

SCHOOL OF EDUCATION

Office of Field Experiences • 1200 University Street • Unit 9038 • Spearfish, SD 57799

ELED 495 Pre-Student Teaching Practicum Fall 2019

Student Handbook and Syllabus



www.bhsu.edu/fieldexperiences

*"The Mission of the School of Education is to prepare
competent, confident, and caring professionals."*

INTRODUCTION

The Professional Teacher Preparation Program at Black Hills State University is designed to provide a variety of field experiences for BHSU students. These field experiences, coordinated with university coursework, help give BHSU students the education and experience necessary to develop as caring, confident, and competent educators. There are three primary field experiences: 1) Pre-Admission Teaching Practicum, 2) Pre-Student Teaching Practicum, and 3) Student Teaching Internship. These experiences are sequential and incremental.

The **Pre-Admission Teaching Practicum** is designed to: 1) provide BHSU students with opportunities to observe school classrooms from a teacher’s perspective, 2) acquaint the BHSU student with students in a PK-12 school environment, and 3) enable BHSU students to determine for themselves whether teaching is the profession they choose to enter. The Pre-Admission Teaching Practicum requires BHSU students to spend a total of 40 hours at two levels to observe classroom practices as assigned by the clinical educator.

The Pre-Student Teaching Practicum is designed to involve the BHSU student with basic teaching duties/responsibilities with diverse PK-12 students. During that time, they observe, assist the clinical educator, and tutor PK-12 students as assigned by the clinical educator. BHSU students plan and teach at least three lessons as directed by the clinical educator. The Pre-Student Teaching Practicum usually occurs during the semester immediately preceding the student teaching internship.

The **Student Teaching Internship** is the culminating field experience activity. It is designed to provide BHSU students with an opportunity to assume the full responsibilities of a classroom teacher under the supervision of a clinical educator and a university supervisor. This experience varies depending upon major(s). In most instances, the Student Teaching Internship is 16 weeks (600 hours) in duration. During this time, the BHSU student will gradually assume all duties/responsibilities of the clinical educator. (BHSU students with more than one major must do at least 10 weeks of student teaching in each major area to be certified in South Dakota.)

The Professional Teacher Preparation Program at Black Hills State University is designed to provide a variety of field experiences for you, as a prospective teacher. These experiences, coordinated with course work, provide you with the education and experience necessary to develop as a competent, confident, and caring educator.

GLOSSARY	
<i>Clinical Educator</i>	PK–12 Classroom Teacher; previously known as Clinical Faculty or Cooperating Teacher
<i>PK-12 Students</i>	All students/learners in PK-12 classrooms
<i>PPAT</i>	Praxis Performance Assessment for Teachers

BLACK HILLS STATE UNIVERSITY PROFESSIONAL TEACHER PREPARATION PROGRAM

Student Handbook Table of Contents

Content	Page Number
Mission, Instructions, Liability Insurance	3
Pre-Student Teaching Responsibilities	4
ELED 495 Syllabus	5
Tentative Course Schedule	9
Assignment 1	10
Assignment 2	11
Assignment 3	13
Assignment 4	14
Assignment 5	15
Assignment 6	18
Practicum Planning Form	19
Documentation Hours' Form	20
Clinical Educator's Evaluation T-Chart	22
Professional Disposition Assessment (PDA)	25
Clinical Educator Pre-Student Teaching Practicum Final Evaluation Form	27

BLACK HILLS STATE UNIVERSITY

PROFESSIONAL TEACHER PREPARATION PROGRAM

MISSION STATEMENT

The Mission of the School of Education is to prepare competent, confident, and caring professionals.

***Competent** graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.*

*Graduates exhibit **confidence** in their ability to positively affect student learning, behavior and motivation.*

***Caring** graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.*

GENERAL INSTRUCTIONS

This field experience requires you to complete a series of activities. These activities are focused around observation, interpersonal relations, lesson planning and teaching. You need to keep track of your field experience hours and document them on the Field Experience Hours Documentation Form. You will not receive credit for your field experience hours unless they are documented on this form. Also, upon completion of your Pre-Student Teaching Practicum, your clinical educator must complete an evaluation form that indicates your performance (see Clinical Educator Handbook). This form must be returned to the instructor, who will in turn forward it to the Office of Field Experiences. **You will only be allowed to student teach when all course requirements are successfully completed and when all forms are in your file in the Office of Field Experiences.**

BACKGROUND CHECK AND LIABILITY INSURANCE

All BHSU Pre-Student Teaching Practicum students will need to submit to criminal background checks. It is your responsibility to obtain the background check, pay for the criminal background check and forward the background check to the school district in which the field experience is being completed. The exact procedure will vary from school district to school district. It is your responsibility to find out what the procedure is for your school district. This procedure should be started immediately after finding out where you are placed for this practicum. Criminal background checks typically take 7 – 10 days to process.

All BHSU Pre-Student Teaching Practicum students will also be responsible for having a \$1,000,000 personal liability insurance policy. It may be purchased from your insurance agent or through SDEA/NEA simply by joining the organization at www.neastudents.org and click on “Join Now”. It is your responsibility to obtain this liability insurance and provide documentation to the ELED 495 instructor prior to beginning your field experience or the Office of Field Experiences.

