# **Practicum Process**

This document outlines the procedures of practicum and the specific tasks expected of each person involved.

## **Preparing**

When: One week before practicum starts

| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
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| 1. Attend practicum orientation. 2. Send an introductory email to CP. 3. Respond to introductory email from US. 4. Schedule regular meetings with US. 5. Schedule regular meetings with CP. 6. Review *Practicum Notebook*. | 1. Participate in supervision orientation provided by ECSE program. 2. Respond to introductory emails from US and PS. 3. Schedule regular meetings with PS. 4. Review practicum materials provided by ECSE program. | 1. Participate in supervision orientation provided by ECSE program. 2. Send an introductory email to PS and CP. 3. Schedule regular meetings with PS. 4. Review *Practicum Notebook* and *Supervision Handbook*. |

## **Getting Started**

When: Week 1

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| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
| 1. Complete *Student Information Form* and send to US and CP. 2. Have first meeting with US, to review supervision expectations and procedures, ask questions, and plan for first few weeks of practicum. 3. Familiarize yourself with placement, including philosophy, policies, personnel, etc. 4. Learn about your children and families, including IEP/IFSP documents, assessment results, developmental milestones, and current objectives. 5. Discuss lesson/session planning procedures with CP and decide on a form to use (see forms and examples provided; you may also use your CP’s preferred form). | 1. Read *Student Information Form.* 2. Familiarize PS with placement, including philosophy, policies, personnel, etc. 3. Orient PS to children and families, including IEP/IFSP documents, assessment results, developmental milestones, and current objectives. 4. Discuss lesson/session planning procedures with PS and decide on a form to use (see forms and examples provided; PS may also use your preferred form). | 1. Read *Student Information Form.* 2. Have first meeting with PS, to review supervision expectations and procedures, answer questions, and plan for first few weeks of practicum. |

## **Observing**

When: Weeks 1-2

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| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
| 1. Complete observations using at least three *Observation Guides*. Share with US. 2. Schedule first 3-way meeting. | 1. Provide opportunities for PS to observe. 2. Schedule first 3-way meeting. | 1. Review and discuss with PS the completed *Observation Guides*. 2. Schedule first 3-way meeting. |

## **First 3-way Meeting**

When: Weeks 2-3

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| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
| 1. Prior to the meeting, review *Contract Checklist* and be prepared to discuss it. 2. Prior to the meeting, complete the *Competency Rating Scale*. Share with CP and US. 3. At the meeting, share information about your background and experiences with CP and US. 4. At the meeting, engage in discussion about the items in the *Contract Checklist.* 5. Develop a clear and shared understanding of what the placement will look like. 6. Reach consensus with CP and US regarding the activities to be completed during the semester in the placement. 7. Consider scheduling midterm and final 3-way meetings. 8. Discuss possible schedule for observations (best days, times, families, etc.) and schedule first observation. | 1. Prior to the meeting, review *Contract Checklist* and be prepared to discuss it. 2. Review the PS’s completed *Competency Rating Scale*. 3. At the meeting, share information about your background and experiences with PS and US. 4. At the meeting, engage in discussion about the items in the *Contract Checklist.* 5. Develop a clear and shared understanding of what the placement will look like. 6. Reach consensus with PS and US regarding the activities to be completed during the semester in the placement. 7. Consider scheduling midterm and final 3-way meetings. 8. Discuss possible schedule for observations (best days, times, families, etc.) and schedule first observation. | 1. Prior to the meeting, send PS and CP reminder of tasks to be completed. Also share format of meeting. 2. Prior to the meeting, review *Contract Checklist* and be prepared to discuss it. 3. Review the PS’s completed *Competency Rating Scale*. 4. At the meeting, share information about your background and experiences with PS and CP and invite CP and PS to share about themselves. 5. Provide a brief overview of the supervision process, including 3-way meetings, required 6-8 observations by US, and gradual assumption of responsibilities by PS, culminating in takeover. 6. At the meeting, facilitate discussion about the items in the *Contract Checklist.* 7. Develop a clear and shared understanding of what the placement will look like. 8. Reach consensus with PS and US regarding the activities to be completed during the semester in the placement. 9. Consider scheduling midterm and final 3-way meetings. 10. Discuss possible schedule for observations (best days, times, families, etc.) and schedule first observation. 11. After the meeting, within 48 hours, send brief summary of meeting, including any scheduled observations or meetings and establish ongoing lines and communication. |

