitted by the student at least once during the course of the semester.
- Three (3) observations/visits are required for students engaged in a practicum within the community (i.e., not a job setting). Observations/visits can utilize such technology as desktop videoconferencing but should preserve the spirit of a f2f observation/visit. Supervisors may also provide feedback regarding a student's interaction with children/staff/family members from a video/DVD and reflection submitted by the student at least once during the course of the semester.

Following each observation/visit the university supervisor will provide written and/or verbal feedback regarding the student's performance. A record of feedback should be

maintained in each student's cumulative practicum file. Therefore, if verbal feedback is given, the university supervisor shall record in writing the essence of the verbal feedback given and place in the student's file. The university supervisor should give feedback *as soon as possible* following the observation/visit. In general, the university supervisor is responsible for maintaining all reports of student observations/visits, completed IPPs, artifacts, completed SAIs, and student evaluations. Students' cumulative practicum files are housed in 300-J and will be given to supervisors at the beginning of the semester.

University supervisors are compensated for travel but are required to log miles from KSU or their home to the site (whichever is shorter). Please submit miles to Dr. Harjusola-Webb before the last week of the semester.

Guidelines for Field Supervisors

The primary role of the field supervisor is to serve as a mentor and guide. During the initial phase of the practicum, it is most helpful to orient the student to the program and/or school/class, introduce the student to staff, children, and/or families, and provide the student with a copy of the program and/or school/class policies and procedures. In addition, students are encouraged to take responsibility for acquiring pertinent information (e.g. IFSP/IEP goals/objectives) about children for whom they share intervention and/or education responsibility and for becoming thoroughly acquainted with these children. Any assistance that the field supervisor can provide the student in obtaining access to such information and obtaining necessary consent would be beneficial.

The field supervisor, in collaboration with the student and university supervisor, determines the specific roles and responsibilities of the student in the practicum setting. It is recommended that students be provided with a gradual induction into intervention/teaching responsibilities. While the student's Individualized Practicum Plan (IPP), Participatory Action Research (PAR) assignment, and university requirements describe specific activities that the student will complete within the practicum setting and/or related to the practicum experience, the student is to actively participate in the daily routines and activities of the practicum site and/or field supervisor. The field supervisor should be aware that the student will be asked to complete an action research project in which they will collect and analyze data, and therefore will work closely with the student and/or university supervisor to develop a plan that will be beneficial to both a) the classroom, program, school, the field supervisor, program/school staff, or individual student(s); and b) the student's professional development.

To foster the personal and professional growth of the student, the field supervisor is encouraged to provide the student with continual verbal and/or written feedback that includes encouragement, constructive criticism, and recognition of success; facilitates student attendance at program/school related professional development workshops and inservice trainings; and keeps the university supervisor informed of the student's progress and/or encountered problems.

The field supervisor will be asked to provide a mid-term and final evaluation of the student's performance. Students will provide field supervisors with a copy of the evaluation form by midterm and by the end of the semester. The field supervisor may elect to discuss the evaluation results with the student and/or university supervisor and then provide the written feedback to the student for placement in their cumulative file.

Compensation for Field Supervisors is subject to change so university supervisors should double check at the start of each semester.

Special Issues

Advanced practicum can be a rewarding experience, but there may be times when the placement is not compatible with the needs and/or expectations of the student. On the other hand, the field supervisor may have concerns about the student's conduct or level of performance. Although such occasions have been infrequent, alternative placements *may* be possible to permit the student to complete the requirements for the advanced practicum. All changes are subject to university supervisory or faculty approval.

The procedure to be followed in the event of a problem in the practicum setting is as follows:

1. The field supervisor and the student are to attempt to resolve the problem together. If this is not successful, they are to inform each other of their intention to seek additional help. Both the student and the field supervisor shall seek the assistance of the university supervisor.
2. The practicum setting has the right to ask for a student's removal due to improper behavior on the part of the student.
3. The university supervisor has the right to remove a student if she/he is unable to function within the practicum setting.
4. If the field supervisor finds the student's conduct or work performance less than desirable, the problem should be discussed with the student. If such difficulties are serious enough to warrant termination of the placement, the field supervisor should contact the university supervisor and program faculty.
5. The university supervisor will examine the situation to determine whether an alternative practicum placement *may* be made. Should a student be asked to leave a placement based upon improper behavior or failure to perform at a satisfactory level, the ECI program *is not obligated to reassign* the student to another placement and the student will receive a non passing grade.

ACTION RESEARCH FRAMEWORK AND ASSIGNMENTS

Overview

The main purpose of the ECIS field experience is to provide students with skills and knowledge in effective and evidence-based practices in early childhood special

education. Advanced Practicum is designed to prepare students to understand the importance of thoughtful analysis and continual revision of effective approaches in working with young children with disabilities and delays and their families. The ECIS program is specifically organized around the professional standards for early childhood education and intervention professionals (i.e., CAEP, CEC/DEC, NAEYC, ODE).

The assignments listed below are designed to complement each other and give you a rich and valuable practicum experience. Most of the assigned projects will facilitate and become part of your action research project, making this collaborative inquiry the foundation of your practicum experience.

Participatory Action Research (PAR) Framework

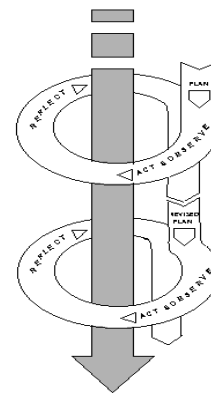
Action research is known by many other names, including participatory research, collaborative inquiry, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is “learning by doing” - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again.

Educational Action Research, has its foundations in the writings of John Dewey, the great American educational philosopher of the 1920s and 30s, who believed that professional educators should become involved in community problem-solving. Its practitioners operate mainly out of formal educational institutions, and focus on development of better curriculum, assessment, professional development, and applying learning in a social context. The goal of action research is to focus on the process of learning and developing as a professional while contributing to the community in which you are working.

This graphic illustrates the basic components of PAR:

Plan ↻ *Act and Observe* ↻ *Reflect* ↻ *Revise Plan*

The arrows represent the cyclical nature of the process; repeatedly diagnosing & planning, taking action & evaluating, and reflecting & generalizing until you solve a problem or answer a question.



Several attributes separate action research from other types of research. Primary is its focus on turning the people involved (e.g., advanced practicum students) into researchers--people learn best, and more willingly apply what they have learned, when they do it themselves. It also has a social dimension- the research takes place in real-world situations (e.g., schools, child care centers), and aims to solve real problems (e.g., improve existing progress monitoring tools, foster language development with children who have autism). What separates this type of research from general teaching or other types of professional practices, consulting, or daily problem-solving is the emphasis on scientific study, which is to say the researcher studies the problem systematically and

ensures the intervention is informed by theoretical considerations.

In summary, Participatory Action Research is systematically planned project with data collection, analysis, and public presentation of the findings. It includes an “action” component; i.e., the practitioner observes a problem, takes action on it, and observes the results. PAR can improve conditions at a school site for children, families, and teaching staff.

PAR & ECIS (a match made in heaven). This semester, your action research project will enable you to be an active, contributing participant in your practicum community. As a practicing teacher, your mission is to ask questions, identify needs, and find solutions.

You will benefit in several ways by engaging in action research. First, you will gain a deeper understanding of the practices and theories you have studied (e.g., investigating the effectiveness of an evidence-based teaching strategy, implementing a curriculum-based assessment). Second, as a practitioner, you can use your PAR experience to guide your approach to problem solving in the classroom (e.g., increasing a child’s use of language to make requests). Third, the experience of conducting research, even on a small scale, will help you to better understand the research you read and make the connection between the purpose of action research and data-driven decision-making (DDDM). The continuing emphasis on research-based practice has highlighted the gap between research and practice (Berger, 2002). It is important for you to read, understand, and incorporate current EC research into your day-to-day practices.

Implications. Effective teachers need to be organized, efficient, direct, and adaptive. You will need to modify your practice as situations change. For example, after attending an in-service training, you will consider the unique needs of your own students before implementing new strategies. You might decide that the new strategy needs to be modified for your purposes. Effective teachers also have goals and ideals beyond covering the content standards. As an effective teacher, you will take an active stance and apply your goals and ideals when approaching problems in your classroom and using action research methods to solve the problems (Duffy and Kear, 2007).

The reflective, problem-solving nature of PAR, along with its analysis of data and contributions to the community, make PAR an ideal match for ECIS practicum.

