

Student Teaching Internship Orientation

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Your Student Teaching Website: www.bhsu.edu/fieldexperiences



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FIELD EXPERIENCES

The Pre-Admission Teaching Practicum: Students observe and assist a classroom teacher for a minimum of 40 hours. This practicum is designed for all education students prior to their admission into the School of Education's Professional Teacher Preparation Program. It is designed to give candidates the opportunity to see a classroom from a teacher's perspective and to begin interacting with students in real PK-12 classrooms.

The Pre-Student Teaching Practicum: All education major candidates take this practicum in the semester immediately prior to the student teaching semester. The course consists of various contact hours (depending on the candidate's teaching major) and has increased requirements including the planning and teaching of lessons under the guidance of the clinical educator/cooperating teacher. During this practicum, students experience real classroom conditions and continue to develop their knowledge, skills, and dispositions in preparation for student teaching.

The Student Teaching Internship: This is an experience lasting a minimum of 16 weeks in PK-12 classroom during which the student teacher works under the direct supervision of a master teacher. During this experience the student teacher gradually assumes full responsibility for the classroom. Students majoring in elementary or secondary education complete this experience in a single classroom. Students in K-12 majors and students with two majors complete this experience in two different classrooms at two different levels (elementary, middle, or high school).

All field experience placements are made by the Office of Field Experience in collaboration with P-12 schools.

Pre-Admission to Teacher Program

- [Undergraduate EDFN 295](#)
- [Project SECOND EDFN 595](#) - (FALL Semester Only)

Pre-Student Teaching

- [Undergraduate ELED 495](#)
- [Undergraduate SEED 495](#)
- [Project SECOND ED 695](#) - (FALL Semester Only)

Student Teaching

- [Clinical Educators](#)
- [University Supervisor](#)
- [Intern](#)



Visit These Links

Forms to Turn-in Today

- Placement form with personal contact information
- Interview with your clinical educator (Yellow sheet)
 - If not, make sure to complete it as soon as you know your placement(s)
 - If you are going out-of-the area, you may do a phone interview

Intern: Forms to Fill out Within Two Weeks of Starting the Internship

- Internship Planning Form (p. 1 in handbook)
- Experiences working with diverse students (online)
- Experiences working with diverse faculty & clinical educator (online)
- Check your handbook (p.18) and go online at www.bhsu.edu/fieldexperiences - Intern

University Supervisor: Forms to Fill out Within Two Weeks of Starting the Internship

- Initial university supervisor's visit (first two weeks)
 - Link name: University Supervisor First Visit Meeting Form (fill out online and it will email a copy to all)
- Go online at www.bhsu.edu/fieldexperiences
- Click on "University Supervisor"
- Check the Handbook (p.17)

Professionalism

- See pages 14 & 15 in the handbook
 - Dress
 - Confidentiality
 - Work day schedule
 - Calendar
 - Preparation for instruction
 - Absences – fill-out the Leave-of-Absence Request online
 - Extra-duty and extracurricular activities
 - Substitute teaching

From One Local School District Handbook

DRESS AND APPEARANCE

All students are expected to dress in a fashion that reflects good taste and a style appropriate for a school day. Students will be required to correct their attire in the following situations:

1. Clothing or article which is excessively soiled, torn, or ragged.
2. Clothing which displays vulgar writing, symbols of sexual-reference, or inappropriate phrases.
3. Clothing which is excessively revealing such as mini-skirts, short-shorts, tank tops, loose fitting and low cut tops, mesh shirts, and shirts which expose the midriff.
4. Clothing with alcohol, tobacco, controlled substance references, or inappropriate phrases.
5. Pants which have holes in them, are worn below the hip level, or in which undergarments are showing.
7. Hats, caps, or sunglasses will not be worn in the building.
8. Other apparel which the principal determines to be unacceptable for school standards.

If it is asked of the students, it should be the same for teachers!

