

SCHOOL OF EDUCATION

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

ELED 495 Pre-Student Teaching Practicum Fall 2017

Clinical Educator Handbook



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 student 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 two 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 students 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.)

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>	Portfolio Performance Assessment for Teachers

CLINICAL EDUCATOR'S RESPONSIBILITIES

During the course of this Pre-Student Teaching Practicum, Black Hills State University appreciates your assistance and cooperation in completing the following:

1. **OBSERVING:** Allow the BHSU student to observe your classroom, your techniques of teaching, technology use, and discipline strategies. During the first few visits to the classroom, please allow them to complete the observation form that is included in their student handbook. In addition, they are required to observe parent teacher conferences to learn how to conduct conferences with parents and/or guardians.
2. **ASSISTING:** When the BHSU student is not teaching a lesson, tutoring, or observing, please allow them to work as a teacher's assistant so that they can develop a sense of the duties and responsibilities of a teacher.
3. **TUTORING:** When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, please allow them to work with PK-12 students who need extra assistance, during class, before or after school.
4. **TEACHING:** Any assistance you can give the BHSU student as they prepare their lesson plans would be appreciated. We would like them to teach as many lessons as possible. However, you will evaluate only **two** lessons, all of which must incorporate technology. Please use the enclosed Clinical Educator's Evaluation Form of Lesson Presentation. They are required to self-evaluate these two lesson presentations as well.
5. **DOCUMENTING HOURS:** The BHSU student is required to complete six weeks during this practicum. At the end of each day, they must document the hours they have completed on the time log provided in their student handbook. They are also responsible for filling out this time log. You need to verify the information by providing your signature after each visit.
6. **EVALUATION:** At the completion of the Pre-Student Teaching Practicum, please complete and sign the enclosed final evaluation that indicates their success. They are also required to sign this evaluation and are responsible for returning this form to the university instructor. In addition, please complete and submit a Professional Dispositions Assessment (PDA) Form online at www.bhsu.edu/fieldexperiences.

Please remember, you have every right to expect that the BHSU student will complete the required hours of field experience and adhere to a mutually agreed upon schedule. If they are going to be absent, he/she must contact you. BHSU Pre-Student Teaching Practicum BHSU students should be under supervision at all times.

The Black Hills State University, School of Education, would like you to know that we appreciate your contribution in preparing quality teachers for our profession. If you have any questions, please contact the Office of Field Experiences at 605-642-6642.

PRE-STUDENT TEACHING PRACTICUM BHSU STUDENT'S RESPONSIBILITIES

During the first visit, the BHSU student should share the contents of this handbook with their clinical educator. During this experience they must meet the following requirements:

1. OBSERVING: The BHSU student should observe the classroom, lessons, technology use, and discipline techniques. During the first few visits to the classroom, they should complete the observation form that is included in their student handbook. In addition, they will observe parent teacher conferences to learn how to conduct conferences with parents and/or guardians.
2. ASSISTING: When the BHSU student is not teaching a lesson, tutoring, or observing, they should work as a teacher's assistant to develop a sense of the duties and responsibilities of a teacher.
3. TUTORING: When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, they should be working with PK-12 students that need extra assistance, during class, before or after school.
4. TEACHING: The BHSU student will develop and present a minimum of **two** lessons one of which must incorporate technology. They will also develop lesson plans for each of these lessons. They are required to self-evaluate the lesson presentations.
5. DOCUMENTING HOURS: The BHSU student is required to document the hours they spend in their Pre-Student Teaching Practicum. ***The clinical educator must sign this form to verify the number of hours spent in the classroom.***
6. OTHER DUTIES: The BHSU student 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 their benefits as 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
 - Review 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
 - Discuss the teaching and administrative uses of technology
 - Assist clinical educator or PK-12 students with technology-based projects
7. ELED 495 ASSIGNMENTS:
 - Observation Guide
 - PPAT Task 1 Demographic Information
 - Code of Ethics and Professionalism Notes
 - Differentiation Notes/Discussion
 - Lesson reflections for one lesson taught PPAT Task 3
 - Parent Teacher Conference Observation
 - Final Forms
 - Three Professional Dispositions Assessment (PDA) Forms

BHSU School of Education Lesson Plan Format

PART A: PLANNING

Grade Level: _____ Date: _____

Targeted Content: _____ Integrated Content: _____

For Lessons Taught: # of Students _____ # of Boys _____ # of Girls _____
 # of IEP Students _____ # of ELL Students: _____ # of High Ability Students _____

State Content Standard and/or Common Core Standard(s):

This should be the content area, grade level and letter/number identification; the actual standard(s) should be written under this heading. Divide the standards into the following two categories:

Target Standard(s): List the standard(s) you will be assessing through this lesson

Supporting Standard(s): List other standard(s) you will be addressing through this lesson (may or may not be assessed)

Instructional Setting: Check all that apply:

Whole Group	Centers	Other (list)
Small Group	Workshop	
Individual Student	Lab	

Lesson Focus: Clearly articulate the focus of the lesson. Describe the focus in 1-2 sentences.

Learning Outcome(s):

The outcome should begin with, "As a result of this lesson, students will..." or could start with the HOW "Using algebra tiles, Comparing two maps, ..." The outcome(s) must include:
 WHO-ACTION VERB-WHAT-HOW- HOW WELL

Assessment Measures:

List assessments that will be used during and/or after the lesson. Divide them into the following two types of assessment:

Formative Assessment(s): assessment that takes place during the lesson

Summative Assessment(s): assessment that takes place after the lesson

Please note: You may or may not complete a summative assessment for the lesson, but you will need to include formative assessment measure(s).

Differentiation: Describe how you will differentiate content, process and/or product for specific students during this lesson.

Materials: List all of the materials necessary for delivering instruction.

PART B: DELIVERY OF INSTRUCTION

Introduction: Describe how you will **engage** the students.

Procedures for Teaching and Learning:

Describe how the lesson will be implemented in a numbered, step-by-step list. There are several ways in which you might formulate your list of steps. It will depend on the content you're planning to teach. For example, you might include the steps of the Gradual Release of Responsibility if you're teaching students to read or write. You might take the 5E inquiry approach to formulating your list. You might include steps for teaching in a workshop format. No matter the framework, make sure that your steps are sequenced, detailed, and organized.

Closure: At the end of the lesson, engage in a closure to help students connect what they have learned to the real world. Allow students time to expand on what they learned by applying it to real world situations or making connection to their own life.

Assignment: Optional

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

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 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
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 refining practices (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, shows respect for others' varied talents and perspectives (InTASC 1 & 2)	4 3 2 1 0 N/O
	2. believes all children can learn and persists 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 various 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:

Lesson 1 2

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

BHSU STUDENT _____ **DATE** _____

SUBJECT _____

STRENGTHS	SUGGESTIONS FOR GROWTH

Clinical Educator's Signature

Lesson 1 2

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

BHSU STUDENT _____ **DATE** _____

SUBJECT _____

STRENGTHS	SUGGESTIONS FOR GROWTH

Clinical Educator's Signature

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:

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 BHSU student as he/she prepares for the teaching profession.

Clinical Educator's Signature

Date

BHSU Student's Signature

Date