Citations

- Berger, R. (2002). Teaching research in practice courses. *Social Work Education, 21*(3), 347-358.
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- Gayford, C. (2004). A model for planning and evaluation of aspects of education for sustainability for students training to teach science in primary schools. *Environmental Education Research, 10*(2), 255-271.
- Henderson, B. (n.d.). Teacher research: Improving practice and developing teacher voice among diverse students in early childhood education. *NAEYC Voices of practitioners*. Retrieved July 23, 2007, from <http://journal.naeyc.org/btj/vp/ForTeacherEducators.ppt>
- McNicoll, P. (1999). Issues in teaching participatory action research. *Journal of Social Work Education, 35*(1), 51-62.

Assignments

(Please refer to the Practicum Syllabus as well for summarized information)

Practicum Site Profile & Presentation	5 points
Literature Table	10 points
Participatory Action Research Project (PAR)	30 points
Reflective Journaling	15 points
Week of Lead Teaching	10 points
Video Tape & Reflection	5 points
Poster Presentation	10 points
Individualized Practicum Plan (IPP)	15 points
	100 points total

I. Practicum Site Profile & Presentation (5 points)

Purpose: Presentations will a) provide practicum students with an understanding of different educational settings within the field of early childhood intervention, and b) engage students in meaningful dialogue about specific concerns/challenges/successes in their settings. In addition, the act of collecting the information may help establish rapport, offer valuable insights for a successful practicum experience, and might help the student identify potential areas of need for the Participatory Action Research project.

Steps

1. Use the Practicum Profile form found in the Advanced Practicum Handbook as a guide. You will collect background information on your practicum setting (e.g., educational team in classroom, age/background of children in classroom presented in a way that protects children's right to confidentiality).
2. Prepare a verbal presentation for the class which includes the following information about your experience in your practicum setting
 - Educational philosophy employed by school and practicum classroom
 - Successful practices observed of the educational team and background on these practices
 - Challenges encountered
 - Experiences you have engaged in as well as your role in your practicum site
 - Successes of your practicum experience
3. The presenter may also pose a question/situation to engage the group in reflective thought. You will facilitate a large group reflection of any concern/challenge/success that you have experienced/observed in your practicum setting.

Deliverables

- 20-minute verbal presentation with or without visual supports (e.g., PowerPoint, video, etc.)

Evaluation criteria

- Presentation style was clear and easy to understand
 - Covered the required information and points
 - Timing
 - Engaged students
-

II. *Literature Table (10 points)

Purpose Formulating a Literature/research synthesis table can help students view the current research on a topic in an easily navigated format. Students can pull the important pieces of information from a collection of peer-reviewed research and place them side-by-side in order to make more accurate conclusions and decisions necessary for effective interventions. The ability to gather evidence and develop synthesis of existing research will serve as a useful tool for early childhood educators and professionals working in the age of accountability.

Steps:

1. **Choose a topic.** Student topics will be related to the intervention needs determined by the practicum setting and experiences (e.g. if the problem in the setting is behavioral, the need in the setting might implementation of of positive behavior supports/PBS).
2. **Search the literature.** By using valid inclusionary and exclusionary search criteria, students will find up to 10 research articles to support their topic of choice. Students will use only peer-reviewed articles published in scholarly journals. Remember that there are journals that cannot be found online (e.g. Journal of Early Intervention). A trip to the library may be necessary! No not hesitate to ask for help with your inclusionary and exclusionary criteria!
3. **Develop a table** with the following headings: **Citation**; **Methods** (including participants and setting); **Procedures** (including independent and dependent variables with clear definitions); **Results** (evaluation of the effectiveness); **Conclusions/Implications for ECSE**
4. **Determine the key elements** of each study and plug them into your table.

Deliverables

- A completed literature/research synthesis table with the required headings and up to 10 research article summaries

Evaluation criteria

- 4 points – research synthesis table contains all the necessary components
- 2 points – all elements have been reported for each research article
- 2 points – research synthesis table is professional and organized

- 2 points – all research articles are directly related to answering your research question for your PAR project

*** An element of the Participatory Action Research Project**

III. Participatory Action Research Project (30 points)

Purpose. The PAR project will be the foundation for your Advanced Practicum experience. This project will link your assignments and focus your experience, while enabling you to actively contribute to the practicum community. You will practice valuable skills such as active listening, observation, data collection and analysis, collaboration, and literature searching. Please note that you are expected to consult with your university supervisor and or instructor for feedback and assistance ongoing bases.

Steps:

1. Establish partnerships

- Using introductory letters and meetings, the first step includes you to establish relationships with your supervisors, other teachers and professionals, parents, para-professionals, other building professionals, etc.
- Get to know your setting and complete the Practicum Profile (*see Practicum Site Profile and Presentation assignment*)

2. Diagnoses and Hypothesis

- Via conversations, questions, observations and active engagement in your practicum environment, you should be able to diagnose and to identify a need for your investigation.
- Develop a hypothesis (i.e., how do you think you can increase/decrease the target behavior(s)?)

3. Research

- In collaboration with your cooperating teacher, you should come into understanding how to investigate and to study your identified need (i.e., what type intervention would help improve child outcomes for a specific child or group of children in this classroom?)
- Choose target child/children
- Define your intervention (i.e, what is it that you will manipulate?)
- Define the child outcomes and target behaviors in an observable manner (i.e, you need to be able to see the behavior and to measure/count it)
- NOTE: This is the research that you will use to create your Literature/Research Synthesis Table (*see Literature Table assignment description*)

4. Plan

- Determine the ultimate goal for the target child/children
- Research, identify, and decide on an effective data collection method (NOTE: The classroom teacher may have a preferred form for you to use or adapt.)
- Develop a timetable for observation, data collection, and implementation of the strategy (e.g., number of observations before implementing the strategy,

days/times for observation/data collection)

- Create needed materials (e.g., social story, data collection form)
- Discuss the plan with all stakeholders (e.g., university supervisor, classroom teacher, parents, para-professional, therapist), possibly defining their role in supporting the intervention

5. Act and Observe

- Implement the plan, beginning with observation and collecting baseline data (i.e., record the child's behavior prior to implementing the intervention)
- Implement the intervention (continuing to collect data)
- Collect data and monitor progress following the established timeline (e.g., collect data for two weeks)
- Graph data in Excel

6. Reflect

- Analyze the data
- Determine if the goal has been met
- If the goal has not been met, re-formulate/adjust the intervention to improve student progress and **return to step 4** (as represented in the graphic on page one)

Deliverables

- Develop a portfolio to be shared with all stakeholders (i.e., teacher, university supervisor, parents, other professionals, etc.)
- Portfolio is to contain the following items:
 - Copies of any introductory letters/meeting minutes
 - Practicum Profile form (*see Practicum Site Profile Presentation assignment*)
 - Summary statement of the identified need for the PAR project
 - Research synthesis table of the references to support the evidence-based practice used for the intervention (*see Research Synthesis assignment*)
 - Description of target child, target behavior, evidence-based intervention, and data collection methods
 - Copies of original data collection sheets
 - Summary of data analysis and results (e.g., Excel graphs, discussion and analysis of findings). NOTE: This item will most likely be the handout from your poster presentation (*see Poster Presentation assignment*)
 - Reflective journals outlining procedures and experiences through each of the five steps

Evaluation criteria

NOTE: The poster presentation handout, research synthesis, and practicum site profile will be evaluated separately. In other words, their individual point values are

not included in the 30 possible points earned for the PAR project. There will be items from these other assignments contained in your PAR portfolio. They will, therefore, be part of the evidence used to determine your points for the PAR assignment.

- 5 points for the preparation and planning
- 10 points for observation, implementation, and data collection
- 5 points for analysis of data and any revisions to the plan
- 10 points for the portfolio (i.e., all components are included, work is of high quality, efforts for sharing your findings and expressing thanks to parents, etc., as appropriate)

IV. Reflective Journaling (15 points)

Purpose: An essential practice of any effective educator is engaging in the process of reflection. Through reflection, educators can develop, modify, and improve skills by looking at many aspects of their experiences to understand the success as well as challenges he/she encountered in these situations, how he/she can grow from the experience, and how one can use this information to impact what he/she will do in the future. Students will be expected to reflect on their practicum experiences with teaching and conducting a research project in order to advance future intervention efforts and develop a critiqued repertoire of skills and activities. Students are required to use each other as resources, share ideas, and reflect on each others' experiences.

Steps

1. Students should reflect on the participatory action research and teaching activities taking place at their practicum site and critique those experiences focusing on improving future practice.
2. Using peer-reviewed research to support the journal topic is highly encouraged.
3. Reciprocal interactions are recommended for increasing the potential for collaborative problem solving during the grand rounds.