PRE-STUDENT TEACHING PRACTICUM PROSPECTIVE TEACHER'S RESPONSIBILITIES

During the first visit, you should share the contents of this handbook with your clinical educator. During this experience you must meet the following requirements:

1. OBSERVING: You should observe the classroom, lessons, technology use, and discipline techniques. During the first week in the classroom, you should complete page 17, the practicum form, along with the observation forms found on pages 11 and 12 of this handbook. Please return forms to the next practicum class. In addition during the semester, you will observe parent teacher conferences to learn how to conduct conferences with parents and/or guardians.
2. ASSISTING: When you are not teaching a lesson, tutoring, or observing, you should work as a teacher's assistant to develop a sense of the duties and responsibilities of a teacher. Move and Help!
3. TUTORING: When you are not teaching a lesson, working as a teacher's assistant, or observing, you should be working with PK-12 students who need extra assistance, during class, before or after school.
4. TEACHING: You will develop and present three lessons (developed in your methods' block courses) for evaluation by your clinical educator and your professor. A sample of the evaluation form can be found on page 20. Two of your three lessons must incorporate technology. The evaluation process and lesson plan development, teaching, and reflection are to prepare you for PPAT Task 3, student teaching, and your future as an educator.
5. DOCUMENTING HOURS: You are required to document the six (6) weeks that you spend completing your Pre-Student Teaching Practicum using the form found on pages 18 and 19 of this handbook. ***The clinical educator must initial and sign this form to verify the number of hours spent in the classroom.***
6. OTHER DUTIES: You should complete other duties as assigned by the clinical educator. Other duties required by the clinical educator **may** include some of the following:
 - Observe the administration of a test and help score the tests
 - Attend faculty meetings
 - Discuss professional organizations and the benefits of becoming a member
 - Discuss discipline problems and solutions/strategies
 - Complete a "mock" job interview with the building principal
 - Discuss lesson plan format used in school and how the lesson plans are monitored/evaluated
 - Acquire and study the schools handbooks for both faculty and the PK-12 students
 - Discuss individual learning styles and the needs of PK-12 students
 - Discuss assessment (portfolios/grades) practices with the clinical educator
 - Discuss the teaching and administrative uses of technology
 - Assist clinical educator or PK-12 students with technology-based projects
7. ELED 495 ASSIGNMENTS:
 1. Assignment 1: Readings: Notes (10 points)
 2. Assignment 2: Classroom Observation (15 points)
 3. Assignment 3: Student Interest Survey: PPAT Task 1 (20 points)
 4. Assignment 4: Differentiation Notes/Discussion (20 points)
 5. Assignment 5: Lesson Plan: PPAT Task 3 (45 points)
 6. Assignment 6: Parent Teacher Student Conference Observation (20 points)
 7. Class Activities – Participation Points (30 points)
 8. Turn in Your Practicum Forms (15 points)
 - Documentation Hours Signed by Clinical Educator
 - Pre-Student Teaching Evaluation Forms – 3 evaluations for 3 lessons
 - Pre-Student Teaching Practicum Final Evaluation by Clinical Educator
 - Complete and Submit Your PDA Self-Evaluation Online

**BLACK HILLS STATE UNIVERSITY
SCHOOL OF EDUCATION
SPEARFISH, SD 57799**

Course: ELED 495 – Pre-Student Teaching Practicum **Credits:** 2
Class Meetings: BHSU B01: 1:00-3:50pm J204
BHSU B02: 9:30-12:20pm J307
BHSU BR1: 9:30-12:20pm RM 218
Last Day to Add/Drop Course without a Transcript Entry – Thursday, September 5, 2019
Last Day to Drop Course with an automatic “W” – Friday, November 8, 2019
IDEAS Surveys Open: November 18, 2019 - December 6, 2019
Instructor: Dr. Sydney Haugland, BHSU Campus; Office: Jonas 227
Office Hours: M 11:00-12:00, T 8:30-9:30, W 1:00-2:00, and Th 8:30-9:30 RC ONLY
Phone: Dr. Sydney Haugland 642-6697
Email Address: Sydney.Haugland@bhsu.edu

CATALOG DESCRIPTION

“Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.”

COURSE DESCRIPTION

This supervised field experience provides the students with direct experience in the classroom. The experience includes both observation and teaching. Students teach three lessons, which may or may not be co-taught with the clinical educator member, during this practicum. This class also meets on campus for discussion of the field experience, PPAT and best practices.

COURSE GOALS

This course is designed to provide students with final preparatory experiences for their student teaching. Class sessions conducted at the university provide students with the opportunity to prepare for their field visits and also the opportunity to discuss those same experiences. This course provides pre-service teacher candidates (interns) with the opportunity to acquire knowledge relative to classroom practice and to demonstrate that knowledge through actual classroom teaching.

PREREQUISITE

Admission to Teacher Education

COREQUISITE

Enrolled in all methods classes referred as Elementary Methods Block

TEXTS (Required)

Danielson, C. (2007. 2nd ed.). *Enhancing Professional Practice: A Framework for Teaching*. VA: ASCD.
Black Hills State University, Pre-Student Teaching Practicum: Student’s Handbook & Syllabus. (Fall 2015.) Spearfish, SD: BHSU Printing. (Handed out in class)

STUDENT LEARNING OUTCOMES

1. By the end of this course, students will be able to evaluate classroom practices as they relate to the law and be able to explain the South Dakota Professional Code of Ethics.
Standards: InTASC #9; ARSD 24:53:04:06
Assessment: In Class Discussion, Lesson Reflections
2. By the end of this course, students will be able to reflect on teaching experiences, both personal and observed, citing areas of strength and weakness, increasing professional growth and development.
Standards: InTASC #9; ARSD 24:53:04:06
Assessment: Lesson Reflections, Personal Analysis of Lesson Plans; PPAT Task 3