## **Ongoing**

When: Every week

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| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
| 1. Keep track of hours on the *Timesheet*. 2. Keep track of completed activities from the *Contract Checklist*. 3. Review the *Semester Calendar* regularly. 4. Discuss roles and responsibilities with CP and US and gradually assume more responsibility. 5. Participate in professional development activities offered at your site. 6. Engage in ongoing, reflective conversations about what you observe, teaching practices, family engagement, and planning. 7. Communicate with US and CP regularly, including through regular face-to-face meetings. 8. Provide CP with lesson/session plans prior to implementation of the plans. | 1. Discuss roles and responsibilities with PS and US and PS’s gradual assumption of more responsibility. 2. Allow time for ongoing conversations with the PS. 3. Involve the PS in planning meetings. 4. Review the PS’s *Semester Calendar* and *Timesheet* regularly. 5. Discuss opportunities for PS to participate in at least two extra professional development activities (e.g., staff in-services, trainings). 6. Engage in ongoing, reflective conversations with PS about what they observe, teaching practices, family engagement, and planning. 7. Review the PS’s lesson/session plans prior to implementation and provide the PS with feedback. 8. Inform PS of any changes related to the schedule that may impact planning. 9. Engage in discussions with the PS about relevant topics (e.g., behavior management, communication with families, teaching practices, collaboration, assessment, culturally responsive practices, etc.). 10. Communicate with US regularly and share any concerns about PS as they arise. | 1. Provide support and guidance to PS and CP as needed and requested. |

## **Observations by US**

When: Beginning in weeks 3-4 and continuing approximately every other week for 6-8 observations total

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| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
| 1. Schedule observation with CP, US, and, if applicable, family. 2. Schedule pre-observation and post-observation meetings with US. The pre-observation meeting should occur at least 24 hours prior to observation. The post-observation meeting should occur withing 24 hours after observation. 3. Send *Request for Observation Form* and lesson/session plan form to US prior to pre-observation meeting. 4. At pre-observation meeting, review lesson/session plan, discuss with US what data you would like collected and how, and confirm observation logistics. 5. At observation, conduct planned lesson/session. The observation by US should last 30-60 minutes, although the specific lesson/session might be shorter. 6. At post-observation meeting, meet with US for 15-30 minutes to discuss observation, including what went well and what could be improved. 7. After the post-observation meeting, complete *Post-Observation Reflection Form* and send to US. | 1. Schedule observation with PS, US, and, if applicable, family. 2. Provide support and guidance to PS as needed and requested regarding planning lessons/sessions. | 1. Schedule observation with PS, CP, and, if applicable, family. 2. Schedule pre-observation and post-observation meetings with PS. The pre-observation meeting should occur at least 24 hours prior to observation. The post-observation meeting should occur withing 24 hours after observation. 3. Ensure all required forms (*Request for Observation Form* and lesson/session plan form) have been submitted before conducting pre-observation meeting. 4. Prior to the meeting, review *Request for Observation Form* and lesson/session plan form and prepare to discuss the plans and offer ideas. 5. At the meeting, ask PS to review the lesson/session plan; provide feedback and ideas as needed. 6. At the meeting, discuss with PS what data they would like collected and how, and confirm observation logistics. 7. Conduct observation at planned time. The observation should last 30-60 minutes, although the specific lesson/session might be shorter. 8. Collect data and notes about the PS’s performance to guide reflection and feedback. 9. At post-observation meeting, meet with the PS for 15-30 minutes to discuss observation, including what went well and what could be improved. Take notes. 10. After the post-observation meeting, read Post-Observation Reflection Form sent by PS. 11. After post-observation meeting, share summary of discussion and feedback provided at post-observation meeting. Consider sharing relevant resources with PS. |

## **Observations by CP**

When: Weekly

| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
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| 1. Plan opportunities with CP to begin leading lessons/sessions. 2. Complete lesson/session plan form and share with CP prior to observation. 3. Before each observation, discuss with CP what they will do during observation. 4. At observation, conduct planned lesson/session. 5. After the observation, discuss the observation, including what went well and what could be improved. | 1. Plan opportunities for PS to begin leading lessons/sessions. 2. Before each observation, review the PS’s lesson/session plan and provide feedback. 3. Before each observation, discuss with PS what you will do during observation (e.g., sit back and observe). 4. During the observation, take notes on PS’s implementation of lesson/session, including how they adjust their plans to meet the needs of the child(ren) and/or family. 5. After the observation, discuss the lesson/session, including what went well and what could be improved. | 1. Provide support and guidance to PS as needed and requested regarding planning lessons/sessions. 2. Provide opportunities for PS to reflect on completed lessons/sessions, including what went well and what could be improved. |