Deliverables

- Written 1-2 page reflective journal

Evaluation criteria

- Please see the evaluation rubric posted in VISTA
- The incorporation of peer-reviewed research to support topics is strongly recommended.

V. Week of lead teaching (10 points)

Purpose. Students will have the opportunity to plan, lead, and evaluate lessons in the practicum setting. As explained in the initial contract, you should be provided opportunities to lead teach in your practicum setting. The lead teaching experience will require some planning and organizing with your cooperating teacher. You should also

gain experience in writing lesson plans, and this component of the practicum is a great opportunity for you to get feedback on your teaching as well as planning activities.

Steps

1. Work with your supervisors to coordinate your lesson planning with appropriate content for the practicum classroom.
2. Use the lesson plan form found in the Advanced Practicum Handbook.
3. Write lesson(s) that incorporate the content standards, reflect best practices, and address the needs of the children. Your week of teaching might be covered with one or with multiple lesson plan forms. Your lessons might all be large group, circle time activities, or you may plan a combination of centers, small group work, and environmental arrangements. You will work with your supervisors as you plan and follow any necessary limitations (e.g., the established daily schedule).
4. Prepare materials.
5. Teach the lesson. NOTE: You may choose to videotape your teaching for the videotape/ reflection assignment.
6. Solicit feedback from your field supervisor.
7. Write a reflection on your experience. NOTE: The reflection may be used for one of your journaling posts.

Deliverables

- Submit completed lesson plan form(s) to one or both supervisors for feedback prior to giving the lesson
- Share written reflection with university supervisor

Evaluation criteria

- Each section of the lesson plan form needs to be filled appropriately.
- Written reflection:
 - Your reflection should include your reasons for selecting the particular content, strategies, etc., for your lesson. For example, at this point, you will know the children and their individual needs well enough to note any specific strategies or accommodations that were used and why.
 - You will also reflect on your teaching of the lesson (e.g., what went well, what you needed to add or delete during your teaching, what you might do differently the next time, did you have enough time or did the lesson take less time than anticipated).
- Some guidelines and resources for good lesson planning are provided below.

Guidelines for Lesson Planning

- *DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/ Early Childhood Special Education* (2005) offers an excellent overview of child-focused practices (p. 71-106). The recommendations fall into three key concepts that guide lesson planning:
 - “. . . design environments to promote children’s safety, active engagement, learning, participation, and membership.

- “. . . use ongoing data to individualize and adapt practices to meet each child’s changing needs.
- “. . . use systematic procedures within and across environments, activities, and routines to promote children’s learning and participation” (Wolery, p. 73).
- Answer these questions as you plan: What is the goal of this lesson? Is it both challenging and achievable? Which content standards are being addressed? A good curriculum will help define goals and be linked to the content standards.
- Lesson planning requires an understanding of how children learn and of developmentally appropriate practices.
- Consider visual, auditory, and kinesthetic learning styles as you plan.
- Successful lessons capture the children’s interest and allow for hands-on participation.
- Scaffold children’s learning, building on what they already know.
- Allow time for children to explore.
- Allow time for repetition. “Through repetition and success [children] develop the confidence to take risks” (Gronlund, 2006, p. 143).
- Utilize transitions as teaching opportunities.
- Promote the children’s active engagement and opportunities for communication.
- Embed teaching and learning opportunities throughout the day.
- Facilitate the child’s engagement in the environment.
- Model, establish, and support positive relationships.
- Create a healthy balance between creative and sensory stimulation and a strong sense of security (Church and Karnes, 2003).
- Consider this list of teaching strategies as you plan: acknowledge; encourage; give specific feedback; model; demonstrate; create or add challenge; give a cue, hint, or other assistance; provide information; or give directions (Copple and Bredekamp, 2006).

Resources:

Six common mistakes in writing lesson plans (and what to do about them):

Dr. Bob Kizlik

Updated June 28, 2007

<http://www.adprima.com/mistakes.htm>

10 steps to developing a quality lesson plan

<http://www.lessonplanspage.com/WriteLessonPlan.htm>

Church, E. B. & Karnes, M. (2003). Setting the stage for learning. *Early Childhood Today*, 18(1), 38-46.

Copple, C. & Bredekamp, S. (2006). *Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6*. Washington, DC: National Association for the Education of Young Children.

Gronlund, G. (2006). *Make early learning standard come alive: Connecting your practice and curriculum to state guidelines*. St. Paul, MN: Redleaf Press.

Wolery, M. (2005). DEC recommended practices: Child-focused practices. In S. Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean(Eds.), *DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/ Early Childhood Special Education* (pp. 71-106). Longmont, CO: Sopris West.

VI. *Videotape and reflection (5 points)

Purpose. Viewing yourself on videotape is a powerful tool for observing both your teaching strategies and the responses of children. Reflecting on the details captured on video enables you to detect strengths and opportunities for growth that may have been missed without this tool. You can choose to record yourself a) implementing your PAR intervention, or b) teaching from one of your lesson plans.

Steps.

1. Speak with your field supervisor about taping to ensure the least amount of disruption for the class and to determine if release forms will be necessary to protect the confidentiality of the students.
2. If you do not have access to a video camera, the IRC in White Hall and the KSU Library have equipment available to borrow.
3. With your university supervisor, determine the format for the video so that you will both be able to view it.
4. Plan and produce tape. Length can be about 10 minutes.
5. Watch the tape a minimum of two times.
6. The reflection should state what you **thought** you were recording (e.g., you facilitating social interaction between a girl and the child for your PAR study) as well as any **unplanned** observations that provide interesting information.

Deliverables

- Video of a) PAR implementation, or b) teaching
- Written reflection of the tape.

Evaluation criteria

- University supervisor will meet with you to evaluate your tape and reflection
- Use the Reflection rubric to evaluate the reflection.

***Can be part of the Participatory Action Research Project**

VII. *Poster presentation (10 points)

Purpose: Sharing the findings of your study is an integral part of the participatory action research project. Each student will be required to complete a poster presentation of their study as a culmination of the project and evidence of your understanding of each step of the research process. Sharing project findings with colleagues will provide everyone with the opportunity to learn from each other and take home strategies and interventions that are evidence-based and practical.

Steps

1. Your poster needs to include the following sections: Introduction (1), research question (2), methods (3) including participants, setting, independent and dependent variables, any assessments, and intervention procedures, graphical display of the results (4), practical implications/conclusions (5).
2. Develop a poster presentation of the above elements. The final version should be in PowerPoint pdf file. You will turn the pdf file to your instructor.
3. Prepare a verbal presentation of the poster (10 minutes) during which you will share with colleagues how your intervention or new knowledge might affect our ECI practices.
4. Ensure that your poster and handout are aesthetically pleasing (i.e. organized, easy to read, creative, etc.)
5. The poster will be presented in a Virtual Poster session in Second Life, and you will have an opportunity to interact with students from various programs during your presentation.

Deliverables

- Poster presentation of your Participatory Action research project in Second Life
-

Evaluation criteria

- 2 point – All poster elements present (i.e., research questions, methods - including subjects and setting, procedures – including independent and dependent variables, results, conclusions, future implications)
- 1 points – Poster is organized, easy to read (i.e. not too many words), & creative
- 6 points – Poster session is attended and the poster presented in Second Life
- 1 points – Presenter is able to answer questions from the audience

*** An element of the Participatory Action Research Project**

VIII. Individualized Practicum Plan (15 points)

Purpose. Each practicum student has had unique professional and educational experiences, and therefore, has unique needs for their professional development. For example, one student may have five years experience in a preschool classroom while another student may come to ECIS with a bachelor's degree in speech therapy. In addition to the disparity in types of experience, each student will have particular interests in the field of early intervention. The purpose of the IPP assignment is to give the student

the time and support to explore an area(s) of need or of interest for their own professional development as an early childhood special education professional. For example, a student may be interested in teacher/parent communication and choose to design a communication system to use in his/her classroom. A student might complete one, two, or three separate projects, depending on the level of difficulty for each project.