3. By the end of this course, students will be able to identify and demonstrate specific elements of a positive learning environment including environmental factors that affect learning in the classroom, classroom management strategies, motivational techniques, and implementation of rules and procedures.
Standards: InTASC #3; ARSD 24:53:04:06
Assessment: Lesson Reflections; PPAT Task 1
4. By the end of this course, students will be able to identify and evaluate how students' families and cultures impact classroom management and motivation.
Standards: InTASC #2 and #3; ARSD 24:53:04:06
Assessment: Lesson Reflections, Parent Teacher Conference Observation; PPAT Task 1
5. By the end of this course, students will be able to identify and reflect on strategies used to differentiate instruction to meet the needs of PreK-8 students.
Standards: InTASC #2 and #8; ARSD 24:53:04:06
Assessment: Differentiation Notes/Discussion, Lesson Reflections; PPAT Task 3

INSTRUCTIONAL METHODS

The course will include class sessions with the professor and field experience in an elementary or middle school setting. During the field experience, students will observe and assist the classroom teacher. In addition, they will co-plan, co-teach and co-assess lessons. The university class sessions will be devoted to the discussions of field experience and background information related to various tasks in the Praxis Performance Assessment for Teachers (PPAT) as well as reflecting on the Danielson framework and learning best practices in education. Topics will be investigated through observation, field experience, lecture, discussion, small group activities, and whole class activities.

ATTENDANCE POLICY, PARTICIPATION AND PROFESSIONALISM

In general, enrollment in a class implies the responsibility for attending each class session. As a BHSU student in the Elementary Methods Block, regular attendance is essential as we only meet 9 times for class. More than one absence will be considered excessive and could result in the lowering of your grade. Students will be allowed to make up graded work if an absence is due to participation in university-sponsored activities or an extenuating circumstance (such as a severe illness). Instructors should receive prior notice of any absence relating to a university-sponsored activity and timely notice of any other absence is required.

All scheduled hours of field experience are required. It is expected that students will notify their clinical educator if they are going to be late or absent prior to the scheduled time of arrival and submit a "Leave of Absence" online. Note: When notifying the clinical educator, students must contact someone by directly speaking to him or her. It is essential to acquire the clinical educator's phone (home and cell) and the school's phone number as well. If the student is unable to contact the clinical educator, the student must continue calling the school until someone is reached. Leaving a phone message, e-mail, and/or text message is not considered notifying the clinical educator. **Confirmation Needed**

*When you are scheduled to be on campus for class, you may not submit a "Leave of Absence" to substitute for your clinical educator. You have not completed all the coursework in your program to substitute for your clinical educator during the six weeks of field experience.

Choose someone who will be responsible for passing along course assignments, handouts, notes and announcement if you miss them.

Assignments are due on the date provided at the beginning of the semester. In order to receive a final grade, all course material must be turned in. In-class projects and activities are not conducive for make-up work. **Assignments completed during class time may not be made up resulting in a loss of points.** The following guidelines will be strictly adhered to in relation to make-up work:

- Students who earn a D or lower on an assignment may re-submit the assignment within **one week** of the original due date or by the date indicated on the assignment. Resubmitting an assignment involves more than making minor changes based on instructor's feedback.
- An **average** of the student's original score and the student's make-up score will determine the final grade on the assignment.
- Work turned in late will not have the privilege of the make-up policy.

ACADEMIC DISHONESTY/PLAGIARISM (must be used verbatim)

“Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University's Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.”

COURSE EVALUATION

Grades will be based on a percentage of the total points possible. See course requirements below for point distribution.

A=92%-100%	160 – 175 points
B=84%- 91.9%	147 – 159 points
C=76%-83.9%	137 – 146 points
D=70%-75.9%	
F= 00%-69.9%	
TOTAL POINTS:	175 Total Points

COURSE REQUIREMENTS

1. Assignment 1: Readings: Notes (10 points)
2. Assignment 2: Classroom Observation (15 points)
3. Assignment 3: Student Interest Survey: PPAT Task 1 (20 points)
4. Assignment 4: Differentiation Notes/Discussion (20 points)
5. Assignment 5: Lesson Plan: PPAT Task 3 (45 points)
6. Assignment 6: Parent Teacher Student Conference Observation (20 points)
7. Class Activities – Participation Points (30 points)
8. Turn in Your Practicum Forms (15 points)
 - a. Documentation Hours Signed by Clinical Educator
 - b. Pre-Student Teaching Evaluation Forms – 3 evaluations for 3 lessons
 - c. Pre-Student Teaching Practicum Final Evaluation by Clinical Educator
 - d. Complete and Submit Your PDA Self-Evaluation Online

ADA STATEMENT (must be used verbatim)

“Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Jennifer Lucero, at 605-642-6099 (Library Lower Level 003), fax number 605-642-6478, or via email at Jennifer.Lucero@bhsu.edu for more information. Additional information can also be found at: <http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services>”.

FREEDOM IN LEARNING (must be used verbatim)

“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”

PROFESSIONAL DISPOSITIONS ASSESSMENT (PDA)

By the end of the semester you will complete and submit a PDA self-evaluation. You are required to ask your clinical educator and one Education core faculty to also complete and submit the PDA online. Make sure to contact each one with the link of where to find the form. www.bhsu.edu/fieldexperiences under ELED 495.

ADDITIONAL COMMENTS

All assignments should follow APA guideline as appropriate. Written assignments will be evaluated for spelling, mechanic, grammar, and content and instructor reserves the right to reduce points due to poor quality.

