

SCHOOL OF EDUCATION

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

ELED 495 Pre-Student Teaching Practicum Fall 2017

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>	Portfolio Performance Assessment for Teachers

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 9, 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 one lesson (a lesson you are preparing for other methods classes) all of which must incorporate technology. In addition, you are required to self-evaluate the lesson presentations by completing lesson reflections. PPAT Task 3
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 29 and 30 of this handbook. **The clinical educator must 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:
 - Discussion notes "Code of Ethics"
 - Observation Guide
 - PPAT Task 1 – Student Interest Inventory
 - Differentiation Notes/Discussion
 - Lesson Plan of one lesson taught attached to the reflections – PPAT Task 3
 - Lesson Reflections for one lesson taught – PPAT Task 3
 - Parent Teacher Conference Observation
 - ELED 495 Forms Returned
 - Three Professional Dispositions Assessment Forms (Online)

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

Course: ELED 495 – Pre-Student Teaching Practicum
Credits: 2
Class Meetings: BHSU Campus Section in J204: Tuesday 1:00 – 3:50 p.m.
BHSU Rapid City Section in Room 127: Thursdays 9:00 a.m. – 11:50 a.m.
Last Day to Add/Drop Course without a Transcript Entry – August 31, 2017
Last Day to Drop Course with an automatic “W” – November 3, 2017
IDEAS Surveys Open: November 13 – December 1, 2017
Instructor: Mary Cooper, BHSU Campus; **Office:** Jonas 227
Office Hours: By appointments only
Phone: Mary Cooper 642-6697
Email Address: Mary.Cooper@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 two 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 at least two lessons. The university class sessions will be devoted to the discussions of field experience and background information related to various tasks in the Portfolio Performance Assessment for Teachers (PPAT) as well as reflecting on the Danielson framework and learning best practices in education. Topics will be investigated through lecture, discussion, small group activities, and whole class activities.

In addition, Students will complete a detailed reflection of one lesson, which must involve the incorporation of technology. (PPAT Task 3) The university class sessions will be devoted to discussions of the field experiences. Topics will be investigated through 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. However, the attendance policy for a specific class is at the discretion of the faculty member teaching that class and will be outlined in the course syllabus. Students will be allowed to make up graded work if an absence is due to participation in university-sponsored activities, provided prior notification of the impending absence has been given to the instructor.”

Regular attendance is essential. More than two absences will be considered excessive and could result in the lowering of your grade. 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**

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-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. Assignments turned in after the due date will receive an automatic deduction of 1 point per day until the assignment is turned in.
- As this is a professional methods class, please notify the instructor of absences at www.bhsu.edu/field_experiences and please practice punctuality by arriving to class on time and staying for the duration of class sessions.

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%	
	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. Assignments 5: Lesson Reflections: PPAT Task 3 (45 points)
6. Assignment 6: Parent Teacher Student Conference Observation (20 points)
7. Class Activities – Participation Points (30 points)
8. Attendance Log During the Experience Signed by Clinical Educator
9. Pre-Student Teaching Practicum Final Evaluation by Clinical Educator
10. Complete and Submit Your PDA Self-Evaluation Online
11. Turn in your practicum forms (15 points)

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

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/elecref.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 2017

Day One:

Pre-Student Teaching Practicum Handbooks
Professional Practices Text Overview-Chapters 1-2
The Field Experiences Website
Domain #4-Professional Responsibilities Work
Assignment: Professional Ethics/Student Due Process Readings

Day Two:

Debrief Assignment #1 Readings with Six Word Synthesis
Danielson Domain #4 work
PPAT Overview
PPAT Task One Work
Assignment: Danielson Domain #3 on Instruction-Emphasize Instructional Strategies and Learning Activities

Day Three:

Review Domain #3 and tie to Instructional Strategies versus Learning Activities
PPAT Task One Work on Charts and Student Interest Surveys
Assignments in Field: #2 Classroom Observation and #3 Student Interest Survey

September 11 – 15: In the Field One Week

Day Four:

Assignments #2 and #3 Due
Debrief Week 1 in Field and Review School Handbooks, Policies and Classroom Designs
Danielson Domain #2 Work on Classroom Environment
PPAT Work

Day Five:

Complete Domain #2 Work
Differentiation Work Including Tomlinson Video
Go Over Assignment #6: Parent Teacher Conference Observation
Assignment in Field: #4 on Differentiation

October 2 – 13: In the Field Two Weeks

Day Six:

Debriefing of Weeks 2 and 3 in the Field
Differentiation Assignment #4 Due after Class Work on More Differentiation
Start Task Three Work
Danielson Domain #3 Tie to Task Three on Assessments/Evaluations
Assignment: Lesson Plan for PPAT Task 3

Day Seven:

Continue Work with Task 3-Assignment #5
Danielson Domain #1 Work
Assignment in Field: #5 on PPAT Task 3

October 30 – November 22: In the Field 3 Weeks

Day Eight:

Debrief Time in the Field
Assignment #5 Due on PPAT Task 3
Behavior Management Work and Research

Day Nine:

Assignment #6: Parent Teacher Observation Due/Review of Final Course Requirements
Behavior Management Presentations
Next Steps in Preparing for Student Teaching

FINAL TBA: Pre-Student Teaching Final Forms Due

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			
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.			

