

SCHOOL OF EDUCATION

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

SEED 495 Pre-Student Teaching Practicum Spring 2018

Syllabus and Student/Clinical Educator Handbook



www.bhsu.edu/fieldexperiences

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

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.

The Professional Teacher Preparation Program (PTPP) 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 prospective teacher 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
SCHOOL OF EDUCATION
SPEARFISH, SD 57799**

COURSE: SEED 495: PRE-STUDENT TEACHING PRACTICUM
CREDIT HOURS: 1
INSTRUCTOR: Micheline Nelson
SEMESTER: Spring 2018
TIME AND LOCATION: 2:00 p.m. – 3:15 p.m., Jonas 202
OFFICE: BHSU, Jonas 203A
(605) 642-6077
E-MAIL: Micheline.Nelson@bhsu.edu (*preferred*)
OFFICE HOURS: Any time by appointment
PREREQUISITES: Admission to the Professional Teacher Preparation Program (PTPP)
COREQUISITE: SEED 408 (except PE majors)
REQUIRED TEXTBOOKS: (distributed in class)
BHSU, Pre-Student Teaching Practicum: Syllabus/Student/Clinical Educator Handbook. Spearfish, SD: BHSU Printing
CENSUS DATE: Last Day to Add/Drop Course without transcript entry – Jan 17, 2018
Last Day to Drop Course with an automatic “W” – April 3, 2018
IDEA SURVEYS: April 9 – April 27, 2018

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 BHSU student with forty-five (45) hours of direct experience in the classroom. The experience includes both observation and teaching. BHSU students teach a minimum of three (3) lessons during this practicum. Secondary education majors are placed in their major areas at either the high school or middle school level. This class also meets on campus for discussions of the field experience.

Upon completion of your Pre-Student Teaching Practicum, your clinical educator must complete an evaluation form that indicates your performance (see pages 27-28). **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.**

INSTRUCTIONAL METHODS:

The course will include 5 class sessions at BHSU and 45 hours of field experience in a high school, middle school or elementary school setting. During the field experience, you will observe and assist the clinical educator. In addition, you will develop and present a minimum of three lessons, one of which must incorporate technology. These three lesson plans will be submitted to the university instructor. 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:

Regular attendance for the five university sessions is essential. Dates of these sessions are marked on the course outline. Forty-five (45) hours of field experience are required. You are expected to **adhere to a mutually agreed upon schedule, developed in conjunction with your clinical educator**. It is expected that you will **notify your clinical educator** if you are going to be late or absent prior to the scheduled time of arrival.

BACKGROUND CHECK AND LIABILITY INSURANCE:

All 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 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 SEED 495 instructor prior to beginning your field experience.

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:

This course is designed to provide BHSU students with final preparatory experiences for their student teaching internship. Class sessions conducted at the university provide them with the opportunity to prepare for their field visits and also the opportunity to discuss those same experiences. This course provides BHSU students with the opportunity to acquire knowledge relative to classroom practice and to demonstrate that knowledge through actual classroom teaching.

BHSU STUDENT LEARNING OUTCOMES:

1. By the end of this course, you 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 #3, 9; ARSD 24:16:07:01 (8)
Assessment: In Class Discussion, PPAT-Task 3 Lesson Reflections
2. By the end of this course, you 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 24:16:07:01 (7)
Assessment: Lesson Reflections, Personal Analysis of Lesson Plans
3. By the end of this course, you 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 24:16:07:01 (4)
Assessment: PPAT-Task 3 Lesson Reflections
4. By the end of this course, you will be able to identify and evaluate how PK-12 students’ families and cultures impact classroom management and motivation.
Standards: InTASC #2 and #3; ARSD 24:16:07:01 (4)
Assessment: PPAT-Task 3 Lesson Reflections, Parent Teacher Conference Interview

5. By the end of this course, you will be able to create thorough lesson plans which are appropriate to the content/grade level, and meet the needs of all PK-12 students.
Standards: InTASC #1, 6, 7, 8; ARSD 24:16:07:01 (3)
Assessment: Field Experience Final Folder: Required Lesson Plans

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.