The following web addresses present correct citation formats:

<http://www.apastyle.or/eleceref.html>

To cite text based information, see this site for format:

<http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>

Detailed descriptions of each course requirement are in the Pre-Student Teaching Student Handbook. Note: All requirements are due as listed in the syllabus and handbook. No coursework will be accepted after the final class meeting unless previous arrangements have been made with the instructor.

TENTATIVE COURSE SCHEDULE: ELED 495 – Fall 2019

Class One:

Pre-Student Teaching Practicum Handbooks
Professional Practices: Danielson Text Overview-Chapters 1-2
The Field Experience Website
Danielson Domain #4 - Professional Responsibilities
Outside of Class: Professional Ethics, Student Due Process Readings, and Mandatory Reporting Training

Class Two:

Debrief Assignment #1 Readings with Six Word Synthesis Process in Class (Due Date)
Center for the Prevention of Childhood Maltreatment – Mandatory Reporting
PPAT Overview
PPAT Task One Work – Student Interest Surveys and Welcome Letters
Danielson Domain #2 – Introduce Classroom Environment
Outside of Class: Classroom Observations (Assignment 2) and Administer Student Interest Survey

September 9 – September 13: Field Experience (1 week)

Class Three:

Assignment #2 Classroom Observations Due
Debrief Field Experience and Review School Handbooks, Policies and Classroom Designs
Danielson Domain #2 - Classroom Environment, cont.
PPAT Task One Work – Analyze Student Interest Surveys
Outside of Class: Student Interest Survey - PPAT Task 1 practice (Assignment 3)

Class Four:

Assignment #3 Student Interest Survey Due
Danielson Domain #1 Work: Planning and Preparation - Understanding the data story/the whole child
Danielson Domain #3 Instruction and Assessment
PPAT Task Two Work
Outside of Class: PPAT Task One and Two Review and Time to Work

Class Five:

Overview of PPAT Task Three
Differentiation - Including Tomlinson Review, Videos, PPAT Task Three
Relationships - Parent Teacher Conference Observation
Outside of Class: Differentiation Observations (Assignment 4) and potentially complete Parent Teacher Conference Observation (Assignment 6)

October 7 – October 18: Field Experience (2 weeks)

Class Six:

Assignment #4 Differentiation Observation and Planning Due
Debrief Field Experience
PPAT Task Three Work
Danielson Domain #3 Tie to PPAT Task Two and Three on Assessments/Evaluations
Outside of Class: Identify a Lesson Plan for PPAT Task 3 practice

Class Seven:

Continue Work with PPAT Task 3 - Assignment #5
Aligning content knowledge of Domains 1-3 into lesson planning for student access, instruction, & growth
Differentiation - Including Tomlinson Review, Videos, PPAT Task Three
Outside of Class: Add in differentiation and technology options into Lesson Plan for PPAT Task 3 practice

Class Eight:

Continue Work with PPAT Task 3 - Assignment #5
Aligning content knowledge of Domains 1-3 into lesson planning for student access, instruction, & growth
Outside of Class: Lesson Plan for PPAT Task 3 practice (Assignment 5) and potentially Parent Teacher Conference Observation (Assignment 6)

November 11 – November 26: Field Experience (3 weeks)

Class Nine:

All Practicum Forms, Assignment #5, and Assignment #6 Due
Debrief Field Experience and Review Parent Teacher Conferences/Family Partnership
PPAT Task 4 Overview

Final:

Interviews, Resumes, and Student Teaching

Assignment 1: Required Readings and Training Module– Code of Ethics, Professionalism, and Mandatory Reporting (10 points)

Part A (5 points)

Please **print**, read and highlight information of new learning for you. In addition, record any questions you may have while reading the two documents. To earn 5 points, you will complete a Six Word Synthesis process utilizing what you've learned from your readings.

<http://doe.sd.gov>

1. South Dakota Code of Professional Ethics for Teachers – Under the tab “Teachers”, view more links for Teachers (it is in fine print directly under this tab). *Find/Click* on “Professional Practices.” **You will find 3 parts to the code of ethics to print: obligations to students, obligations to the public, and obligations to the profession.**

2. For Student Due Process: Go to the A-Z Index across the top of the DOE home page. *Find/Click* on “Student Due Process”. *Print*. At the bottom of this page find “Useful Links”. 24:07 Student Due Process. *Click/Print*.

Part B (5 points)

Please **complete** the training module for mandatory reporters. Save a copy of your training certificate on your desktop as proof of your completion and to earn 5 points. **The training module is 45 minutes long.**

3. South Dakota Center for the Prevention of Childhood Maltreatment – Training Video for Mandatory Reporters

<https://apps.sd.gov/SS60ReporterVideoTraining/Introduction.aspx>

Assignment 2: Classroom Observation – Week One in the Field (15 points)

Observing the Clinical Educator: When you enter the classroom for the very first day of your Pre-Student Teaching Practicum, your clinical educator will probably introduce you to the class and suggest that you spend the next few times that you are there observing to get a “feel” of the classroom and learn the general procedures of the class. Your clinical educator may mention that you should become aware of the teaching and disciplinary techniques in use, with a view toward developing your own teaching approach. Whether or not this is mentioned, you should indeed be alert for these techniques, examining them critically, as you consider them for possible use when you are employed as a teacher.

It is a good idea to ask your clinical educator if there is a seating chart to use as you observe. If a chart exists, copy it, so that you can take it home and study it at night. If one is not available, then construct one, with your clinical educator’s help. Learning the PK-12 students’ names is extremely important for developing rapport with them and maintaining classroom control.