Assignment 1: Required Readings – Code of Ethics and Professionalism (10 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.

<http://doe.sd.gov>

1. South Dakota Code of Professional Ethics for Teachers – Under the tab “Teachers”, view more links for Teachers. *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*.

Assignment 2: Classroom Observation – From 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. **Bring seating chart to next practicum class.**

OBSERVATION GUIDE			
<i>use this checklist to guide you during your observation period</i>			
THE BUILDING			
Did you visit the:	Yes	No	N/A
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			
Look around the classroom – do you see:	Yes	No	N/A
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?			

OBSERVATION GUIDE

use this checklist to guide you during your observation period

THE ATMOSPHERE OF THE CLASSROOM

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

Yes	No	N/A

LESSONS

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?

Yes	No	N/A

DISCIPLINE TECHNIQUES

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.

Yes	No	N/A

Bring all of the following to the next practicum class:

- Seating Chart 2 points
- Student/Teacher School Handbook 1 point (may be online or hard copy)
- Classroom Rules & Procedures 2 points
- Written summary from each subtitle 10 points (2 per subtitle)

Total Points: _____/15 points

Summary meaning: Paragraph (4-5 sentences about each of the five subtitles.)

PORTFOLIO PERFORMANCE ASSESSMENT FOR TEACHERS (PPAT)

Task 1: Contextual Factors and Instructional Resources

This chart (see next page) is designed to help you understand the many factors that affect teaching and learning. Such factors include the community, classroom procedures, student demographics, and the physical environment in which teaching takes place. Understanding these factors as they relate to your teaching will help you determine the instructional strategies and approaches that will support your students' learning.

Task 1: Making Connections

During Student Teaching, PPAT will have two separate charts (see handbook)

Contextual Factor	Knowledge of Students and Resources	Instructional Tools
	<i>Something you learned about this contextual factor as a result of the research you did for your chart</i>	<i>An instructional strategy and a learning activity that are appropriate in terms of what you know about your students Where did you find the resources for these instructional strategies and activities</i>
Community <i>(e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)</i>	a. b. c.	a. b. c.
District <i>(e.g., enrollment; percent of students receiving free or reduced-price lunches; graduation rates; ethnicities; percent of students with IEPs; percent of students who are ELLs; per-pupil expenditures)</i>	a. b. c.	a. b. c.
School <i>(e.g., enrollment; percent of students receiving free or reduced-price lunches; AYP data; ethnicities; percent of students with IEPs; percent of students who are ELLs; teacher-to-student ratio)</i>	a. b. c.	a. b. c.
Classroom Demographics <i>(e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students with physical needs, and those due to cultural characteristics)</i>	a. b. c.	a. b. c.
Knowledge of Students <i>(e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest)</i>	a. b. c.	a. b. c.

Task 1 Class Activity: Brainstorming About Instructional and Support Resources

Resource	Examples and Their Locations
Community	
Building/District Policies	
Instructional Support Staff	
Instructional Materials	
Curricular Programs	
Instructional Technology	
Student Data Access/Records	
Other Resources	

Assignment 3: (20 points)

Task 1: Rubric for Student Interest Inventory

Task 1.2.1

Scoring:	Satisfactory---5	Basic---3	Weak/Not Answered---0
One completed student interest inventory			
Explains how the compilation of the whole-class inventory would influence an instructional decision you would make in your classroom			
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 Notes/Discussion in Practicum Class (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?

Assignment: 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. You will bring your findings back to our next class for discussion purposes.

These notes will be typed and ready for sharing with classmates. We will add to these notes in class after researching more strategies to use when differentiating instruction for students. You will then add your researched notes to what you have seen in the classroom and submit for grading.

Grading:

Detailed notes: 20 points (at least 5 detailed examples in each of the 3 categories)

PLANNING FOR INSTRUCTION

DEVELOPING LESSON PLANS

Without planning for instruction, your teaching experiences are likely to turn into disasters. Planning offers organization and direction to your teaching efforts. It can help you make sure that you cover all important aspects of a lesson, while avoiding overemphasis on isolated points that interest you, but do not merit extensive coverage. Planning can save you from not having enough to do in a lesson, especially if you practice “over planning” (by over planning you plan extra related and purposeful activities that you don’t expect to have time for, but have ready in case the rest of the lesson progresses rapidly and time is available). Good planning also enhances your poise and confidence, and as a result, class control will tend to be positively affected. Since class control can be a challenge for beginning teachers, this advantage should encourage planning.

What belongs in a good lesson plan? Opinions vary, and each teacher generally has to evolve a planning scheme that fits his or her personality. Certain ingredients appear almost universally, however, and you are required to use these as you prepare and teach your four required lessons.

