

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

COURSE: EDFN 295: PRE-ADMISSION TEACHING PRACTICUM
CREDIT HOURS: 1
INSTRUCTOR: DR. JARRETT D. MOORE
SEMESTER: Fall 2017
TIME AND LOCATION: See page 4 for class schedule, BHSU – Rapid City Room 218
OFFICE: BHSU, Jonas 229
(605) 642-6550
E-MAIL: Jarrett.D.Moore@bhsu.edu
OFFICE HOURS: Office hours posted on office door or any time by appointment
PREREQUISITES: NONE
REQUIRED TEXTBOOKS: Wong, H (2009). *The First Days of School*
CENSUS DATE: Last Day to Add/Drop Course without transcript entry – August 31, 2017
Last Day to Drop Course with an automatic “W” – November 3, 2017
IDEA SURVEYS: November 13 – December 1, 2017

CATALOG DESCRIPTION:

“Applied, monitored, and supervised field-based 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:

The purpose of this course is to provide BHSU students with a field-based, pre-admission teaching experience. You will attend five (5) classes at the university during which you will review classroom observation guidelines, discuss effective instructional strategies and explore the impact of PK-12 student diversity on instruction. The remaining forty (40) hours will be completed in two PK-12 school settings during which you will observe elementary, middle, and/or secondary clinical educators. During this time, you will look at the classroom through the lens of the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards (proficiencies new teachers should demonstrate) and explore the many dimensions of each of the standards.

INSTRUCTIONAL METHODS:

The course will include five (5) class sessions at BHSU and forty (40) hours of field experience in a PK-12 school setting. These forty (40) hours will involve observing classroom practices and interviewing the clinical educators using assigned discussion questions.

ATTENDANCE POLICY:

Attendance (10 pts. per session) for the five (5) university sessions is essential. Attendance will be taken at each class meeting. Dates of these sessions are marked on the course outline. You will be allowed one excused absence. Additional absences will be cause to fill out a professional disposition which will be in your permanent file.

Forty (40) hours of field experience are required. You are expected to adhere to a mutually agreed upon schedule, developed in conjunction with your clinical educators. **If you decide to drop this course, contact Rhonda in the Office of Field Experiences (642-6642) and/or the course instructor immediately so we can contact the schools in which you were placed.**

ACADEMIC DISHONESTY/PLAGIARISM:

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 GOALS:

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.

BHSU STUDENT LEARNING OUTCOMES:

The BHSU student will identify classroom management procedures and practices.

Standards: InTASC #3; ARSD 24:16:07:01 (4)

Assessment: Reflective Writing

The BHSU student will observe and analyze a variety of instructional strategies.

Standards: InTASC #8; ARSD 24:16:07:01 (3)

Assessment: Reflective Writing

The BHSU student will observe and discuss how all students learn and develop and how learning opportunities are adapted to diverse learners.

Standards: InTASC # 1 and #2; ARSD 24:16:07:01 (1)

Assessment: Reflective Writing

The BHSU student will reflect on pre-admission teaching practicum experiences and evaluate his/her decision to enter the profession of teaching.

Standards: InTASC #9; ARSD 24:16:07:01 (7)

Assessment: Reflective Writing

ADA STATEMENT:

“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/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx>”

FREEDOM IN LEARNING:

“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.”

COURSE EVALUATION:

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

A = 92% - 100%	(157 – 171 points)
B = 84% - 91.99%	(132 – 156 points)
C = 76% - 83.99%	(100 – 131 points)
D = 70% - 75.99%	(91 – 99 points)

COURSE REQUIREMENTS:

Final Class Meeting

Purchase of <i>The First Days of School</i> by Harry Wong	10 points
1. Practicum Planning Forms from Schools 1 and 2	2 points
2. Clinical Educator Interview Signature Sheets from Schools 1 and 2	2 points
3. Clinical Educator Final Evaluations (PDAs) from Schools 1 and 2	2 points
4. BHSU Faculty Evaluation (PDA)	1 point
5. EDFN 295 Practicum Student Self Evaluation (PDA)	1 point
6. Final Reflective Paper from School #1 OR School # 2	100 points
7. Time Log Sheets from Schools 1 and 2	2 points
Submitted in order	1 point
Attendance Points	<u>50 points</u>
	171 points

Due date exceptions will be made for students who receive a late placement. However, students must contact the instructor by e-mail prior to each due date in order to receive an assignment extension due to a late placement.