Directions: Complete the observation guide below and bring this back to class. This is simply a starting place for you to focus your observations and get a big picture of the classroom, building, and culture you will be working in this semester and potentially next semester during student teaching. During your time in the field, create, collect or download, take pictures or notes, and reflect on what you are observing using the Danielson Domain 2 lens.

Bring the following back with you to complete the assignment and earn the assignment points.

- Classroom Layout 2 points
- Student/Teacher School Handbook 1 point (may be online or hard copy)
- Classroom Rules & Procedures 2 points
- Typed reflection on each observed subtitle 10 points (2 points per subtitle)
 - Reflection meaning: Paragraph (4-5 sentences about each of the five subtitles.)

Total Points: _____/15 points

OBSERVATION GUIDE			
<i>Use this checklist to guide you during your observations during the first week.</i>			
THE BUILDING			
	Yes	No	N/A
Did you visit the:			
a. School Library			
b. School Office			
c. Nurse’s Office			
d. Principal’s Office			
e. Teachers’ Workroom			
f. Faculty Lounge			
g. Computer Lab or Technology Services Center			
Did you read and/or discuss:			
a. The school’s policy/procedure manual			
b. Discipline procedures with your clinical educator			
c. Dress code policy			
d. The philosophy of the school			
e. Special emergency drill procedures			
f. What the different bell signals mean			
g. What provisions are made for lunch			
h. School handbook for new and experienced teachers			
i. Other (identify) _____			

THE CLASSROOM			
	Yes	No	N/A
Look around the classroom – do you see:			
a. Classroom rules posted so the PK-12 students can see them?			
b. Bulletin boards used?			
c. Your clinical educator keeps lesson plans in an organized book?			
d. A substitute information folder?			
e. A grade book to refer to?			
f. A grading system being used?			
g. Evidence of technology components?			
THE ATMOSPHERE OF THE CLASSROOM			
	Yes	No	N/A
Watch and listen to see if your clinical educator does the following:			
a. Treats PK-12 students with courtesy			
b. Has a positive attitude about teaching			
c. Listens to and answers PK-12 students' questions in a positive way			
d. Keeps the PK-12 students on task at all times.			
e. Has activities available for the PK-12 students to work on when they are finished			
f. Encourages a classroom atmosphere in which learning can and does occur			
LESSONS			
	Yes	No	N/A
Watch a few lessons – Observe both clinical educator and PK-12 student behavior:			
a. Does the clinical educator tell the PK-12 students what they will be learning and why?			
b. Is the PK-12 students' prior knowledge of the subject reviewed before the lessons begin?			
c. Does the clinical educator model what the PK-12 students are learning?			
d. Does the clinical educator use a variety of teaching strategies?			
e. Do the PK-12 students participate in practice with the teacher?			
f. Does the clinical educator respond positively to all the PK-12 students' questions?			
g. Does the clinical educator ask questions other than "yes" or "no" type?			
h. Do PK-12 students practice independently what was taught during the lesson?			
i. Do PK-12 students review what they have learned at the end of the lesson?			
j. Do PK-12 students seem to be motivated to learn?			
k. Are there any special grouping policies in the classroom, building, or school system?			
l. Is the clinical educator or the PK-12 students using any form of technology to enhance learning?			
MANAGEMENT TECHNIQUES			
	Yes	No	N/A
Your clinical educator will use several techniques to keep participation at a high level, and problems to a low level – Watch to see if he/she:			
a. Uses a variety of techniques			
b. Moves around the room and monitors PK-12 students' progress and behavior			
c. Has a system of rules/consequences			
d. Has a technique for keeping a record of assignments turned in			
e. Consistently applies techniques that prevent problems from occurring			
f. Uses procedures and routines in the operation of the classroom.			
g. Shows evidence of flexibility.			

Assignment 3: Student Interest Inventory (PPAT Task 1 Practice) (20 points)

Directions: Create or choose a student interest inventory appropriate to your classroom assignment. Administer the inventory to your whole class to gather information relevant to your students’ interests and learning preferences. Save or make copies of all the completed student inventories.

After administering the student inventories, we will start to analyze them together in class. On your own, you will answer the two guiding prompts from PPAT Task 1. The prompts can be found in PPAT Task 1 Textbox 1.2.2: Student Interest Inventory. Utilize the rubric below to understand how your answers will be evaluated.

Task 1: Rubric for Student Interest Inventory

Task 1.2.2

Scoring:	Satisfactory---5	Basic---3	Weak/Not Answered---0
One completed student interest inventory			
a. Explains how the compilation of the whole-class inventory would influence an instructional decision you would make in your classroom			
b. Describes how the results of one student’s interest inventory could be used to promote that student’s engagement and learning			
Evidence indicates that this candidate’s analysis of findings from the interest inventories and their impact on instructional decision is effective			
Total Points:			_____/20 points

Assignment 4: Differentiation Observation and Planning (20 points)

There are three questions that are very useful in analyzing differentiated curriculum and instruction. They are:

- What* is the teacher differentiating?
- How* is the teacher differentiating?
- Why* is the teacher differentiating?

Directions: You will be asked to observe and note what you are seeing in the field as far as *what* is being differentiated, *how* the teacher is differentiating, and *why* the teacher is differentiating. Take time to discuss differentiation with your clinical educator and how he or she is meeting the needs of ALL learners.