Steps

1. Complete the Self-Assessment Inventory (SAI) found in the Advanced Practicum Handbook. This will help you identify possible areas of need (e.g., strategies for working with English Language Learners).
2. Find the Individualized Practicum Plan forms in the Advanced Practicum Handbook. Note that an IPP project could be completed in one of three ways: **verbal** presentation, **task** completion (e.g., rearrange classroom to minimize behavior problems), or **written** document (e.g., research paper, binder of resources on a topic). The IPP forms include rubrics for the evaluation of IPP projects.
3. IPP projects are rated as a 1,2, or 3, depending on their level of difficulty. **Your IPP projects must total 3 points.** In other words, you could complete three “1” projects that are relatively short and straightforward; you could complete one “3” project that is more complex and time-consuming; or you could complete one “1” and one “2” project.
4. Once you have identified areas of need/interest, you can consult with your university supervisor and complete the IPP forms. Remember, you need to decide on a topic, the type of deliverable (i.e., verbal, task, written), and the point value of each project (total of 3 points).
5. **IMPORTANT:** The Advanced Practicum Handbook includes the rubrics that will be used for evaluating your IPP project(s). You will want to read them so that you know what the expectations are for each type of project (i.e., task, presentation, written product).

Deliverables

- Self-assessment Inventory (SAI)
- IPP form, listing each project with its point value
- Completed IPP project(s) with a total point value of 3

Evaluation Criteria

- The appropriate rubric will be used to evaluate your IPP project.
- IPP projects are evaluated by your university supervisor.

Forms and Required Documentation for the Advanced Practicum Experience

There are a number of forms that must be reviewed and/or completed by the student, university supervisor, and/or field supervisor and retained in the student’s cumulative practicum file. Each form is briefly described below and originals are found at the end of the handbook and in Groove. **All completed evaluations (except university supervisor evaluation form) should be given to your university supervisor by the end of the**

semester, with the exception of the mid-term that should be submitted when complete. University supervisor evaluations should go to your KSU faculty advisor at mid-term when complete as well as the end of the semester.

Evaluation Forms appear in the following pages.

The rest of the handbook contains photocopy ready forms required for Advanced Practicum. These forms are also found in Blackboard Learn for Advanced Practicum. If you need additional copies, please contact your university supervisor.

- Student Demographic Form
- Self Assessment Inventory (SAI)
- The Individualized Practicum Plan (IPP)
- Practicum Rubric
- Practicum Profile
- Practicum Log
- Field Supervisor Evaluation (of student)
- Student Evaluation of University Practicum Supervisor
- Student Evaluation of Field Practicum Supervisor

Advanced Practicum Contract

RESPONSIBILITIES AND EXPECTATIONS

STUDENT

The student is to actively participate in the daily routines and activities of the practicum site and/or field supervisor. Students are expected to practice sound professional ethics and to conduct themselves in a professional, responsible, and reliable manner at all times. The student should plan to participate in team planning and staff meetings. The student is responsible notifying center or school when they are unable to attend. Students are also responsible for informing the university and field supervisors of the day/time of all scheduled observations.

Assignments

- Practicum Site Profile & Presentation
- Research Synthesis Table
- Participatory Action Research Project
- Reflective Journaling
- Week of Lead Teaching
- Video Tape & Reflection
- Poster Presentation
- Individualized Practicum Plan (IPP)

Required Documentation

- Student Demographic Form
- Self Assessment Inventory (first week)
- Individualized Practicum Plan (completed with University Supervisor)
- Practicum Profile (beginning of placement)
- Student Evaluation of University Supervisor (end of placement)
- Student Evaluation of Field Supervisor (end of placement)
- Practicum Log (completed weekly)

FIELD SUPERVISOR

The primary role of the field supervisor is to serve as a mentor and guide. During the initial phase of the practicum, it is most helpful to orient the student to the program and/or school/class, introduce the student to staff, children, and/or families, and provide the student with a copy of the program and/or school/class policies and procedures. In addition, students are encouraged to take responsibility for acquiring pertinent information (e.g., IEP/IFSP goals/objectives) about children for whom they share intervention and/or education responsibility and for, becoming thoroughly acquainted with these children. Any assistance that the field supervisor can provide the student in obtaining access to such information and obtaining necessary consent would be beneficial. The student is to actively participate in the daily routines and activities of the practicum site and/or field supervisor.

Assignments

- Provide the student with weekly verbal and/or written feedback (including encouragement, constructive criticism, and recognition of success)
- Facilitate student attendance at program/school related professional development workshops and in-service trainings
- Keep the university supervisor informed of the student's progress and/or encountered

- problems
- Mid-term and Final evaluation of the student

Required Documentation

- Field Supervisor Evaluation of the student (completed twice: once at mid-point and once at end of practicum placement)
- Practicum Log (signed/initialed weekly)
- Field Supervisor Compensation Form*

UNIVERSITY SUPERVISOR

University supervisors are responsible for co-developing and approving each assigned student’s research and teaching activities. Completed assignments and activities will be evaluated by the university supervisor and the university supervisor determines and submits the student’s final grade for the advanced practicum to an ECIS faculty member. University supervisors are also responsible for completing observations and giving feedback to students. Supervisors are welcome to attend all practicum seminars held at the university.

Assignments

- A minimum of two (2) observations/visits for students in a practicum setting that is also their job setting
- Three (3) observations/visits for students in a practicum setting within the community
- Written and/or verbal feedback regarding the student’s performance as soon as possible following each visit
- Written and/or verbal feedback regarding the student’s interaction with children/staff/family members from a video/DVD and reflection submitted by the student at least once during the course of the semester
- Feedback on the student’s reflective journals
- Distribution and collection of the Field Supervisor stipend paperwork

Required Documentation

- Individualized Practicum Plan grading rubric and feedback (completed with Practicum Student)
- Practicum Log (signed/initialed at each observation)
- Personal mileage reimbursement form

I have read and agree to adhere to all responsibilities and expectations as outlined in the above contract.

Student

Signed

Date

Field Supervisor

Signed

Date

University Supervisor

Signed

Date

**Early Childhood Intervention Specialist Program
Kent State University**

STUDENT DEMOGRAPHIC FORM

Student Name: _____

Academic Year: _____

Current Address: _____

Permanent Address: _____

Phone (work): _____

Phone (home): _____

E-Mail: _____

Advisor: _____

Please respond to the following statements by placing a check in *all* the box(es) that apply and completing the appropriate blanks:

- I have declared a graduate major. I am pursuing a degree in: _____
- I have not declared a major.
- I am registered as a special non-degreed student.
- I am in a combined undergraduate/graduate program. My major area is: _____
- I have completed an undergraduate degree. My major area was: _____
- I am attending school full-time (*registered for 9+ credit hours*).
- I am attending school part-time (*registered for less than 9 credit hours*).

Please indicate all of the groups of children with whom you have current and/or previous work experience (*employment or practicum/field experiences*) by placing a check in *all* the box(es) that apply.

Professional Experiences	Birth - 3	Preschool	K	1st - 3rd Grade	4th Grade & Older
Currently working <i>only</i> with children <i>with disabilities</i>					
Currently working <i>only</i> with children <i>without disabilities</i>					
Currently working in an <i>integrated</i> setting					
Previously worked <i>only</i> with children <i>with disabilities</i>					
Previously worked <i>only</i> with children <i>without disabilities</i>					
Previously worked in an <i>integrated</i> setting					

**Early Childhood Intervention Specialist Program
Kent State University**

SELF-ASSESSMENT INVENTORY (SAI)

Using the scale below, please rate your level of knowledge and skill within each of the following special education standards: (1) Foundations; (2) Development and Characteristics; (3) Individual Learning Differences; (4) Instructional Strategies; (5) Learning Environments and Social Interactions; (6) Language; (7) Instructional Planning; (8) Assessment; (9) Professional and Ethical Practice; and, (10) Collaboration. These professional standards are supported by the *National Council on the Accreditation of Teacher Education* (NCATE) and the *Ohio Department of Education* (ODE).

Rating Scale: 1= I possess *minimal* knowledge and skill in this competency
 2= I possess *moderate* knowledge and skill in this competency
 3= I possess *sufficient* knowledge and skill in this competency

For ratings of 3, you will need to provide a brief, written statement indicating how this level of knowledge and skill was obtained (e.g. work experience, practicum/field experiences, coursework, etc.). Feel free to use the back of the form to record your statement(s) or you may attach an additional page.

Special Education Standard #1: Foundations

	Competencies	Rating	Activity Title
CC1K1	Models, theories, and philosophies that form the basis for special education practice.		
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.		
CC1K3	Relationship of special education to the organization and function of educational agencies.		
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.		
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.		
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)		
CC1K7	Family systems and the role of families in the educational process.		
CC1K8	Historical points of view and contribution of culturally diverse groups.		
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.		
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.		
CC1S1	Articulate personal philosophy of special education.		

	Competencies	Rating	Activity Title
EC1K1	Historical and philosophical foundations of services for young children both with and without exceptional learning needs.		
EC1K2	Trends and issues in early childhood education and early childhood special education.		
EC1K3	Law and policies that affect young children, families, and programs for young children.		