Cell Phones

- Cell phone usage has increased and some districts are looking at requesting to have them dropped off at the office
- NO use of cell phone or other devices for private matters (including Facebook, Twitter, or others) during school hours
- Texting students and parents is generally not recommended - Follow the school district policy when utilizing text for school communication

Videotaping & Pictures

- Follow the school district policy when taking pictures or videotaping
- All school administrators received a letter and information regarding the PPAT. Find a copy of the letter and the student release forms (p. 3 & p. 7)
- **NEVER** publish any material/picture without checking with the school to see if the parents or legal guardians have signed a school release form

SDCL 13-10-12

- SDCL 13-10-12 requires criminal background checks using DCI and FBI fingerprinting for **employment** in South Dakota Schools
- NOTE: School districts may refuse placement or employment to persons convicted of crimes involving turpitude and *prohibits* employment for convictions of crimes of violence, sex offenses, or trafficking in narcotics

Student Teaching Internship Handbook

(Planning Form, Lesson Plan, and PPAT Information)

PART I: General Information (pages 10-19)

- Information
- Responsibilities
- Outcomes and Assessments

PART II: Mentoring Interns (pages 21-32)

- Co-Teaching: A Mentoring Approach
- Phases of the Internship
- Plan of Assistance Information

PART III: Internship Forms & Rubrics (pages 1 then 33-58)

- Internship Planning Form (p. 1)
- Checklist (p. 58) to track when you submitted the forms

Co-Teaching Strategies

Strategy 1:
One Teach, One
Observe

Strategy 2:
One Teach, One
Assist

Strategy 3:
Station Teaching

Strategy 4:
Parallel Teaching

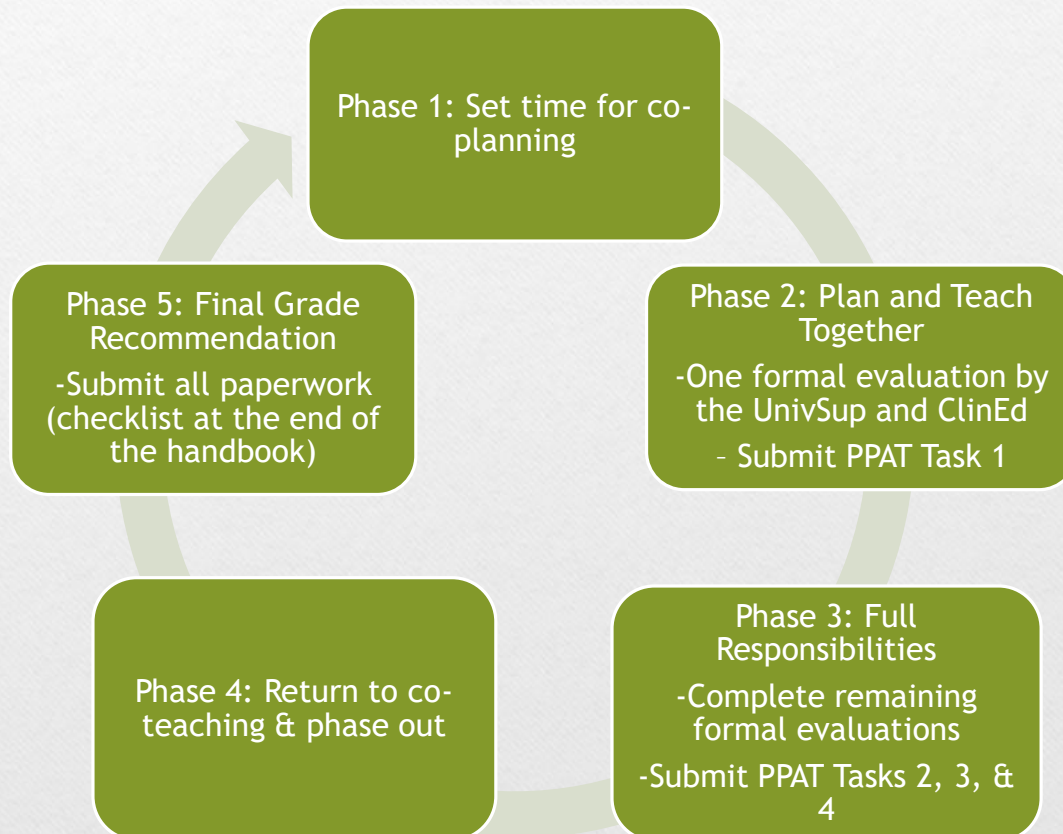
Strategy 5:
Supplemental
Teaching

Strategy 6:
Alternative-
Differentiated
Teaching

Strategy 7:
Team Teaching

Co-Teaching Implementation

(Plan with the Univ Supervisor and Clinical Educator)