Type and answer the following:

- a. For students, what is the teacher differentiating (the content, process, product, or learning environment)? (Provide 5 examples)
- b. For students, how is the teacher differentiating the content, process, product, or learning environment? (Provide 5 examples)
- c. For students, why is the teacher differentiating the content, process, product, or learning environment? (Provide 5 examples)
- d. Identify ONE student in your classroom and answer the first two guiding prompts (a and b from PPAT Task 3 Textbox 3.2.1: Understanding Focus Students and Differentiating Instruction). Identifying the learning goal(s) of a lesson your clinical educator is teaching will be required to complete the prompts.

Grading:

	Scoring:	Satisfactory---5	Basic---3	Weak/Not Answered---0
1.	Explains WHAT the teacher is differentiating. Provides 5 specific examples.			
2.	Explains HOW the teacher is differentiating. Provides 5 specific examples.			
3.	Explains WHY the teacher is differentiating. Provides 5 specific examples.			
4.	a. Identifies the learning goal(s) of a lesson. b. Identifies 2 learning strengths and challenges for a student related to a learning goal. c. Provides at least 2 ways the teacher can differentiate specific parts of a lesson plan to help the student meet the learning goal(s). Provides a rationale.			
	Total Points:			_____/20 points

Assignment 5: Designing Instruction for Student Learning (PPAT Task 3) (45 Points)

Directions

Step 1: Planning the Lesson

Submit a lesson plan in the School of Education (SOE) format.

- Make sure your lesson plan includes both you and the **children using technology**.
- **The lesson plan needs to include detailed differentiation for your focus student. Please bold type the differentiation for the focus student.**

Step 2: The Focus Student

From the whole class, select one student who reflects different learning needs. Refer to him/her as Focus Student. Then respond to the guiding prompts below:

- Identify your Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson.
- Describe how you will differentiate specific parts of your lesson plan to help your Focus Student meet the learning goal(s) of the lesson. Provide a rationale.
- What evidence will you collect to show the progress your Focus Student makes toward the learning goal(s)?

Step 3: Analyzing the Instruction – attach the lesson that you will be teaching

- Part 1: Analyzing the Instruction for the Whole Class

After you have implemented the lesson, respond to the guiding prompts below:

- To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?
 - How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.
 - While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
 - What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?
 - What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.
- Part 2: Analyzing the Differentiated Instruction for Your Focus Student
 - To what extent did the Focus Student meet the lesson's learning outcome(s)? Cite examples to support your analysis.
 - How did your differentiation of specific parts of the lesson help your Focus Student meet the learning outcome(s)? Cite examples to support your analysis.
- ✓ Attach a student work sample from any member of the class other than your Focus Student.
 - ✓ Attach a student work sample from your Focus Student.

Assignment 5: Designing Instruction for Student Learning (PPAT Task 3) (45 Points)

Directions cont.,

Step 4: Reflecting

- Part 1: Reflecting on the Lesson for the Whole Class
 - What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
 - How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

- Part 2: Reflecting on the Differentiated Instruction for Your Focus Student
 - How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for your Focus Student? Provide specific examples.

Assignment 5: Task 3 Rubric: Designing Instruction for Student Learning

Evaluation Checklist	Points
<p>Step 1: Planning the Lesson</p> <ol style="list-style-type: none"> 1. Submit lesson plan for the whole class that shows how you are integrating technology. 2. Submit a detailed differentiation lesson plan for Focus Student. 	<p>_____ /3</p> <p>_____ /3</p>
<p>Step 2: The Focus Student</p> <ol style="list-style-type: none"> 1. Identify your Focus Student’s two learning strengths and two challenges related to the learning goal(s) of the lesson. 2. Describe how you will differentiate specific parts of your lesson plan to help your Focus Student meet the learning goal(s) of the lesson. Provide a rationale. 3. What evidence will you collect to show the progress your Focus Student makes toward the learning goal(s)? 	<p>_____ /3</p> <p>_____ /3</p> <p>_____ /3</p>
<p>Step 3: Analyzing the Instruction</p> <ol style="list-style-type: none"> 4. To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding? 5. How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis. 6. While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide at least two examples to support your decisions. 7. What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning? 8. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples of what was said and done from both the focus student and the other students. 9. To what extent did the Focus Student meet the lesson’s learning outcome(s)? Cite examples to support your analysis. 10. How did your differentiation of specific parts of the lesson help your Focus Student meet the learning outcome(s)? Cite examples to support your analysis. 11. Attached student work samples. (one random student and one focus student) 	<p>_____ /3</p> <p>_____ /3</p> <p>_____ /3</p> <p>_____ /3</p> <p>_____ /3</p> <p>_____ /3</p> <p>_____ /3</p>
<p>Step 4: Reflecting</p> <ol style="list-style-type: none"> 12. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s). 13. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide at least two specific examples. 14. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for your Focus Student? Provide at least two specific examples. 	<p>_____ /3</p> <p>_____ /3</p> <p>_____ /3</p>

Total Points _____ /45

Assignment 6: Parent Teacher Conference Observation (20 points)

Directions: For this assignment, you will be required to meet with your clinical educator and interview him/her to find out how to prepare for parent/teacher conferences. You are required to attend ONE during your Pre-Student Teaching Practicum field experience this semester. Although only one is required, you are welcome and encouraged to attend as many as you can. Each conference is unique and every child and family is different. Please ensure the conference(s) you attend have parent permission allowing you to attend and observe information shared about their child.

Use the following questions to interview your clinical educator. Type the responses and use the rubric below to understand how your paper will be evaluated.