All requirements are due as listed in the syllabus. Assignments that are turned in after the due dates will not receive full credit. No coursework will be accepted after the final class meeting unless previous arrangements have been made with the instructor. Assignments cannot be redone for additional credit.

CLASS MEETING TIMES FOR EDFN 295

	WEDNESDAY 6:00 p.m. – 6:50 p.m. BHSU-RC Room 218
CLASS 1	August 23
CLASS 2	TBA
CLASS 3	TBA
CLASS 4	TBA
CLASS 5	TBA

All students are required to buy the book *The First Days of School* by Harry Wong---10 points

Class 1

Introduction to the Pre-Admission Teaching Practicum/Overview of Course Requirements
Elements of the Initial Visit and Completing a Positive Field Experience – Syllabus, page 4
Harry Wong – Section A/B
Assignment: Review Syllabus
Contact School 1, Meet with Teacher and Complete Practicum Planning Form
Read pp. 3-34 in *The First Days of School*

Class 2 - Practicum Planning Form DUE for School 1 (Page 12)

Classroom Observation Guidelines
Review of Course Requirements for Teacher Interview
InTASC Standards – Syllabus, pages 7 - 9
Harry Wong – Section B/C
Assignment: Look for InTASC Standards in School 1/Conduct Teacher Interview
Contact School 2, Meet with Teacher and Complete Practicum Planning Form
Read pp. 37-75 in *The First Days of School*

Class 3 - Practicum Planning Form DUE for School 2 (Page 13)

Debriefing /Review of InTASC Standards
Review of Course Requirements for Final Papers and Final Paperwork
School Handbooks and School Policies
Harry Wong – Section C
Assignment: Read pp. 80-91, 113-115, and 165-195 in *The First Days of School*

Class 4

Debriefing/Review of Field Experiences
Review of Course Requirements for Final Paperwork due in Class 5
Harry Wong – Section D
Assignment: Read pp. 299-321 in *The First Days of School*

Class 5

Complete Course Evaluations
Final Paperwork Due – Syllabus, page 11
Minors, endorsements, scholarships
Harry Wong – Section E

Procedures for Contacting School/Clinical Educator:

1. Placements are distributed in class and posted on the bulletin board outside the Office of Field Experiences – Jonas 203A. Check periodically.
2. Call your school as soon as you are placed. Tell the secretary who you are and that you are in the Pre-Admission Practicum and are working with [clinical educator's name]. Ask for contact info (e-mail, phone, etc.) and then contact your clinical educator.
3. Set a date for an initial visit and negotiate classroom observation dates and times with your clinical educator. Complete Practicum Planning Form. (Student Handbook – pages 12 and 13)
4. Be sure to check in at the office at the beginning of each visit.
5. Be pleasant, courteous, and professional at all times. You are making your first impression on people in the field of education. Dress professionally.

Tips for Creating a Positive Field Experience:

1. Be genuinely enthusiastic and curious about teaching as a possible profession.
2. Show interest when talking with and listening to the clinical educator and PK-12 students.
3. Cooperate with the clinical educator, helping as asked, accepting direction, and being dependable.
4. Take time to chat with the school secretaries, principal, and custodian about their roles and jobs within the school structure.
5. Be punctual and in the classroom when the clinical educator expects you.
6. Remember that confidentiality is imperative.
7. Follow PK-12 students out to other rooms, such as the library, computers, music, etc. if possible. Coordinate these visits with your clinical educator.
8. Do not chew gum, eat candy or in any other way violate school rules.
- 9. Leave all cell phones off while in the class room.**
10. Do not be critical or judgmental. Avoid giving suggestions to your clinical educator!
11. Do not be left alone in the classroom with PK-12 students.
12. Participate in all events and duties that your clinical educator attends, if possible.
13. Ask to see teacher, PK-12 student, and/or parent handbooks, as well as school calendar.
- 14. If there is a substitute, stay! The substitute can sign the time log.**

DESCRIPTION OF REQUIREMENTS for REFLECTIVE PAPER

One Reflective Paper – 100 points Paper due Last Meeting

While in your placements, you will be asked to record observational notes during each of your classroom visits. Based on these notes and your interview and discussions with your clinical educator, you will write a 6 page, double spaced, final reflective paper at the conclusion of your placement. The Reflective Paper must demonstrate that you know the ten InTASC Standards and are able to understand good practices when you observe them in classrooms. Use the information you gathered through your observations and discussions with your clinical educators.