Plan of Assistance (POA)

Handbook pp. 30-31

First Intervention

- Notification of concerns:
 - Clinical Educator discuss concerns with Intern & Univ Sup
 - Intern has one week to make necessary changes

Second Intervention

- Written Plan of Assistance:
 - Clinical educator & university supervisor draft a PoA
 - Intern makes improvement in each area of concerns

Final Intervention

- Professional Progress Committee:
 - Decides if an intern is granted the opportunity to re-try student teaching
 - If denied, the candidate may request an appeal

PRAXIS® Performance Assessment for Teachers (PPAT)

- See handout, **Mentoring and Support Schedule** for Important Dates/Times/Locations
- These meetings are required for Interns
 - Make arrangements with your Clinical Educators for your absence from school the afternoon of these three meetings
- These meetings are suggested for University Supervisors

PPAT Professional Growth Plan

- The goal of this Professional Growth Plan is to improve instruction. This document is for organizing your learning and growth as you complete your student-teaching experience.
- Your plan is based on your self-assessment and on feedback from the university supervisor and clinical educator. The intent of this document is to support your professional growth through identification of the goals, actions/strategies, resources/support/assistance, and intended results that are of value to you as a growing professional.
- The template is located at <http://www.ets.org/ppa/test-takers/teachers/build-submit/ancillary-materials/>
- Type, obtain signatures, and deliver to BHSU field office by November 8, 2019.

Proof of Liability

- Proof of liability needs to be in the Office of Field Experiences.
 - Interns can be suspended from student teaching for non-compliance until the documentation is in the field office
- Provide a copy, or forward an email, to Jean.Osborn@bhsu.edu with the proof of liability

Important Dates

Register for the PPAT by September 16

PPAT Work Groups: Sept 13, Oct 11, Nov 8

Exit Meeting: Friday, Dec 13, 2019

(emails will be sent with agenda)