## **Midterm 3-way Meeting**

When: Weeks 7-9

| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
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| 1. Prior to the meeting, complete the *Competency Rating Scale* and *Contract Checklist*. Share with US and CP at least 24 hours prior to meeting. 2. At the meeting, review *Contract Checklist* with US and CP, reaching consensus for each item. 3. At the meeting, engage in discussion led by US about your experiences so far and plans for rest of semester. | 1. Prior to the meeting, review the PS’s completed *Competency Rating Scale.* 2. Prior to the meeting, review and complete the *Contract Checklist*. Share with US at least 24 hours prior to meeting. 3. At the meeting, review *Contract Checklist* with PS and US, reaching consensus for each item. 4. At the meeting, engage in discussion led by US about PS’s experiences so far and plans for rest of semester. | 1. Prior to the meeting, send PS and CP reminder of tasks to be completed. 2. Prior to the meeting, review and complete the *Contract Checklist*. 3. Review the PS’s completed *Competency Rating Scale*. 4. At the meeting, review *Contract Checklist* with PS and CP, reaching consensus for each item. 5. At the meeting, facilitate discussion about PS’s experiences so far and plans for rest of semester. 6. After the meeting, within 48 hours, send brief summary of the meeting. 7. If there are concerns about PS’s performance, consult with program coordinator. |

## **Takeover**

When: Weeks 12-13 (approximately)

| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
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| 1. Prior to takeover, discuss with the US and CP how to prepare for takeover. 2. Create a two-week takeover schedule that covers all responsibilities of CP. | 1. Prior to takeover, discuss with the PS and US how to prepare for takeover. 2. Provide guidance and feedback to PS on two-week takeover schedule that covers all responsibilities of CP. 3. During takeover, provide guidance, opportunities for reflection, and feedback to PS. | 1. Prior to takeover, discuss with the PS and CP how to prepare for takeover. 2. Provide guidance and feedback to PS on two-week takeover schedule that covers all responsibilities of CP. 3. During takeover, provide guidance, opportunities for reflection, and feedback to PS. |

## **Final 3-way Meeting**

When: Weeks 13-14

| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
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| 1. Prior to the meeting, complete the *Competency Rating Scale* and *Contract Checklist*. Share with US and CP at least 24 hours prior to meeting. 2. Prior to the meeting, reflect on your experiences and growth. 3. At the meeting, review *Contract Checklist* with the US and CP, reaching consensus for each item. 4. Sign the *Timesheet* and *Contract Checklist.* 5. After the meeting, continue to attend practicum until the last day of the semester. | 1. Prior to the meeting, review the PS’s completed *Competency Rating Scale.* 2. Prior to the meeting, review and complete the *Contract Checklist*. Share with US at least 24 hours prior to meeting. 3. At the meeting, review *Contract Checklist* with the PS and US, reaching consensus for each item. 4. At the meeting, engage in discussion led by US about the PS’s experiences in the practicum. 5. Sign the *Timesheet* and *Contract Checklist.* | 1. If there are concerns about PS’s performance, consult with the program coordinator prior to the meeting. 2. Prior to the meeting, send PS and CP reminder of tasks to be completed. 3. Prior to the meeting, review and complete the *Contract Checklist*. 4. Review the PS’s completed *Competency Rating Scale*. 5. At the meeting, review *Contract Checklist* with PS and CP, reaching consensus for each item. 6. At the meeting, facilitate discussion about PS’s experiences in the practicum. 7. After the meeting, within 48 hours, send a brief summary of the meeting. 8. Sign the *Timesheet* and *Contract Checklist.* |

## **Wrapping Up**

When: Week 16 and beyond

| **Practicum Student** | **Cooperating Professional** | **University Supervisor** |
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| 1. With CP, plan “closure” activity with children and, if applicable, families. 2. Write a thank you note to CP. 3. Complete required evaluations forms, which will be sent by the program coordinator. 4. Consider asking US and/or CP for letter of recommendation | 1. With PS, plan “closure” activity with children and, if applicable, families. 2. Consider writing a recommendation letter for employment if requested by PS. | 1. Ensure all necessary forms and other documents are in the PS’s folder on Box. 2. Consider writing a recommendation letter for employment if requested by PS. |