Special Education Standard #2: Development and Characteristics Learners

	Competencies	Rating	Activity Title
CC2K1	Typical and atypical human growth and development.		
CC2K2	Educational implications of characteristics of various exceptionalities.		
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.		
CC2K4	Family systems and the role of families in supporting dev.		
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.		
CC2K6	Similarities and differences among individuals with exceptional learning needs.		
CC2K7	Effects of various medications on individuals with exceptional learning needs.		
EC2K1	Theories of typical and atypical early childhood dev.		
EC2K2	Effect of biological and environmental factors on pre-, peri-, and post-natal development.		
EC2K3	Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.		
EC2K4	Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.		
EC2K5	Impact of medical conditions on family concerns, resources, and priorities.		
EC2K6	Childhood illnesses and communicable diseases		

Special Education Standard #3: Individual Learning Differences

	Competencies	Rating	Activity Title
CC3K1	Effects an exceptional condition(s) can have on an individual's life.		
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.		
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs.		

CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.		
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.		
	Competencies	Rating	Activity Title
EC3S1	Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.		

Special Education Standard #4: Instructional Strategies

	Competencies	Rating	Activity Title
CC4S1	Use strategies to facilitate integration into various settings.		
CC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.		
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.		
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.		
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.		
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.		
EC4S1	Use instructional practices based on knowledge of the child, family, community, and the curriculum.		
EC4S2	Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.		
EC4S3	Prepare young children for successful transitions.		

Special Education Standard #5: Learning Environments and Social Interactions

	Competencies	Rating	Activity Title
CC5K1	Demands of learning environments.		
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.		
CC5K3	Effective management of teaching and learning.		
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.		
CC5K5	Social skills needed for educational and other environments.		
CC5K6	Strategies for crisis prevention and intervention.		

	Competencies	Rating	Activity Title
CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.		
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.		
CC5K9	Ways specific cultures are negatively stereotyped.		
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism		
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.		
CC5S2	Identify realistic expectations for personal and social behavior in various settings.		
CC5S3	Identify supports needed for integration into various program placements.		
CC5S4	Design learning environments that encourage active participation in individual and group activities.		
CC5S5	Modify the learning environment to manage behaviors.		
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.		
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.		
CC5S8	Teach self-advocacy.		
CC5S9	Create an environment that encourages self-advocacy and increased independence.		
CC5S10	Use effective and varied behavior management strategies.		
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.		
CC5S12	Design and manage daily routines.		
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.		
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.		
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.		
CC5S16	Use universal precautions.		
EC5K1	Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.		
EC5S1	Implement nutrition plans and feeding strategies.		

	Competencies	Rating	Activity Title
EC5S2	Use health appraisal procedures and make referrals as needed.		
EC5S3	Design, implement, and evaluate environments to assure developmental and functional appropriateness.		
EC5S4	Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.		
EC5S5	Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.		

Special Education Standard #6: Language

	Competencies	Rating	Activity Title
CC6K1	Effects of cultural and linguistic differences on growth and development.		
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.		
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.		
CC6K4	Augmentative and assistive communication strategies.		
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.		

	Competencies	Rating	Activity Title
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.		
EC6S1	Support and facilitate family and child interactions as primary contexts for learning and development.		

Special Education Standard #7: Instructional Planning

	Competencies	Rating	Activity Title
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.		
CC7K2	Scope and sequences of general and special curricula.		
CC7K3	National, state or provincial, and local curricula standards.		
CC7K4	Technology for planning and managing the teaching and learning environment.		
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.		
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.		

	Competencies	Rating	Activity Title
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.		
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.		
CC7S4	Use functional assessments to develop intervention plans.		
CC7S5	Use task analysis.		
CC7S6	Sequence, implement, and evaluate individualized learning objectives.		
CC7S7	Integrate affective, social, and life skills with academic curricula.		
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.		
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.		
CC7S10	Prepare lesson plans.		
CC7S11	Prepare & organize materials to implement daily lessons.		
CC7S12	Use instructional time effectively.		
CC7S13	Make responsive adjustments to instruction based on continual observations.		
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.		
EC7S1	Implement, monitor and evaluate individualized family service plans and individualized education plans.		
EC7S2	Plan and implement developmentally and individually appropriate curriculum.		
EC7S3	Design intervention strategies incorporating information from multiple disciplines.		

	Competencies	Rating	Activity Title
EC7S4	Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.		

Special Education Standard #8:Assessment

	Competencies	Rating	Activity Title
CC8K1	Basic terminology used in assessment.		
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.		
CC8K3	Screening, pre-referral, referral, and classification procedures.		

	Competencies	Rating	Activity Title
CC8K4	Use and limitations of assessment instruments.		
CC8K5	National, state or provincial, and local accommodations and modifications.		
CC8S1	Gather relevant background information.		
CC8S2	Administer nonbiased formal and informal assessments.		
CC8S3	Use technology to conduct assessments.		
CC8S4	Develop or modify individualized assessment strategies.		
CC8S5	Interpret information from formal and informal assessments.		
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.		
CC8S7	Report assessment results to all stakeholders using effective communication skills.		
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.		
CC8S9	Create and maintain records.		
EC8S1	Assess the development and learning of young children.		
EC8S2	Select, adapt and use specialized formal and informal assessments for infants, young children and their families.		
EC8S3	Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.		
EC8S4	Assist families in identifying their concerns, resources, and priorities.		
EC8S5	Participate and collaborate as a team member with other professionals in conducting family-centered assessments.		
EC8S6	Evaluate services with families.		

Special Education Standard #9: Professional and Ethical Practice

	Competencies	Rating	Activity Title
CC9K1	Personal cultural biases and differences that affect one's teaching.		
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.		
CC9K3	Continuum of lifelong professional development.		
CC9K4	Methods to remain current regarding research-validated practice.		

	Competencies	Rating	Activity Title
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.		
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.		
CC9S3	Act ethically in advocating for appropriate services.		
CC9S4	Conduct professional activities in compliance with applicable laws and policies.		
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.		
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.		
CC9S7	Practice within one's skill limit and obtain assistance as needed.		
CC9S8	Use verbal, nonverbal, and written language effectively.		
CC9S9	Conduct self-evaluation of instruction.		
CC9S10	Access information on exceptionalities.		
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.		
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.		
EC9.K1	Organizations and publications relevant to the field of early childhood special education.		
EC9S1	Recognize signs of child abuse and neglect in young children and follow reporting procedures.		
EC9S2	Use family theories and principles to guide professional practice.		
EC9S3	Respect family choices and goals.		
EC9S4	Apply models of team process in early childhood.		
EC9S5	Advocate for enhanced professional status and working conditions for early childhood service providers.		
EC9S6	Participate in activities of professional organizations relevant to the field of early childhood special education.		
EC9S7	Apply research and effective practices critically in early childhood settings.		
EC9S8	Develop, implement and evaluate a professional development plan relevant to one's work with young children.		

Special Education Standard #10: Collaboration

	Competencies	Rating	Activity Title
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	Competencies	Rating	Activity Title
CC10K1	Models and strategies of consultation and collaboration.		
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.		
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.		
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.		
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.		
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.		
CC10S3	Foster respectful and beneficial relationships between families and professionals.		
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.		
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.		
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.		
CC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.		
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.		
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.		
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.		
CC10S11	Observe, evaluate and provide feedback to paraeducators.		
EC10K1	Dynamics of team-building, problem-solving, and conflict resolution.		
EC10S1	Assist the family in planning for transitions.		
EC10S2	Communicate effectively with families about curriculum and their child's progress.		
EC10S3	Apply models of team process in early childhood settings.		
EC10S4	Apply various models of consultation in early childhood settings.		
EC10S5	Establish and maintain positive collaborative relationships with families.		
EC10S6	Provide consultation and instruction specific to services for children and families.		


KENT STATE
UNIVERSITY
Early Childhood Intervention Specialist Program
Kent State University

The Individualized Practicum Plan (IPP)

Student Name:

Practicum Setting and Location:

Field Supervisor:

Title	Detailed Description	Deliverables	Points

Explanation of the Point System:

- 1 The student needs *initial knowledge and experience* in the competency area, as indicated by the Self-Assessment Inventory (SAI). Related assignments require basic observation and information gathering tasks. These assignments are most often completed independently.
- 2 The student currently possesses *moderate knowledge and experience* in the competency area, as indicated by the Self-Assessment Inventory (SAI). Related assignments require active participation and/or direct service delivery. These assignments are to be completed in collaboration with another colleague.
- 3 The student currently has *sufficient knowledge and experience* in the competency area, as indicated by the Self-Assessment Inventory (SAI). Related assignments require the student to assume administrative and/or leadership roles and promote systems change. These assignments typically require the collaboration with many colleagues in order to be successfully completed.