REQUIRED READING:

www.doe.sd.gov

South Dakota Code of Professional Ethics for Teachers – “Professional Practices”, then scroll down to the Code of Ethics for Teachers. Read: Obligations to students, Obligations to the public and Obligations to the profession.

COURSE EVALUATION:

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

A=92%-100%
B=84%- 91.9%
C=76%-83.9%
D=70%-75.9%
F= 00%-69.9%

COURSE REQUIREMENTS: See checklist on page 19

Additional completion points as determined by the instructor.

You need to be recommended/ready or recommended/ready with reservations to pass this practicum. (Three PDAs and Final Evaluation)

PROFESSIONAL DISPOSITIONS ASSESSMENT (PDA):

Three Professional Dispositions Assessment forms will be submitted online at www.bhsu.edu/fieldexperiences. You will complete one PDA online as a Self- Evaluation. You will contact a BHSU core faculty member to ask for the completion of a second PDA online. The third PDA will be completed online by the clinical educator (PK-12 cooperating teacher.) **Failure to submit three Professional Dispositions Assessments will delay the beginning of student teaching.**

TENTATIVE SCHEDULE: Class Meetings for SEED 495 in Jonas 202: January 9; January 23; February 20; March 20; April 24; and Finals Week (TBA)

Tuesday, January 9:

- Pre-Student Teaching Practicum Requirements
- Liability Insurance
- PRAXIS Content Test Form
- Background Check (as soon as placed)
- South Dakota Code of Professional Ethics for Teachers

Tuesday, January 23:

- Group Discussion on Code of Professional Ethics
- Cyber Code of Ethics for Teachers
- Electronic Portfolio Performance Assessment for Teachers (PPAT) – Overview
- Practicum Planning Form
- Observation Guide pp. 8-9 Overview
- PPAT Task 1: Interest Inventory

Tuesday, February 20:

- Practicum Planning Form Due (if placed)
- Observation Guide pp. 8-9 Due (if placed)
- Parent Teacher Conference Interview: Overview
- Lesson Plans, Teaching, and Evaluations
- Preparing for the Substitute Teacher
- Implementing a Field Trip

Tuesday, March 20:

- PPAT Task 1: Interest Inventory Due with Typed Answers to the Two Prompts
- Parent Teacher Conference Interview Due
- Lesson 1 Due with Observation from Clinical Educator
- Overview of PPAT Task 3

Tuesday, April 24:

- Lesson 2 and Lesson 3 Due with Observation of Clinical Educator
- PPAT 3 Reflection
- Complete Three Professional Dispositions Assessment (PDA) – *submitted online*

Finals Week:

- Turn in Log - Signed
- Turn in Clinical Educator Evaluation - Signed
- Turn in Late Assignments

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 and will be docked 10 percent. 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.

BHSU STUDENT 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 few visits to the classroom, you should complete the observation guide found on pages 8 and 9 of this handbook. In addition, 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.
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 a minimum of **three** lessons, one of which must incorporate technology. You will also develop lesson plans for each lesson. In addition, you are required to self-evaluate the lesson presentations by completing Task 3 of PPAT lesson reflections.
5. DOCUMENTING HOURS: You are required to document the 45 hours that you spend completing your Pre-Student Teaching Practicum using the form found on pages 17 and 18 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. SEED 495 ASSIGNMENTS:
 - Practicum Planning Form and Observation Guide
 - PPAT Task 1—Student Interest Inventory
 - Lesson Plans for all three lessons taught
 - Lesson Reflections for PPAT Task 3 for one of the three lessons
 - Parent Teacher Conference Interview
 - Three Professional Dispositions Assessment Forms (Online)
 - Clinical Educator Final Evaluation
 - Log of Hours

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 ELED 495 is 6 to 7 weeks: Calendar provided		I plan on starting my practicum hours on _____	
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.			

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.

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

Task 1: Student Interest Inventory

Administering and Analyzing a Student Interest Inventory:

Create or choose a student interest inventory appropriate to your classroom assignment. Administer the inventory to your whole class to gather information relevant to your students' interests and learning preferences. Save one completed sample student inventory. After administering the student inventories analyze and answer the two prompts. (Type your response)

Prompt 1: Based on the compilation of information from the whole-class inventory, discuss how this information would influence an instructional decision you would make in your classroom.