1. **Begin** the paper with a short description of the school and the classroom, detailing the name of the school, the name of the clinical educator, the grade level and subject.
2. The majority of the paper should **address all ten InTASC standards as described on pages 7 – 9 of your syllabus**. For each InTASC standard, **first** describe what the standard is *in your own words*. **Second**, give specific examples of each standard based on your discussions, your clinical educator interview and field experience observations.
3. **End** the paper with your own personal and professional conclusions. Include reactions to each experience and the implementation of the standards. *In addition*, discuss what you have learned overall about teaching based on your time in the classroom and what you have learned about the ten InTASC standards overall as they relate to your future career as a teacher.

If you received approval for experiential substitution and some or all of your hours were waived, the paper will be based on your previous experiences. – See instructor for clarification.

NOTE: Use Times New Roman, 12 point, Double Space

Evaluation Guide for Reflective Paper

A: 92 – 100	The reflective paper is clear, precise and documents and references all ten InTASC Standards. Terms and observations are recorded correctly. The paper analyzes issues and concepts, distinguishes relevant examples and is focused. Correct spelling, punctuation, grammar, and proper sentence structure are present. It is a well written, professional reflection.
B: 84 - 91	The reflective paper is generally well written and references all ten InTASC standards, yet may need organization to focus. It typically uses theoretical terms and concepts; however, may lack relevant examples in some standards. The paper shows originality, knowledge, and sincerity. In addition, there may be minimal mechanical errors in spelling, grammar, punctuation or sentence structure.
C: 76 – 83	The reflective paper is a fair summary of your understanding of all ten InTASC standards; however there are some problems matching examples to standards causing the reader to be confused or the definitions provided are incorrect, incomplete or not in your own words. There may be several mechanical concerns with spelling, punctuation, grammar, and sentence structure.
D: 70 – 75	The reflective paper contains many problems matching examples to the standards, which are not always summarized correctly impeding the reader's ability to comprehend your understanding of the standards. There may be many problems with spelling, punctuation, grammar and sentence structure.
F: less than 70	The reflective paper contains incorrect and/or incomplete descriptions of the ten InTASC standards and extensive problems with matching specific examples to the standards. There are numerous errors in grammar, punctuation, spelling and sentence structure which interfere with the reading of the paper, making it difficult to comprehend.

Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Suggestions for Observation Notes

InTASC Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

How does the teacher...

- demonstrate understanding the developmental needs of the students?
 - provide multiple opportunities for students to assume responsibility for and be actively engaged in their learning?
 - help students make connections between new learning and students' prior knowledge?
 - provide learning experiences that are developmentally appropriate?
- **Think about** who formulates the questions in the classroom: teachers, students, or both. What is the typical teacher/student interaction in the classroom? Is the variety of students' multiple intelligences taken into account in instruction and class assignments? What do these things imply about the relationships between teachers and students in the classroom?

InTASC Standard 2: Learner Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

How does the teacher...

- design instruction appropriate to each learner's learning styles, strengths, and needs?
- adjust instruction to accommodate the needs of all students (time and circumstance of work, tasks assigned, communication, and response modes)?
- select instructional strategies that provide appropriate learning opportunities for all students?

Think about what the teacher does to help struggling and advanced students. How does the teacher meet the needs of students in ways that are useful for the students? What accommodations are made to teaching and learning? Are they adequate for the student? What do the accommodations made by the teacher suggest about their beliefs about all students' abilities to learn?

InTASC Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

How does the teacher...

- use clear procedures and expectations to help students take responsibility for their own and others' learning and interactions?
- use student interests, give students choices, and lead students to ask their own questions in the classroom?
- manage student behavior and implement rules and procedures?
- manage time and materials in a way that is conducive to learning?
- make adjustments to the classroom to enhance student relationships, motivation, and learning?