Competency Areas (from the SAI):

- Foundations
- Development and Characteristics
- Individual Learning Differences
- Instructional Strategies
- Learning Environments and Social Interactions
- Language
- Instructional Planning
- Assessment
- Professional and Ethical Practice
- Collaboration

Suggested Assignments for Meeting Student-Identified Needs

Suggested Activity	Points
Observe the practicum environment, across time, and keep anecdotal notes (e.g. journal, discussion on <i>Groove</i>). Note and reflect on the environment and note any observed environmental changes (e.g. environmental furnishings, equipment, materials, child/student to professional/teacher interactions, child/student to child/student interactions).	1
Complete a standardized ecological inventory with a colleague (e.g. use of the ITERS, ECERS, Cultural Competence Self-Reflection Tool, Checklist for Analyzing Bias in Children’s Books, the Arnett, etc.), check for reliability, and discuss/report findings.	2
Complete a standardized ecological inventory with a colleague, check for reliability, and develop, implement, and evaluate a plan for change (e.g. plan to include strengths, needs for improvement, strategies and activities to meet identified needs, timelines, responsible persons, evaluation criteria, progress updates).	3
Complete a standardized ecological inventory with a colleague (e.g. use of the ADA Compliance Checklist, basic health, safety, and nutritional checklists, universal precautions) check for reliability, and discuss findings.	2

Suggested Activity	Points
Complete a standardized ecological inventory with a colleague(s), check for reliability, and develop, implement, and evaluate a plan for systems change (e.g. plan to include strengths in meeting compliance, needs to meet compliance, strategies and activities to meet identified needs, timelines, responsible persons, evaluation criteria, progress updates).	3
Review multiple IFSPs, IEPs, or treatment plans, observe interactions, across time, between children/students and the professionals who work with them (e.g. teachers, related service professionals, paraprofessionals) and identify/record those interactions that directly relate to the IFSP/IEP, or treatment plan outcomes/goals and objectives.	1
Review multiple IFSPs, IEPs, or treatment plans to determine if they meet legal and philosophical requirements and/or recommended practices and submit written findings.	1
Attend and actively participate in an IFSP, IEP, or treatment plan meeting.	2
Meet with family members, in advance of scheduled IFSP, IEP, or treatment plan meetings, and gather/share information pertaining to the upcoming meeting (e.g. family's resources, priorities, and concerns, legal rights and procedural safeguards).	2
Attend and/or conduct an in-service training offered by/to the host practicum site related to the development, implementation, and evaluation of IFSPs, IEPs, or treatment plans.	3
Engage in advocacy activities, related to improving the development, implementation, and evaluation of IFSPs, IEPs, or treatment plans, that will promote systems change. (e.g. develop/disseminate a Parent Handbook, provide testimony to the local school board).	3
Identify and critique the various screening instruments used within your practicum setting (e.g. screenings for PKU, vision/hearing/nutrition, use of the Denver Developmental Screening, etc.).	1
Follow and document the referral process for a child suspected of having delays and/or disabilities. Describe the family's involvement in the process, the composition of the team, evaluation measures used, decisions and required documentation regarding disability and/or special education eligibility, etc. Provide a written summary of the process and include blank copies of required state and/or hospital forms.	1
Observe a teacher-directed small group activity and assess the instruction for each student or lead a small group activity, videotape your instruction, and assess the instruction for each student (e.g. opportunity for guided practice, rehearsal, student/child reinforcement, etc.).	2
Review the IFSPs/IEPs of the children/students in your practicum setting. Identify the different tests that have been administered (e.g. norm-referenced, criterion-referenced). Critique the appropriateness of the each test, for its specified purpose, and any testing adaptations.	3
Identify and critique the existing curriculum used in practicum setting or identify and critique a published one (e.g. the <i>Creative Curriculum</i>).	2
Conduct and audiotape an interview with the classroom teacher about her/his existing curriculum and gather suggestions from the teacher about curriculum planning.	1
Observe a circle activity and describe how the activity promotes development in each of the domains (e.g. motor, communication, etc.).	1
Follow and document the referral process for a child suspected of having delays and/or disabilities. Describe the family's involvement in the process, the composition of the team, evaluation measures used, decisions and required documentation regarding disability and/or special education eligibility, etc. Provide a written summary of the process and include blank copies of required state and/or hospital forms.	1
Observe a teacher-directed small group activity and assess the instruction for each student or lead a small group activity, videotape your instruction, and assess the instruction for each student (e.g. opportunity for guided practice, rehearsal, student/child reinforcement).	2

Suggested Activity	Points
Review the IFSPs/IEPs of the children/students in your practicum setting. Identify the different tests that have been administered (e.g. norm-referenced, criterion-referenced). Critique the appropriateness of the each test, for its specified purpose, and any testing adaptations.	3
Identify and critique the existing curriculum used in practicum setting or identify and critique a published one (e.g. the <i>Creative Curriculum</i>).	2
Conduct and audiotape an interview with the classroom teacher about her/his existing curriculum and gather suggestions from the teacher about curriculum planning.	1
Observe a circle activity and describe how the activity promotes development in each of the domains (e.g. motor, communication).	1
Develop and implement a 10-minute circle activity that promotes development in each domain (e.g. motor, communication).	2
Develop and implement an activity-matrix for a child/student with disabilities in your practicum setting.	2
Shadow an itinerant teacher for consecutive weeks and reflect on the process. Describe the various roles and responsibilities of the teacher, number of children served, opportunities for collaboration with families and other professionals.	1
Collect, across time, classroom schedules (daily/weekly) from the practicum setting. Critique, in writing, the quality of the schedules (e.g. developmental appropriateness of activities, stated educational/intervention purposes of activities, descriptions of strategies for embedding IFSP/IEP objectives, suggested data collection, balance between self-selected and interventionist-directed activities, comprehensiveness, stability and flexibility).	3
Develop, implement, and evaluate the effectiveness of daily classroom schedules for the practicum setting.	2
Select a routine classroom activity, such as using tricycles during in/outdoor play or easel painting that tends to stay the same throughout the year. Suggest and record some variations of the activity that would add interest and learning to the activity (Hendrick, 2001).	1
Analyze and critique (in terms of gender stereotyping, cultural sensitivity, disability awareness, and/or respect for family diversity) the children's books in your practicum setting.	1
Observe a teacher interact with children/students with and without disabilities in a small group activity. Describe and reflect on the teacher's style of interaction and selection of intervention strategies with the children/students with disabilities and without disabilities (e.g. similarities and differences).	1
Observe a child/student with AND without disabilities across multiple settings, in multiple activities, and in interaction with multiple people (e.g. professionals, families, and other children/students). Describe the settings for the observations and compare and contrast child characteristics (e.g. size and general appearance of the child, motor development/coordination, speech and language, decision-making/problem-solving, emotional expression, social relationships, play behavior).	1
Adapt a toy, material, or instruction for a child/student with disabilities. Provide a rationale for the adaptation and evaluate the effectiveness of the adaptation.	2
Conduct a systematic observation of one or more precisely defined behaviors for a particular student/child with or without disabilities. Measure the frequency, duration, intensity/magnitude, or latency of the behaviors. Collaborate with a colleague in conducting the observation, share/discuss results, and provide a synthesis report.	2
Conduct "reinforcement sampling" for a child/student with disabilities in the practicum setting. Develop a data collection system and record outcomes.	1