Graduation Rehearsal: Friday, Dec 13 at 2:45 pm

Graduation: Saturday, Dec 14, 2019

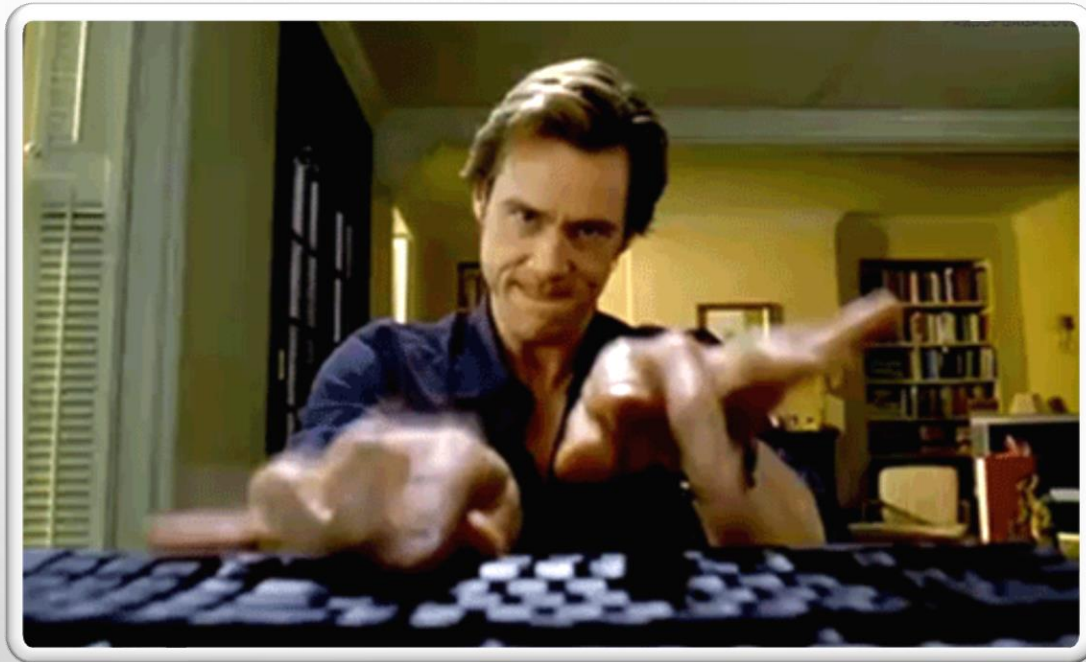
Scores and Grades

- You need to have your passing score for the PPAT in the BHSU Field Experience office before you can receive a **satisfactory** grade for student teaching.
- You need a score of 80% or better on your PPAT Task 1 to pass student teaching and an overall **score of 35** or better for Tasks 2, 3, & 4.
 - You will receive an email if you need to resubmit PPAT Tasks.
- Your passing grade will be marked with an **“S”** for **satisfactory**.
- Interns will have an incomplete until all paperwork and requirements are met.

Degrees are posted only three (3) times a year!

December, May, August

EMAIL ETIQUETTE



RULES EVERY PROFESSIONAL SHOULD KNOW



1. USE A PROFESSIONAL EMAIL ADDRESS

If you work for a school, you should use your school email address.

If you use a personal email account for work-related correspondences you should have an email address that conveys your name so that the recipient knows exactly who is sending the email.

Never use email addresses (perhaps remnants of your grade-school days) that are not appropriate for use in the workplace, such as babygirl@...
Or beerlover@... (no matter how much you love a cold brew!)



2. INCLUDE A CLEAR, DIRECT SUBJECT LINE

- EXAMPLES OF A GOOD SUBJECT LINE INCLUDE “MEETING DATE CHANGED” OR “QUICK QUESTIONS ABOUT YOUR PRESENTATION.”
- PEOPLE OFTEN DECIDE WHETHER TO OPEN AN EMAIL BASED ON THE SUBJECT LINE SO CHOOSE ONE THAT LETS READERS KNOW YOU ARE ADDRESSING THEIR CONCERNS.

3. THINK TWICE BEFORE HITTING “REPLY ALL”

- NO ONE WANTS TO READ EMAILS FROM 20 DIFFERENT PEOPLE THAT HAVE NOTHING TO DO WITH THEM.
- IGNORING EMAILS CAN BE DIFFICULT, SO REFRAIN FROM HITTING “REPLY ALL” UNLESS YOU REALLY THINK EVERYONE ON THE LIST NEEDS TO RECEIVE THE EMAIL.



4. USE PROFESSIONAL SALUTATIONS

“Hey you guys” and “Yo” = NO

Avoid informal greetings.

Use:

Hello Jane,

Dear John Doe,

To Whom It May Concern,

Avoid shortening anyone’s name, unless you are certain he prefers to be called “Mike” instead of “Michael”

5. USE EXCLAMATION POINTS SPARINGLY

- IF YOU CHOOSE TO USE AN EXCLAMATION POINT, USE ONLY ONE TO CONVEY EXCITEMENT.
- THE RESULTS CAN APPEAR TOO EMOTIONAL OR IMMATURE.