Purpose and Preparation:	Met	Not Met
1. What is the purpose of your parent/teacher conferences?	1	0
2. How do you prepare for a parent/teacher conference? What do you share?	1	0
3. Is the family or student included in your preparation for a conference? If so, how?	1	0
4. How have you handled frustrated, disgruntled, or aggressive families before?	1	0
5. When a child is from a divorced family, do you handle the conference any differently?	1	0
Facilitating/Leading a Conference:	Met	Not Met
6. How do you bring the family into the conference?	1	0
7. Is there anything outside or inside the classroom for families to see or do before/during/after a conference?	1	0
8. How do you (or could be the student) facilitate/lead the conference to share academic, social, and emotional goals, successes, and areas for growth?	1	0
9. Do you seek family information during a conference? If so, when/why?	1	0
10. How do you end the conference?	1	0
11. In between conferences held throughout the year, how do you communicate progress, successes, or concerns you may have with a specific child and the class in general?	1	0
Post-Conference:	Met	Not Met
12. Briefly describe the conference you attended by stating the purpose of the conference, who was in attendance, and a general description of the child academically, socially, and emotionally.	4	_____
13. What did you learn about parent/teacher conferences that can help you as a future educator? Help your students? Help your relationships with families?	5	_____
Total Points	_____/20 points	

Practicum Planning Form – ELED 495

Use this template to plan the dates during which you will complete your practicum hours

Contact Information for Each Placement			
Candidate Name:		Clinical Educator Name:	
School:	Content:	Grade Level(s)	Others:
School Phone #:	Clinical Educator email: _____ Candidate email: _____		
Introduce Yourself			
I met the school administrator or designee on (date) _____		Signature from the school administrator or designee _____	
I have a school handbook and reviewed it: yes no		I have a school calendar: yes no	
The school day begins at _____ I begin my school work day at _____		The school day ends at _____ I end my school work day at _____	
Did you have to do a school orientation or training required by the school district? Yes No (This is usually for students placed in Spearfish Middle School and Rapid City Area Schools)		Date:	
Tentative Schedule			
I plan on starting my practicum hours on:		Date _____	
Field Experience Hours Documentation Forms – Required for practicum experience and due at the end of the semester		Six weeks in the field	
Return Form			
Return form to Dr. Sydney Haugland after completion of first week in the field.			

Lesson 1 2 3

This is a sample copy only - original is in the Clinical Educator Handbook

CLINICAL EDUCATOR'S EVALUATION
for
PRE-STUDENT TEACHING PRACTICUM STUDENT'S LESSON
PRESENTATION

NAME _____ DATE _____
SUBJECT _____

Select the Co-Teaching Strategy used for this lesson: ____ One Teach, One Observe; ____ One Teach, One Assist; ____ Station Teaching; ____ Parallel Teaching; ____ Supplemental Teaching; ____ Alternative/Differentiated Teaching; or ____ Team Teaching

STRENGTHS	SUGGESTIONS FOR GROWTH
<hr/> Technology Utilized:	<hr/>

Clinical Educator's Signature _____ Date _____

Lesson 1 2 3

This is a sample copy only - original is in the Clinical Educator Handbook

CLINICAL EDUCATOR'S EVALUATION
for
PRE-STUDENT TEACHING PRACTICUM STUDENT'S LESSON
PRESENTATION

NAME _____ DATE _____
SUBJECT _____

Select the Co-Teaching Strategy used for this lesson: ____ One Teach, One Observe; ____ One Teach, One Assist; ____ Station Teaching; ____ Parallel Teaching; ____ Supplemental Teaching; ____ Alternative/Differentiated Teaching; or ____ Team Teaching

STRENGTHS	SUGGESTIONS FOR GROWTH
<hr/> Technology Utilized:	<hr/>

Clinical Educator's Signature _____ Date _____

Lesson 1 2 3

This is a sample copy only - original is in the Clinical Educator Handbook

CLINICAL EDUCATOR'S EVALUATION
for
PRE-STUDENT TEACHING PRACTICUM STUDENT'S LESSON
PRESENTATION

NAME _____ DATE _____
SUBJECT _____

Select the Co-Teaching Strategy used for this lesson: ____ One Teach, One Observe; ____ One Teach, One Assist; ____ Station Teaching; ____ Parallel Teaching; ____ Supplemental Teaching; ____ Alternative/Differentiated Teaching; or ____ Team Teaching

STRENGTHS	SUGGESTIONS FOR GROWTH
<hr/> Technology Utilized:	<hr/>

Clinical Educator's Signature _____ Date _____

**PDA to be completed and submitted online at www.bhsu.edu/fieldexperiences
upon completion of practicum (required before student teaching)**

**Professional Dispositions Assessment (PDA)
Black Hills State University – Teacher Preparation**

The Mission of the School of Education is to prepare competent, confident, and caring professionals.

Candidate Name _____ ID# _____ Date _____

Major(s) _____ Rater's Name _____

This form is used for application to student teaching, program exit, and/or to document specific behaviors.