Suggested Activity	Points
Select an activity, such as lunchtime, and list every rule, spoken and implicit, that children/students are expected to observe in this situation. Consider if any rules could be abandoned and if the rules are really for the convenience of the teacher rather than for the purpose of fostering the children's well-being (Hendrick, 2001).	2
Team up with a colleague and take 15-minute turns for an hour, keeping track of how many times you reinforced positive behavior of the children/students. Then keep track of how many opportunities for such reinforcement you overlooked (Hendrick, 2001).	2
Observe, across time, the recurrence of "discipline" situations in the practicum setting (e.g. children/students always being told to not run in the hallways). Suggest ways the situation could be changed instead of continuing to "teach the children to behave."	2
In collaboration with colleagues, develop, implement, and/or evaluate a school/center-wide proactive discipline policy that could enhance the prevention of inappropriate behaviors and promote pro-social behavior.	3
Develop a local community resource directory for families to enable them to meet basic needs (e.g. food, clothing, assistance with heat, electricity, etc.).	1
Using a commercially produced assessment instrument, with reported reliability and validity, conduct an assessment of a family's strengths and resources, needs, and/or priorities and concerns. Following a review and discussion with the family, develop strategies and activities for meeting 1-2 needs of the family, capitalizing on the family's strengths and resources.	2
Survey families regarding the "family-centeredness" of educational professionals, IFSP/IEP meetings, and/or parent-teacher conferences, etc. Compile the results of the survey and share the findings with interested parties.	2
Conduct a home visit. Videotape and critique your interactions with the family members. Comment on the perceived benefits, to you as the child's intervention specialist, of the home visit.	2
Conduct an in-service training for families regarding the IDEA. Recruit parent advocates from statewide advocacy organizations to assist in the delivery of training. Evaluate the effectiveness of the training.	3
Identify means by which families are involved in the design of intervention and curriculum.	1
Attend an IFSP/IEP meeting and evaluate the degree of family involvement and the extent to which professionals encouraged/supported the involvement of families.	1
Develop, implement, and evaluate a practical strategy (e.g. monthly school newsletter, school handbook, "parent open houses") for increasing opportunities for home-school collaboration.	3
Identify all the possible ways that families can be "involved" in the education of their children. Conduct a survey of the children's/student's families in your practicum setting to investigate the ways in which they would like to be involved in the children's education (e.g. reading at home, classroom volunteering, etc.). Summarize your findings.	2
Identify and reflect on the policies and procedures for reporting child abuse within your practicum setting. Compare and contrast the setting's policies and procedures with those recommended by early childhood/early childhood special education professional organizations (e.g. DEC/CEC, NAEYC).	1
Attend an in-service training sponsored by a community organization on Child Abuse.	1
Identify and describe several high and low technological interventions that may benefit the children in the practicum setting (e.g. electronic switches, augmentative communication devices, computer programs, etc.).	1

Suggested Activity	Points
Review the IFSPs/IEPs of the children in your practicum setting. Identify any team recommendations for assistive technology that would enable the child/student to benefit from their educational program. Determine the extent to which the recommendations for assistive technology have been implemented in the practicum setting. Summarize your findings.	2
Develop a resource directory of assistive technology websites.	1

PRACTICUM RUBRIC
Performance Task: Field Based Rubric (Advanced Practicum)
Early Childhood Intervention Program

Scoring Rubric:

3 = *Exemplary*

2 = *Acceptable*

1 = *Unacceptable*

DIRECTIONS: University supervisors and/or field supervisors will rate each identified task/event/activity using the following rubric. Task Completion/Performance should be applicable to ALL tasks/events/activities, while Written Products and Verbal Demonstrations/Products may only apply to certain tasks/events/activities. **Students must receive a rating of acceptable or higher on all competencies associated/aligned with Advanced Practicum.** Examples of verbal demonstrations/products can include but are not limited to: inservice presentations for colleagues/caregivers/policy makers, consultation sessions, instruction with children/students, home visits with caregivers, interviews with children/students/adults, case study discussions with colleagues/grand rounds, and demonstrations of strategies/information.

Task Completion/Performance

Unacceptable (1)	Acceptable (2)	Exemplary (3)
<ul style="list-style-type: none"> • Missing several of the required elements associated with a task/event/activity • Task/event/activity not completed on time and lacked professionalism • Does not seek outside sources of information • Ideas are not expanded upon or supported with evidence • Draws few conclusions 	<ul style="list-style-type: none"> • Completes and expands upon all required elements associated with a task/event/activity • Task/event/activity completed on time and with professionalism • Collects information from several sources, some which are unverifiable (e.g., heavy reliance on WWW sites without authorship noted) • Expansion of ideas with some original thought supported by evidence • Draws conclusions based upon research or recommended practice 	<ul style="list-style-type: none"> • Completes more than just the required elements and integrates a variety of learned expressions to provide detail associated with a task/event/activity • Task/event/activity completed on time with a high degree of professionalism by making a contribution to the learning ecology • Collects evidence from a wide variety of sources (e.g., texts, experts, WWW) and accurately interprets evidence collected • Ideas/thinking and examples have originality, depth, and are elaborated upon and supported with multiple pieces of evidence • Draws conclusions based upon research or recommended practice and interprets, analyzes and describes new insight not considered before
Written Products		
Unsatisfactory (1)	Acceptable (2)	Exemplary (3)
<ul style="list-style-type: none"> • Text is almost impossible to understand, even by a sympathetic reader 	<ul style="list-style-type: none"> • A sympathetic reader should be able to understand all of the text with very brief pauses 	<ul style="list-style-type: none"> • Any reader should be able to understand all of the text with very brief pauses and with little background knowledge

Unacceptable (1)	Acceptable (2)	Exemplary (3)
<ul style="list-style-type: none"> • The reader is not able to decipher meaning due to excessive grammar/spelling/vocabulary errors • Transitions between ideas/topics do not flow and text shows little or no organization • Plagiarized substantial portions of other's work and did not correctly cite work 	<ul style="list-style-type: none"> • The reader can readily understand the text even w/some grammar/spelling/vocabulary errors • Transitions between ideas/topics flow, text is clearly organized, and summaries of key ideas may be verbose/lengthy • Attempted to cite the work of others and adhere to APA guidelines 	<ul style="list-style-type: none"> • The reader can readily understand the text and there are few or no grammar/spelling/vocabulary errors • Transitions between ideas/topics flow, text is clearly organized, key ideas are succinctly summarized • Consistently cites the work of others adhering to APA guidelines

Verbal Demonstrations/Products

Unsatisfactory (1)	Acceptable (2)	Exemplary (3)
<ul style="list-style-type: none"> • Needed materials not available, disorganized, and not well prepared. Unable to effectively verbalize information with others • Talks a lot but does not deliver relevant information (i.e., talk is not related to the topic) • Tone of voice is inaudible • Rate of talking is much too fast or slow for understanding • Aim of presentation not conveyed at outset • Verbal demonstration of material not carried out in an organized fashion (e.g., broad ideas to smaller ideas), presentation of ideas difficult to follow • Too much time spent enlarging irrelevant topics 	<ul style="list-style-type: none"> • Needed materials available, organized, and effectively verbalized information to others • Communicates relevant information with some examples and explanations • Tone of voice is consistently audible • Rate of talking is consistent • Aim of verbal demonstration is clearly conveyed • Verbal demonstration organized and main ideas clearly stated and addressed • Appropriate amount of time spent on various issues/topics 	<ul style="list-style-type: none"> • Needed materials available including support materials for audience, well organized, and encouraged audience to participate in sharing of ideas and information • Communicates relevant information and ideas/thinking and examples have originality, depth, and are elaborated upon • Tone of voice is consistently audible and appropriate for setting and topic changes • Rate of talking is consistent and appropriate for setting and topic changes • Aim of verbal demonstration is clearly conveyed and modified as needed based upon input from audience • Verbal demonstration well organized, main ideas stated and addressed, clarity of audience understanding checked throughout • Appropriate amount of time spend on various issues/topics based upon input from audience

Unacceptable (1)	Acceptable (2)	Exemplary (3)
<ul style="list-style-type: none"> • Audience not considered when using jargon and acronyms • Very little consideration or effort was made to factor in diverse or individual learning styles 	<ul style="list-style-type: none"> • New terms and acronyms associated with verbal demonstration are explained • Mostly responsive to audience by checking for understanding and employing strategies for diverse or individual learning styles 	<ul style="list-style-type: none"> • New terms and acronyms associated with verbal demonstration are explained and examples provided • Consistently responsive to audience by checking for understanding and employing strategies for diverse or individual learning styles

**Early Childhood Intervention Specialist Program
Kent State University**

PRACTICUM PROFILE

Student Name: _____

Practicum Setting: _____

University Practicum Supervisor: _____

Field Supervisor: _____

THE PRACTICUM SETTING POPULATION

- a. Total number of children/families served?
- b. Total number of children with disabilities receiving early intervention/special education services?
- c. Age and grade level (*if applicable*) ranges?
- d. Cultural and ethnic background of children/families?
- e. Overall socio-economic background of children/families?
- f. Number and type of staff?
- g. Approximate child-professional ratio?

THE INTERVENTION/EDUCATIONAL SETTING

- a. The approximate percentage of time children are involved in self-initiated activities?
- b. Types of formats generally used for self-initiated activities (e.g. centers, computer assisted instruction, etc.)?
- c. Specific intervention/instructional procedures used in adult-initiated activities?
- d. Special conditions about the setting, children, program/agency, etc. that may impact the day-to-day learning environment?