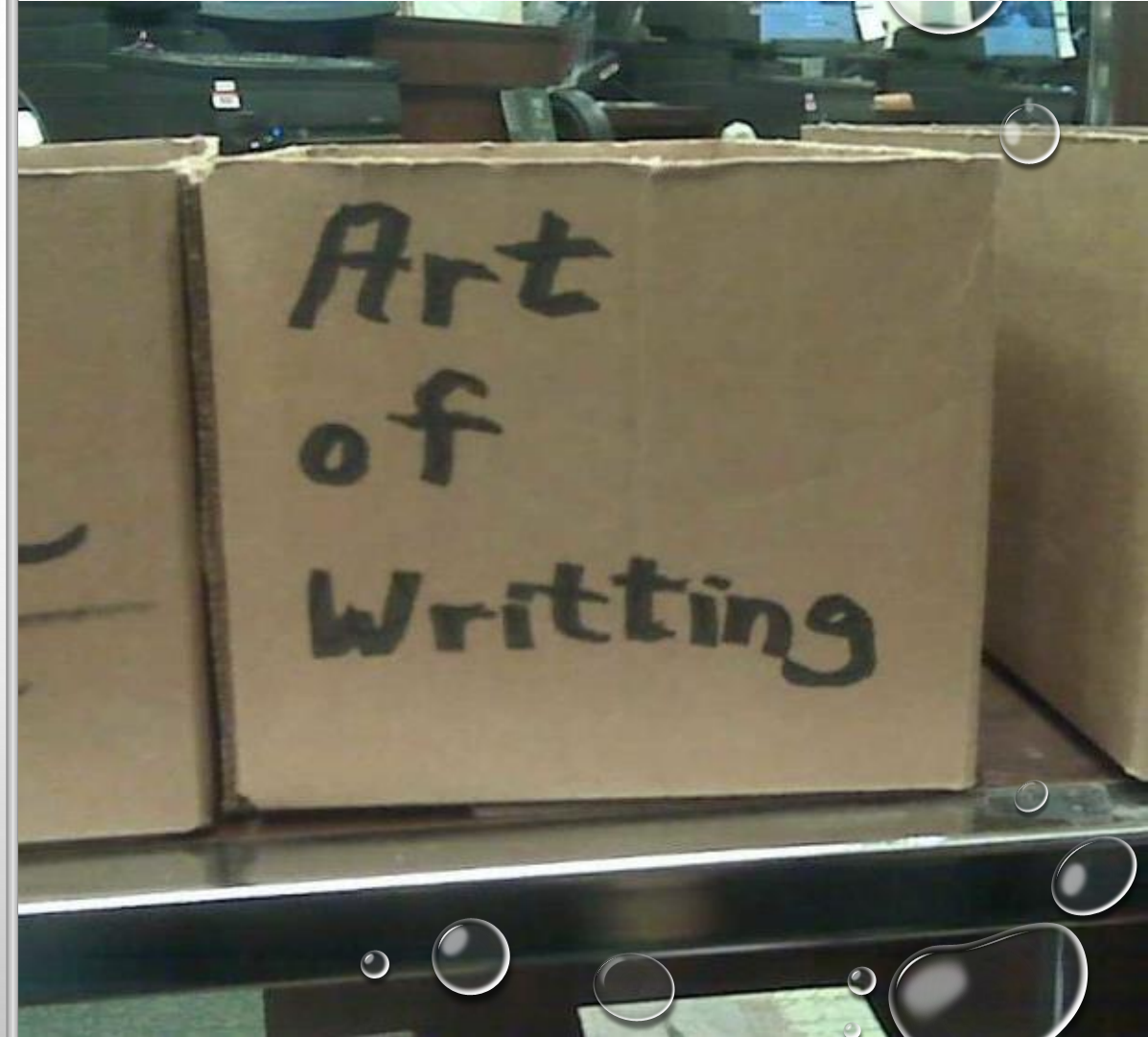


6. BE CAUTIOUS WITH HUMOR

HUMOR CAN EASILY GET LOST IN TRANSLATION WITHOUT THE RIGHT TONE OR FACIAL EXPRESSIONS. IN A PROFESSIONAL EXCHANGE, IT'S BETTER TO LEAVE HUMOR OUT OF EMAILS UNLESS YOU KNOW THE RECIPIENT WELL. ALSO, SOMETHING THAT YOU THINK IS FUNNY MIGHT NOT BE FUNNY TO SOMEONE ELSE.

7. PROOFREAD EVERY MESSAGE

- YOUR MISTAKES WON'T GO UNNOTICED BY THE RECIPIENTS OF YOUR EMAIL.
- DON'T RELY ON SPELL-CHECK. READ AND REREAD YOUR EMAIL A FEW TIMES, PREFERABLY ALOUD, BEFORE SENDING IT OFF.



8. BEFORE YOU HIT SEND

- DOUBLE-CHECK THAT YOU HAVE SELECTED THE CORRECT RECIPIENT(S).

Source:

Adapted from “15 email etiquette rules every professional should know” by Allana Akhtar

<https://www.businessinsider.com/email-etiquette-rules-every-professional-needs-to-know-2016-1>

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

SEE THE WEBSITE...

WWW.BHSU.EDU/FIELDEXPERIENCES

QUESTIONS?