Purpose of form (check one): Admission to Student Teaching ____; Program Exit ____; Document behavior ____

Evaluator (check one): Candidate Self-Evaluation ____; Cooperating Teacher/Clinical Educator ____;
BHSU Core Faculty ____; University Supervisor ____; Administrator ____

Please rate the candidate using the following scale:

4 = consistently; 3 = most of the time; 2 = occasionally; 1 = rarely; 0 = never; N/O = not observed

Professional Conduct (SD Code of Ethics for Teachers)	The teacher candidate	Rating
Responsibility	1. is present, punctual, and prepared for class	4 3 2 1 0 N/O
	2. completes assigned tasks that demonstrate high personal standards and best effort	4 3 2 1 0 N/O
	3. models professional attire and personal hygiene	4 3 2 1 0 N/O
	4. models appropriate language and behavior (InTASC 5)	4 3 2 1 0 N/O
	5. recognizes and demonstrates professional responsibility by being actively engaged in class (InTASC 9)	4 3 2 1 0 N/O
Accountability	6. complies with university/SOE/school building/district policies and/or procedures	4 3 2 1 0 N/O
	7. maintains professional relationships with students (InTASC 10)	4 3 2 1 0 N/O
Confidentiality	8. maintains confidentiality of professional information acquired about students, peers, and professional members of the university & P-12 schools (InTASC 10)	4 3 2 1 0 N/O

Competent Professionals	The teacher candidate ...	Rating
Demonstrate broad content knowledge	1. knows subject matter is not a fixed body of facts but is continuously evolving (InTASC 4)	4 3 2 1 0 N/O
Apply research-based instructional practices	2. is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline (InTASC 4)	4 3 2 1 0 N/O
Reflect and think critically to impact student learning	3. knows plans must always be open to adjustment and revision based on classroom circumstances, student needs, and student ideas (InTASC 7)	4 3 2 1 0 N/O
	4. values the development of students' critical thinking, independent problem solving, and performance capabilities (InTASC 5 & 9)	4 3 2 1 0 N/O
	5. is committed to the continuous development of individual students' abilities and considers how motivational strategies encourage development for each student (InTASC 1 & 8)	4 3 2 1 0 N/O
	6. is committed to using assessment and evaluation to identify student strengths and promote student growth (InTASC 6)	4 3 2 1 0 N/O

Confident Professionals	The teacher candidate ...	Rating
Positively impact student learning	1. shows respect for the individual learner and/or diverse talents of all learners (InTASC 2)	4 3 2 1 0 N/O
	2. uses students' strengths as a basis for growth and their errors as an opportunity for learning (InTASC 2)	4 3 2 1 0 N/O
	3. recognizes the importance of peer relationships in establishing a climate of learning (InTASC 3)	4 3 2 1 0 N/O
	4. uses language to foster self-expression and identity development (InTASC 6)	4 3 2 1 0 N/O
Positively impact student behavior	5. values the role of students in promoting each other's learning (InTASC 3)	4 3 2 1 0 N/O
	6. values and encourages many modes of communication in the classroom (InTASC 8)	4 3 2 1 0 N/O
Positively impact student motivation	7. displays a positive, enthusiastic attitude toward the discipline(s) taught (InTASC 4)	4 3 2 1 0 N/O
	8. is committed to reflection and continuous learning (InTASC 9)	4 3 2 1 0 N/O

Caring Professionals	The teacher candidate ...	Rating
Establish relationships in an environment of mutual respect and rapport as evidenced by students feeling valued and safe	1. appreciates and values human diversity and shows respect for others' varied talents and abilities (InTASC 2)	4 3 2 1 0 N/O
	2. believes all children can learn and assists in helping others achieve success (InTASC 2)	4 3 2 1 0 N/O
	3. respects others as individuals with differing personal and family backgrounds and varied skills, talents, and interests (InTASC 2 & 3)	4 3 2 1 0 N/O
	4. takes responsibility for establishing a positive classroom climate by making students feel valued and helps them to value each other (InTASC 3)	4 3 2 1 0 N/O
	5. is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties (InTASC 1)	4 3 2 1 0 N/O
	6. is willing to work with other professionals to improve the overall learning environment for students (InTASC 10)	4 3 2 1 0 N/O

Recommendation for (please check one): Admission to Student Teaching ____; Program Exit ____

Evaluator's Recommendation (please check one): Yes ____; Yes with Reservations ____; No ____

Ratings of "Yes with Reservations" or "No" need specific reasons.

Evaluator's Comments:

**BHSU SCHOOL OF EDUCATION
PRE-STUDENT TEACHING PRACTICUM FINAL EVALUATION**

This is a sample copy only - original is in the Clinical Educator Handbook

Prospective Teacher's Name _____ Major _____

School _____ Grade Level/Subject _____

Clinical Educator _____ Date _____

Please respond to each criterion and suggest goals for improvement when necessary:

1. Demonstrates Effective Interpersonal Skills: How well did he/she relate to PK-12 students? Was a caring, open, positive and flexible attitude displayed when communicating with PK-12 students, teachers, administrators and (if applicable) parents?

2. Uses a Variety of Instructional Strategies: Some possibilities might include: guided reading, interactive writing, cooperative learning, using math manipulatives, project approach, inquiry, collaborative or team teaching, PBL, etc. (Describe methods used.)

3. Demonstrates Knowledge of Content and Pedagogy: Displays a working knowledge of the content to be taught both in breadth and depth and is aware of the content requirements for the grade level being taught as per the state content standards and/or common core standards.

4. Demonstrates Effective Management While Teaching: This includes classroom procedures and routines, discipline, transitions, and interactions with PK-12 students.

5. Displays Professional Characteristics: Reflects on practice, sets goals for improvement, dress, manner, dependability, confidentiality, language, enthusiasm for teaching, confidence.

6. Responds to Individual Differences: Ethnicity, gender, age, religion, special needs, etc.

7. Is Aware of the Duties and Responsibilities of the Teaching Profession:

Online

Please comment as to the BHSU student's readiness for student teaching.

- Ready**
- Ready with Reservations**
- Not Ready**

Please state suggestions for improvement in academic and/or professional growth that would be helpful to the prospective teacher as he/she prepares for the teaching profession.

Clinical Educator's Signature

Date

BHSU Student's Signature

Date