- e. The extent to which the field supervisor feels that adequate materials (instructional, motivational, and general supplies) are available in the practicum setting?
- f. The extent to which the field supervisor feels that adequate equipment (instructional, motivational, and adaptive) is available in the practicum setting?
- g. The manner in which learning activities are coordinated/planned for the practicum setting?
- h. The manner in which child progress is measured and documented?
- i. The most important classroom routines, procedures, rules, or expectations for children's behavior?

COLLABORATION WITH FAMILIES AND OTHER PROFESSIONALS

- a. The primary methods and strategies for communication with families?
- b. The level of involvement of families in the practicum setting?
- c. The field supervisor's satisfaction with the level of involvement of families in the practicum setting?
- d. The primary methods and strategies for communication with other professionals (e.g. speech therapist) who work with children in the practicum setting?
- e. The level of involvement of other professionals (e.g. speech therapist, etc.) *directly in the* practicum setting?
- f. The field supervisor's satisfaction with the level of involvement of other professionals (e.g. speech therapist, etc.) in the practicum setting?

**Early Childhood Intervention Specialist Program
Kent State University**

PRACTICUM LOG

Student Name: _____

Academic Year: _____

Week of: _____

Supervisor Signature:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Total hours:	Total hours:	Total hours:	Total hours:	Total hours:
A.M. Activities	A.M. Activities	A.M. Activities	A.M. Activities	A.M. Activities
P.M. Activities	P.M. Activities	P.M. Activities	P.M. Activities	P.M. Activities

**Early Childhood Intervention Specialist Program
Kent State University**

FIELD SUPERVISOR EVALUATION

Student Name: _____
Field Supervisor: _____
Date: _____

Please circle the number, indicating your level of agreement with these statements, about the ECIS-KSU practicum student named above. Use the following scale:

- 5= Strongly Agree
- 4= Agree
- 3= Not Sure
- 2= Disagree
- 1= Strongly Disagree
- NA= Not applicable

1. Established nurturing and respectful relationships with children.

1	2	3	4	5	NA
---	---	---	---	---	----

2. Communicated effectively with children individually, and if applicable, in groups.

1	2	3	4	5	NA
---	---	---	---	---	----

3. Communicated behavioral and academic expectations clearly to children.

1	2	3	4	5	NA
---	---	---	---	---	----

4. Demonstrated the ability to match intervention/instructional and environmental strategies and materials to children’s social-psychological, cognitive, and physical maturity.

1	2	3	4	5	NA
---	---	---	---	---	----

5. Demonstrated the ability to assess (formally or informally) children’s cognitive, social-emotional, communication, motor, adaptive, and aesthetic development.

1	2	3	4	5	NA
---	---	---	---	---	----

6. Planned and implemented the curriculum collaboratively with you and other staff and support professionals.

1	2	3	4	5	NA
---	---	---	---	---	----

7. Established her/himself as a reinforcing agent to children exhibiting *appropriate* behavior.

1	2	3	4	5	NA
---	---	---	---	---	----

8. Established her/himself as a reinforcing agent to children exhibiting *inappropriate* behavior.

1 2 3 4 5 NA

9. Initiated personal contact with each child, on a routine basis, and varied her/his approach to meet individual needs.

1 2 3 4 5 NA

10. Exhibited punctuality (arrival time, meetings, etc.).

1 2 3 4 5 NA

11. Met self-imposed timelines as well as those designated by university and field supervisors.

1 2 3 4 5 NA

12. Initiated interactions and worked cooperatively with staff and support professionals.

1 2 3 4 5 NA

13. Initiated interactions and worked cooperatively with families.

1 2 3 4 5 NA

14. Asked relevant questions.

1 2 3 4 5 NA

15. Modified her/his performance related to corrective feedback and constructive criticism.

1 2 3 4 5 NA

16. Sought constructive criticism and utilized it to improve her/his performance.

1 2 3 4 5 NA

17. Sought and shared new ideas and resources.

1 2 3 4 5 NA

18. Evidenced the ability to remain calm under stressful situations.

1 2 3 4 5 NA

19. Exhibited initiative and resourcefulness in the practicum setting.

1 2 3 4 5 NA

20. Participated in agency/program/school professional activities (e.g. inservice trainings, parent/family conferences, special events, etc.).

1 2 3 4 5 NA

21. Modeled appropriate behaviors for children and staff (arrival/departure time, appropriate attire, self-control, pleasant disposition).

1 2 3 4 5 NA

22. Exhibited respectfulness, consideration, sensitivity and fairness when working with children and staff.

1 2 3 4 5 NA

23. Maintained confidentiality.

1 2 3 4 5 NA

24. We developed an effective, professional relationship.

1 2 3 4 5 NA

Field Supervisor Signature

Date

Thank you your time and assistance. Please complete the information below so that we may contact you again in the future.

Mailing Address: _____

Phone (work): _____

E-Mail: _____

**Early Childhood Intervention Specialist Program
Kent State University**

STUDENT EVALUATION OF UNIVERSITY PRACTICUM SUPERVISOR

Student Name: _____

University Supervisor: _____

Date: _____

Please circle the number, indicating your level of agreement with these statements, about the *university supervisor* named above. Use the following scale:

- 5= Strongly Agree
- 4= Agree
- 3= Not Sure
- 2= Disagree
- 1= Strongly Disagree
- NA= Not applicable

1. Set clear expectations for me.

1 2 3 4 5 NA

2. Provided sufficient guidance and opportunity for me to promote the learning and development of all children.

1 2 3 4 5 NA

3. Gave emphasis to my understandings about children and intervention/teaching, rather than solely on my technical skills.

1 2 3 4 5 NA

4. Encouraged me to reflect upon my teaching experiences.

1 2 3 4 5 NA

5. Encouraged me to evaluate child progress and develop curriculum for individual children.

1 2 3 4 5 NA

6. Gave constructive criticism of a helpful nature in evaluating my intervention/teaching.

1 2 3 4 5 NA

7. Provided appropriate time, freedom, and directions in planning.

1 2 3 4 5 NA

8. Was supportive and gave suggestions for those occasions when I ran into problems.
- 1 2 3 4 5 NA
9. Prompted/encouraged me to research topics about child development, intervention/teaching, curriculum, etc. to improve my practice and understanding.
- 1 2 3 4 5 NA
10. Prompted/encouraged me to participate in agency/program/school professional activities (e.g. inservice trainings, parent/family conferences, special events, etc.).
- 1 2 3 4 5 NA
11. Exhibited respectfulness, consideration, sensitivity and fairness towards me.
- 1 2 3 4 5 NA
12. We developed an effective, professional relationship.
- 1 2 3 4 5 NA

Practicum Student Signature

Date

Please comment on any other factors related to your practicum experience that impacted your success.

**Early Childhood Intervention Specialist Program
Kent State University**

STUDENT EVALUATION OF FIELD PRACTICUM SUPERVISOR

Student Name: _____
Field Supervisor: _____
Date: _____

Please circle the number, indicating your level of agreement with these statements, about the *field supervisor* named above. Use the following scale:

- 5= Strongly Agree
- 4= Agree
- 3= Not Sure
- 2= Disagree
- 1= Strongly Disagree
- NA= Not applicable

1. Set clear expectations for me.

1 2 3 4 5 NA

2. Provided sufficient guidance and opportunity for me to promote the learning and development of all children.

1 2 3 4 5 NA

3. Gave emphasis to my understandings about children and intervention/teaching, rather than solely on my technical skills.

1 2 3 4 5 NA

4. Encouraged me to reflect upon my teaching experiences.

1 2 3 4 5 NA

5. Encouraged me to evaluate child progress and develop curriculum for individual children.

1 2 3 4 5 NA

6. Gave constructive criticism of a helpful nature in evaluating my intervention/teaching.

1 2 3 4 5 NA

7. Provided appropriate time, freedom, and directions in planning.

1 2 3 4 5 NA

8. Was supportive and gave suggestions for those occasions when I ran into problems.
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- 1 2 3 4 5 NA
10. Prompted/encouraged me to participate in agency/program/school professional activities (e.g. inservice trainings, parent/family conferences, special events, etc.).
- 1 2 3 4 5 NA
11. Exhibited respectfulness, consideration, sensitivity and fairness towards me.
- 1 2 3 4 5 NA
12. We developed an effective, professional relationship.
- 1 2 3 4 5 NA

Practicum Student Signature

Date

Please comment on any other factors related to your practicum experience that impacted your success.