ELEMENTS OF A LESSON PLAN

1. Subject
2. Grade
3. Date (not always essential)
4. Time (useful for secondary teachers who teach more than one section of a subject and grade)
5. Learning Outcomes (be specific)
6. Content to be covered (be specific) and correlation to State Content Standards/Common Core Standards
7. Materials and technology needed
8. Activities and procedures with optional time allocations (keeps you from running out of time in the middle of something)
9. Accommodations for student(s) with special needs.
10. Optional Assignments (to provide practice on a taught skill, to prepare for a future lesson, or to achieve some very specific purpose)
11. Assessment (to determine if the students really learned the material)

During your Pre-Student Teaching Practicum, you will be required to teach multiple lessons in your methods block, all of which will have a technology component. Each of these lessons will require the development of lesson plans. You and your clinical educator will be required to discuss each lesson after instruction and evaluate two of your lessons.

Please use the Lesson Plan Format found on page 20 of this handbook for each lesson you teach during your methods block. Once you have presented a lesson, complete the Personal Lesson Reflections found on page 21-22 to help you analyze and reflect on it. This analysis will help prepare you to complete PPAT Task 3. Your clinical educator should complete the Lesson Evaluation Form for the lesson selected for this assignment.

Attach your lesson plan with the reflection.

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	
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

PORTFOLIO PERFORMANCE ASSESSMENT FOR TEACHERS (PPAT)

Task 3: Designing Instruction for Student Learning

What Do You Have to Do for This Task?

For this task, you must submit your lesson plan and the following artifacts.

- Representative pages of a lesson plan for the whole class that includes the use of technology
- Representative page of a differentiated lesson plan for one Focus Student
- A work sample from any class member other than your Focus Student
- A work sample from your Focus Student

This task has four steps, each with guiding prompts. Your response needs to address all parts of each of the guiding prompts.

- Step 1: Planning the Lesson/Delivering in the SOE Format
- Step 2: The Focus Student
- Step 3: Analyzing the Instruction
- Step 4: Reflecting

Please read the entire task before responding to any guiding prompts.

Contextual information is done once and will be attached to each PPAT task. This part of your submission will not be scored (approximately one-half typed page).

- Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.

Step 1: Planning the Lesson

Submit your 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 Students 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.

Attach a student work sample from any member of the class other than your Focus Student.

- 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 your Focus Student.

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: (45 points)

Task 3: Designing Instruction for Student Learning Checklist

Evaluation Checklist	Points
<p>Step 1: Planning the Lesson</p> <ol style="list-style-type: none"> 1. Submit lesson plan which includes differentiation. 2. Detailed differentiation for Focus Student. 	<p>_____ /6</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. 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>Step 4: Reflecting</p> <ol style="list-style-type: none"> 10. 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). 11. 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. 12. 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

Lesson 1 2

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

Clinical Educator's Signature

Assignment 6: Parent Teacher Conference Observation (20 points)

The Parent Teacher Conference Observation records the events of **ONE** parent conference that has been observed and provides the opportunity to reflect on the conference. The PK–6 student may or may not be present, but the parents must be present for the conference to qualify for this assignment. (IEP meetings do not count toward this assignment.)

NOTE: It is strongly recommended that you observe as many parent teacher conferences as possible to see a variety of strategies for working with parents. However, for this assignment you only choose **ONE** of the conferences to report on for this observation.

The conference report records the event of **ONE** parent teacher conference and needs to include the following information in the order listed below:

1. Use of the forms on pages 24 and 25 for this Conference Observation.
2. Please fill out the form on page 24 before the conference. Use the information you have at hand to fill out the conference guide.
3. During and after the conference occurs, please fill out the form on page 25.
4. Please compare the two forms when reflecting on the learning gleaned from the conference. What new information did you find out after the conference?

You will receive 20 points if both pages are filled out with a thorough reflection on learning gleaned from observing the conference.

Parent-Teacher Conference Guide

Student Name _____

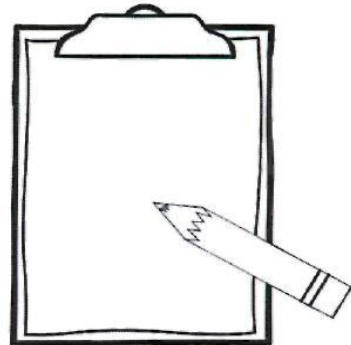
Date _____

Observed Classroom Behaviors

Following Directions	0	1	2	3	4	5	_____
Respectfulness	0	1	2	3	4	5	_____
Homework	0	1	2	3	4	5	_____
Behavior	0	1	2	3	4	5	_____
Independent Work	0	1	2	3	4	5	_____
Cooperation	0	1	2	3	4	5	_____

Benchmark Assessment

	Fall Target	Fall Score	Winter Goal
Reading			
Math			



Strengths

Goals

Parent-Teacher Conference Sheet

Name of student and attendees	
Date	
Time	



Reason for Conference:

-

Student Strengths:

-
-
-

Areas of Concern:

-
-
-

Actions going Forward:

-
-

Learning gleaned from the Conference:

DATE	TIME IN	TIME OUT	TOTAL HOURS	CIRCLE DIVERSITY AREA – (MAY BE MORE THAN ONE)	CLINICAL EDUCATOR'S SIGNATURE OR INITIALS
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
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				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
GRAND TOTAL OF HOURS					

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

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 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:

**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, KWL, 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:

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