Think about the physical arrangement of the school and classroom. What does it suggest about the school's/classroom's environment and the relationship between adults and students? Describe the classroom's social environment: cohesiveness, diversity, formality, pace of learning, favoritism, cliquishness, satisfaction, apathy, competitiveness, and authoritarian or democratic atmosphere. What are the classroom routines and rules? How and by whom were they decided? What does this imply about teacher and student relationships in the classroom? How are students grouped for instruction? What seems to be the basis for the grouping? What assumptions about learning does the grouping pattern reflect? What beliefs, values, attitudes, and behaviors does the grouping pattern promote in students?

InTASC Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) taught and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

How does the teacher...

- demonstrate understanding of the content being taught?
- encourage students to look at ideas from varying perspectives?
- refer to other content areas to help students make connections?

Think about who decides what is taught in the classroom. Are students encouraged to accept or to question the views expressed in their textbooks? Of the views expressed by their teachers? Of their own views and those of other students? What does this suggest about the source(s) of authority in the school?

InTASC Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

How does the teacher...

- model effective communication for students?
- provide support for students' speaking, writing, and other media?
- use a variety of media communication tools to enrich learning opportunities?
- demonstrate culturally- and gender-appropriate communication with all students?

Think about who does most of the talking in the classroom. Do students listen to each other as attentively as they do to the teacher? Do the students address most of their statements/questions to the teacher or other students? What does this imply about the relationship between teacher and students in the classroom?

InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

How does the teacher ...

- select, construct, and use assessment strategies appropriate to learning outcomes?
- use a variety of informal and formal strategies to make choices about how to adjust instruction?
- get learners involved in self-evaluation and use information about students' experiences, needs, learning behaviors?

Think about if/how the teacher knows if students are indeed learning. What tools are used to assess student learning? What assumptions are made about student learning by using these assessments? How does the teacher use assessment data to inform what is done next with each student? What does this suggest about the teacher's view of the relationship between assessment and student learning?

InTASC Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

How does the teacher...

- plan lessons and activities to address varied learning styles and needs?
- adjust plans to respond to unanticipated occurrences or student needs?
- develop short- and long-term plans?

Think about the emphasis the teacher places on lesson plans. How are they done? In what format? Why? What does this imply about the importance of being prepared for each class?

InTASC Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

How does the teacher...

- use different teaching and learning strategies (variety of visual presentations/explanations) to encourage critical thinking and problem solving?
- assume different roles (instructor, facilitator, coach, audience) to accommodate learner needs?

Think about if there is a focus on a single correct answer or on a number of possible answers or strategies to arrive at an answer? Who or what is the source of authority in the classroom? Are varied teaching strategies used?

InTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

How does the teacher...

- use classroom observation for evaluating the outcomes of teaching and learning and as a basis experimenting with, reflecting on, and revising practice?
- use professional literature, colleagues, and other resources to support self-development as a learner?
- actively share and seek feedback both within and outside the school to reflect on practice?
- grow and develop professionally and model professionalism?

Think about whether the teacher works well with colleagues and reflects on lessons taught? How does this reflection cycle impact instructional practices? What does this imply about the value the teacher places on personal improvement as an educator?

InTASC Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

How does the teacher...

- participate in a professional learning community?
- work with counselors, other teachers, community professionals, etc. to support student learning?
- seek to establish communication and cooperative partnerships with parents/guardians to support students' learning and well-being?
- advocate for students?
- show professionalism?

Think about how the teacher interacts with parents. Is the communication one-way only (teacher-to-parent) or is input welcomed from parents? Are parents viewed positively by the teacher? What assumptions does the teacher make about parents and the students' home lives? What does this imply about the teacher's beliefs about parents and their ability to support their children? How does this impact the teacher's ability and desire to support all students? How does this impact the teacher's expectations for student achievement?

Clinical Educator Interview

You are required to interview your clinical educators (PK-12 teachers). During the first few hours of each placement, set up a time for an interview with each clinical educator and ask the questions below. By conducting the interview during the first few hours, it should help you to look for and identify the standards during your observations. Use the knowledge you gain through this interview to help you complete your reflective papers. At the conclusion of the interview, have your clinical educators sign the Clinical Educator Interview Sheets found on page 9 of the Clinical Educator Handbook. These sheets are to be turned in with your final paperwork at the last class session.