Score of 8	Score of 6	Score of 4	Score of 2
<p>A response with a score of 4 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • A thorough analysis of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>A response with a score of 3 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • An effective explanation of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>A response with a score of 2 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • A partial description of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>A response with a score of 1 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • A minimal description of how the results of one student's inventory can be used to promote that student's engagement and learning

Prompt 2: Using one student's completed interest inventory, analyze how you would use one item from the inventory to promote the student's engagement and learning.

Score of 8	Score of 6	Score of 4	Score of 2
<p>A response with a score of 4 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • A thorough analysis of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>A response with a score of 3 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • An effective explanation of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>A response with a score of 2 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • A partial description of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>A response with a score of 1 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • A minimal description of how the results of one student's inventory can be used to promote that student's engagement and learning

Attach a student completed interest inventory / 4 points

Total: _____ / 20 points

**Parent/Teacher Conference Preparation – Interview with the Clinical Educator
Scoring Checklist: 25 points**

For this assignment, you will be required to meet with your clinical educator and interview him/her to find out how to better prepare for parent/teacher conference. You will be able to attend them during your student teaching internship. The interview is typed before being turned in for scoring.

1. How do you bring the parents to the conference?
2. Do you include the student in the conference?
3. How do you prepare to be able to answer parents' questions or discuss progress in your class? Ask for specific examples.
4. Are you asking parents to update you of past years' performance?
5. How do you stay positive and focused on plans to correct any problems you and the parents and/or student agree upon? In short, what can the parent expect you to do to report progress on any new tactics?
6. Which strategies do you use to reflect on the child, not on defending yourself or your policies? Center on how he can best mesh with classroom rules and procedures that are in place.
7. Do the parents know what to expect as far as progress reports from you throughout the year? How were they informed?
8. Did you give your contact information to the parent if he or she has concerns?
9. Do you have boundaries for communication via cell phones or social media and available times of the day?
10. How do you deal with angry parents?

	Met		Not Met
How do you bring the parents to the conference?	2	1	0
Do you include the student in the conference?	1		0
How do you prepare to be able to answer parents' questions or discuss progress in your class? Ask for specific examples.	4	2	0
Are you asking parents to update you of past years' performance?	1		0
How do you stay positive and focused on plans to correct any problems you and the parents and/or student agree upon? In short, what can the parent expect you to do to report progress on any new tactics?	4	2	0
Which strategies do you use to reflect on the child, not on defending yourself or your policies? Center on how he can best mesh with classroom rules and procedures that are in place.	4	2	0
Do the parents know what to expect as far as progress reports from you throughout the year? How were they informed?	2	1	0
Did you give your contact information to the parent if he or she has concerns?	1		0
Do you have boundaries for communication via cell phones or social media and available times of the day?	2	1	0
How do you deal with angry parents?	4	2	0

PLANNING FOR INSTRUCTION AND 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 three required lessons.

INGREDIENTS FOR 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, it is suggested that you teach as many lessons as possible. However, you will be required to teach a **minimum of three lessons**, one 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 evaluate each of your lessons. **Please use the Lesson Plan Format found on page 13 of this handbook for each lesson you teach. Once you have taught lessons two and three, complete the PPAT Task 3 Lesson Reflection for the lesson integrating technology.**

Your clinical educator should complete the Lesson Evaluation Form for all three lessons.

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 (separate page)
- 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
- Step 2: The Focus Student
- Step 3: Analyzing the Instruction
- Step 4: Reflecting

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

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 the use of technology.

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:

- a. Identify your Focus Students learning strengths and challenges related to the learning goal(s) of the lesson.
- b. 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.
- c. What evidence will you collect to show the progress your Focus Student makes toward the learning goal(s)?
- d. Attach a differentiated lesson plan for your Focus Student.

Step 3: Analyzing the Instruction

- Part 1: Analyzing the Instruction for the Whole Class

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

- a. 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?
- b. 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.
- c. 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.
- d. What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?

