

Appendices for  
Determining the Impact of On-line Practicum Facilitation for  
In-service Teachers

Timothy Frey  
Kansas State University, USA

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Appendix 1 - Sample Questionnaire

Welcome to K522 Teaching Social Skills, this survey asks you to report information about your understanding of social competence and teaching practices related to social skills instruction. Please take a couple of minutes and complete the survey for us. Thank you very much. (A) Please tell us a little about yourself.					
A1. Gender	Male	Female			
A2. Age	18-25	26-35	36-45	46-55	56+
A3. Please indicate whether you are enrolled in K422 or K522.	K422	K522			
A4. Please indicate the number of years of teaching experience you have in a special education classroom.	None	1 year or less	2-4 years	5-10 years	11 or more years
A5. Please indicate the grade level of students you are teaching in your primary teaching assignment.	Grades K-5	Grades 6-8	Grades 9-12		
A6. Please indicate the primary reason you are taking K422/K522. You may indicate more than one reason.	Try an on-line course	Convenience	Required Course	Need for license renewal	Other
A7. If Other, please specify:					
A8. Please indicate the type of teaching position that describes your primary assignment in your current job.	Self-Contained - Sped.	Inclusion - Sped	Teaching Assistant	Gen. Ed. Teacher	Full time student
A9. If other please specify:					
A10. Are you enrolled in the K595 practicum in special education associated with this course?	Yes	No			
(B) Please tell us about your experiences with social skills instruction and your current teaching practices. Please indicate how much you agree or disagree with the following statements, unless stated otherwise:					
B1. I identify the social expectations I have for my students.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B2. I identify the social expectations that same age peers and classmates have for my students.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B3. I understand the relationship between social competence, academics, and other areas of school success.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B4. I can explain to others the impact that social expectations have on classroom performance of students.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B5. I can develop a systematic assessment of social competence for my students if needed.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B6. I can conduct a systematic assessment of social competence for my students if needed.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B7. I can interpret the results of social competence assessments accurately.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B8. I can appropriately prioritize and target social skills for instruction.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B9. I can summarize the results of social competence assessments.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

B10. I can write instructional objectives for improving social competence of my students.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B11. I can design effective lessons that teach social skills.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B12. I can design an effective monitoring system to evaluate the teaching of social skills.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B13. I can critically evaluate materials that focus on social skills assessment, curriculum, and instructional activities.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(C) Indicate how often you complete the instructional practices related to the teaching of social skills with your students.					
C1. I define the social expectations of the setting my students are in.	Always	Often	Sometimes	Rarely	Never
C2. I take into consideration the impact of my students' level of social competence when designing subject matter instruction.	Always	Often	Sometimes	Rarely	Never
C3. I conduct systematic assessments to determine the social competence of my students.	Always	Often	Sometimes	Rarely	Never
C4. I use the results of social skills assessments to develop instructional lessons.	Always	Often	Sometimes	Rarely	Never
C5. I plan lessons that focus on specific target social skills needed by my students.	Always	Often	Sometimes	Rarely	Never
C6. I implement interventions that focus on the social skills needs of my students.	Always	Often	Sometimes	Rarely	Never
C7. I evaluate the progress of my students in interventions that focus on improving their social competence.	Always	Often	Sometimes	Rarely	Never
C8. I systematically monitor interventions that target students' social skills needs.	Always	Often	Sometimes	Rarely	Never
C9. I integrate the teaching of social skills into my academic instruction.	Always	Often	Sometimes	Rarely	Never
C10. I work with other teachers to systematically promote social skills instruction in my school.	Always	Often	Sometimes	Rarely	Never
D) Please assess your current knowledge and skills related to social competence instruction compared to other teachers in your school or school corporation.					
D1. My skills related to systematically assessing the social competence of my students are...	Excellent	Above Average	Average	Below Average	None
D2. My skills related to developing social skills curriculum are...	Excellent	Above Average	Average	Below Average	None
D3. My ability to develop appropriate social skills instruction is...	Excellent	Above Average	Average	Below Average	None
D4. My ability to identify the social skills my students need to participate effectively in classroom activities is...	Excellent	Above Average	Average	Below Average	None
D5. My ability to identify the social skills my students need to interact with peers in informal situations is...	Excellent	Above Average	Average	Below Average	None
D6. My ability to prioritize the social skills instructional needs for my students is...	Excellent	Above Average	Average	Below Average	None

D7. My ability to implement appropriate social skills instruction for students is...	Excellent	Above Average	Average	Below Average	None
D8. My ability to effectively monitor a social skills intervention is...	Excellent	Above Average	Average	Below Average	None
D9. My ability to work with my colleagues to plan social skills instruction in my school is...	Excellent	Above Average	Average	Below Average	None
D10. My ability to consult with my colleagues to show them how to teach social skills to their students is...	Excellent	Above Average	Average	Below Average	None
D11. Overall my skills in teaching social skills to students are...	Excellent	Above Average	Average	Below Average	None

## Appendix 2- Sample Interview Protocol

### **Sample Semi-Structured Interview Questions for Teacher-participants**

Having successfully completed the practicum, what do you think the most beneficial part of the practicum experience was?

Overall, how do think the practicum benefited you during this past semester?

How do you think the practicum experience benefited or will benefit your students?

What outcomes did you notice for your students?

What are some of the things that worked well in an on-line format? What didn't work well? Why?

What things do you think are critical to the success of an on-line practicum?

How do you think the on-line format of the practicum would compare to a traditional practicum?

What kind of things could be done better in the practicum and why are those things important?

As you look back on the practicum what activities were most successful?

Did you notice changes in the way you worked with students and taught during the practicum (in your teaching practice)?

If you had to list the three most important parts of the practicum that facilitated your learning what would they be? Why?

Additional questions referred to specific information from teachers work during the practicum. (e.g. I noticed on your final reflection you said this...what kinds of things led you those conclusions?)