Interview Questions for the PK-12 Clinical Educator

1. Learner Development - How do you meet the developmental needs of all the different learners in your classroom? (InTASC 1)
2. Learning Differences - What types of diverse learners do you have in your classroom? How do you adjust your instruction to accommodate the learning differences of the learners in your classroom? (For example: Special Needs Students, Gifted, ELL, etc.) (InTASC 2)
3. Learning Environments - How do you create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation? How do you manage student behavior and implement rules and procedures? (InTASC 3)
4. Content Knowledge - What is the most important content you teach your students? How do you decide what to teach and how to teach it? (InTASC 4)
5. Application of Content - What strategies do you use to encourage communication in your classroom? How do you use technology to help you communicate ideas to learners? How do you engage your students in critical thinking and collaborative problem solving? (InTASC 5)
6. Assessment - What data do you collect about student learning in your classroom? How do you use that data/evidence to guide your instructional practices and improve student learning? What tools are used to assess student learning? (InTASC 6)
7. Planning for Instruction - Describe your process for long-term and short-term lesson planning. Do you plan collaboratively with your colleagues? (InTASC 7)
8. Instructional Strategies - What different kinds of instructional strategies do you use that help foster your learners' critical thinking and problem-solving abilities? (InTASC 8)
9. Professional Learning and Ethical Practice - Describe how you use reflection as a way to improve your practice as a professional. What professional literature do you read to stay current with the teaching profession? (InTASC 9)
10. Leadership and Collaboration - How do you foster relationships with colleagues, parents, and the community? (InTASC 10)
11. Why do you teach?
12. What is the best thing about teaching, in your view?
13. What is the most frustrating thing about teaching?
14. What advice do you have for me as a BHSU student?

ATTACH THIS RUBRIC TO THE TOP OF YOUR PAPERWORK

NAME _____

All required paperwork listed below is to be submitted to the instructor at the **final class meeting**. This includes two Practicum Planning Forms, two Clinical Educator Interview Signature Sheets, two PK-12 Clinical Educator Evaluations, one BHSU Faculty Evaluation, one Student Self Evaluation and two Time Logs. This packet is to be *stapled* in the order below and include the appropriate signatures. **NOTE:** You **MUST** have a Clinical Educator Evaluation and a Time Log from each school in order to pass the class.

Final Paperwork Rubric – Due Final Class

This **rubric** is attached to the top of the paperwork listed below.

All forms (listed in bold below) are *arranged in the same order* as they are listed on this rubric and *stapled* together in one packet.

The **Practicum Planning Form from School 1** contains all required information (Student HB – pg. 12)

The **Practicum Planning Form from School 2** contains all required information (Student HB – pg. 13)

The **Clinical Educator Interview Sheet from School 1**
contains both signatures. (Clinical Educator Handbook – page 9)

The **Clinical Educator Interview Sheet from School 2**
contains both signatures. (Clinical Educator Handbook- page 9)

The **PK-12 Clinical Educator’s Final Evaluation Form (PDA) from School 1**
contains all required information. (PDA in Clinical Educator Handbook – page 10)

The **PK-12 Clinical Educator’s Final Evaluation Form (PDA) from School 2**
contains all required information. (PDA in Clinical Educator Handbook – page 10)

The **BHSU Faculty Evaluation (PDA)** form contains all required information. (Student HB – pg.17)

The **Student Self Evaluation (PDA)** form contains all required information. (Student HB – pg. 16)

The **Time Log from School 1** contains all required information and signature. (Student HB – pg.14)

The **Time Log from School 2** contains all required information and signature. (Student HB – pg. 15)

InTasc Reflective Paper

Attendance Points

Class 1	10 points
Class 2	10 points
Class 3	10 points
Class 4	10 points
Class 5	10 points

Practicum Planning Form

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

Select your Practicum Experience (circle)

EDFN 295 - EDFN 595 – ELED 495 -SEED 495 - ED 695 - MLED 495

SPED 495 - SPED 695 - ECE 495 - ECE 795

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 _____		The school day ends 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			
My practicum is _____ hours		I plan on starting my practicum hours on _____	
ELED 495 is 6 to 7 weeks: Calendar provided			
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Return Form			
At the beginning of the semester, complete the form for each placement , keep a copy and give one to your clinical educator before submitting it to your practicum instructor. It is important to have good communication and rapport with the school where you are placed.			

Practicum Planning Form

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

Select your Practicum Experience (circle)

EDFN 295 - EDFN 595 – ELED 495 -SEED 495 - ED 695 - MLED 495

SPED 495 - SPED 695 - ECE 495 - ECE 795

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 _____		The school day ends 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			
My practicum is _____ hours		I plan on starting my practicum hours on	
ELED 495 is 6 to 7 weeks: Calendar provided		_____	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Return Form			
At the beginning of the semester, complete the form for each placement , keep a copy and give one to your clinical educator before submitting it to your practicum instructor. It is important to have good communication and rapport with the school where you are placed.			

EDFN 295: PRE-ADMISSION TEACHING PRACTICUM

Time Log

BHSU Student Name _____ Semester/Year _____

School _____ District _____

Clinical Educator _____ Grade Level/Subject _____

You must fill out all information in the table below and have your PK-12 clinical educator sign off on each visit, as well as at the bottom of the page verifying your total hours. You fill in the information; the clinical educator simply verifies the times and signs his/her name.

Date	Time Arrived	Time Finished	Total Hours Completed	PK-12 Clinical Educator Signature

I verify that the above-named BHSU student has completed _____ hours under my supervision.

 PK-12 Clinical Educator Signature

 Date

EDFN 295: PRE-ADMISSION TEACHING PRACTICUM

Time Log

BHSU Student Name _____ Semester/Year _____

School _____ District _____

Clinical Educator _____ Grade Level/Subject _____

You must fill out all information in the table below and have your PK-12 clinical educator sign off on each visit, as well as at the bottom of the page verifying your total hours. You fill in the information; the clinical educator simply verifies the times and signs his/her name.

Date	Time Arrived	Time Finished	Total Hours Completed	PK-12 Clinical Educator Signature

I verify that the above-named BHSU student has completed _____ hours under my supervision.

PK-12 Clinical Educator Signature _____
Date

Black Hills State University Professional Dispositions Assessment
Admission to the Professional Teacher Preparation Program
Completed by EDFN 295 Practicum Student

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

Candidate Name _____ ID _____ Major _____

Evaluator's Name _____ Position _____ Date _____

This form is used in making decisions regarding a candidate's admission to the BHSU School of Education Professional Teacher Preparation Program. It may also be used to document specific concerns about a candidate's behavior in relation to decisions regarding admission to the program.

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

Professional Conduct	The teacher candidate ...	Rating
Demonstrates 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 educated language and behavior (InTASC 5)	4 3 2 1 0 N/O
	5. recognizes her/his professional responsibility by being actively engaged in class (InTASC 9)	4 3 2 1 0 N/O
Is accountable	6. complies with university, SOE, school building, and district policies and procedures	4 3 2 1 0 N/O
	7. maintains professional relationships (InTASC 10)	4 3 2 1 0 N/O
Maintains confidentiality	8. maintains confidentiality of professional information (InTASC 10)	4 3 2 1 0 N/O
Competent	9. knows that subject matter is not a fixed body of facts but is continuously evolving (InTASC 4)	4 3 2 1 0 N/O
Confident	10. shows respect for the individual learner and/or diverse talents of all learners (InTASC 2)	4 3 2 1 0 N/O
	11. displays a positive, enthusiastic attitude toward the discipline (InTASC 4)	4 3 2 1 0 N/O
Caring	12. believes all children can learn (InTASC 2)	4 3 2 1 0 N/O
	13. respects others as individuals with differing personal and family backgrounds and various skills, talents, and interests (InTASC 2)	4 3 2 1 0 N/O

Recommendation for Admission to BHSU Professional Teacher Preparation Program (check one)		
Admit _____	Admit with reservations _____	Do not admit _____

EDFN 295 Practicum Student Signature _____

Comments (use back, if necessary) _____

PDA Form Approved by the College of Education faculty on August 28, 2007 revised December 2012 (aligned with InTASC 2011)

Black Hills State University Professional Dispositions Assessment
Admission to the Professional Teacher Preparation Program
Completed by any BHSU Faculty

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

Candidate Name _____ ID _____ Major _____

Evaluator's Name _____ Position _____ Date _____

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Recommendation for Admission to BHSU Professional Teacher Preparation Program (check one)		
Admit _____	Admit with reservations _____	Do not admit _____

Any BHSU Faculty Signature _____

Comments (use back, if necessary) _____

PDA Form Approved by the College of Education faculty on August 28, 2007 revised December 2012 (align