- e. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.
 - f. 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
 - a. To what extent did the Focus Student meet the lesson's learning outcome(s)? Cite examples to support your analysis.
 - b. 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.
 - c. Attach a student work sample from your Focus Student.

Step 4: Reflecting

- Part 1: Reflecting on the Lesson for the Whole Class
 - a. 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).
 - b. 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
 - a. 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.

Task 3: Designing Instruction for Student Learning Checklist

Completion Points: Describe your classroom – see page 14 for details

_____ /4 points

Evaluation Checklist	Points
<p>Step 1: Planning the Lesson</p> <p>a. Submit lesson plan for the whole classroom that shows how to integrate technology.</p> <p>b. Submit lesson plan differentiated for Focus Student</p>	<p>_____ /3</p> <p>_____ /3</p>
<p>Step 2: The Focus Student</p> <p>a. Identify your Focus Students learning strengths and challenges related to the learning goal(s) of the lesson.</p> <p>b. 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.</p> <p>c. What evidence will you collect to show the progress your Focus Student makes toward the learning goal(s)?</p>	<p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p>
<p>Step 3: Analyzing the Instruction</p> <p>Part 1: Whole Class</p> <p>a. 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?</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?</p> <p>e. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.</p> <p>f. Attach a student work sample from the whole group.</p> <p>Part 2: Focus Student</p> <p>a. To what extent did the Focus Student meet the lesson's learning outcome(s)? Cite examples to support your analysis.</p> <p>b. 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.</p> <p>c. Attach a student work sample from your Focus Student.</p>	<p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p>
<p>Step 4: Reflecting</p> <p>Part 1: Whole Class</p> <p>a. 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).</p> <p>b. 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.</p> <p>Part 2: Focus Student</p> <p>a. 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.</p>	<p>_____ /2</p> <p>_____ /2</p> <p>_____ /2</p>

Total Points _____ / 40 (x2)

SEED 495 - PRE-STUDENT TEACHING PRACTICUM

BHSU STUDENT NAME _____ SEMESTER _____

Requirements for Completion of the Practicum

Liability	_____ / 1
PRAXIS Consent Form	_____ / 1
Code of Ethics	_____ / 9
Planning Form	_____ / 1
Observation Form	_____ / 1
Work Sample Interest Inventory	_____ / 9
PPAT Task 1 Interest Inventory Prompts	_____ / 16
Parent Teacher Conference – Interview	_____ / 25
Lesson 1 with Clinical Educator T-Chart	_____ / 10
Lesson 2 with Clinical Educator T-Chart	_____ / 10
Lesson 3 with Clinical Educator T-Chart	_____ / 10
PPAT Task 3 (Integrate Technology)	_____ / 40 (weight x 2 = 80 points)
Log of Hours Signed	_____ / 2
Clinical Educator Final Evaluation Signed	_____ / 2
PDA – Self (<i>submitted online</i>)	_____ / 1
PDA – Clinical Educator (<i>submitted online</i>)	_____ / 1
PDA – Core Faculty (<i>submitted online</i>)	_____ / 1
Attendance (5 Class Meetings)	_____ / 25
Total Points:	_____ / 205

Comments:

CLINICAL EDUCATOR'S RESPONSIBILITIES

During the course of the student's 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, students 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 students that need extra assistance, during class or 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 **three** lessons, one of which must incorporate technology. Please use the enclosed Clinical Educator's Evaluation Form of Lesson Presentation. The student is required to self-evaluate these three lesson presentations as well.
5. **DOCUMENTING HOURS:** The BHSU student is required to complete a minimum of 45 hours during this practicum. At the end of each visit, 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 their 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. To plan their schedule, they will be required to meet with you and complete a Practicum Planning Form which they will bring to their first meeting with you. If the student is going to be absent, he or she must contact you. Also remember, that at this level of field experience, BHSU Pre-Student Teaching Practicum students should be under your 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.

SEED 495 - PRE-STUDENT TEACHING PRACTICUM

BHSU STUDENT NAME _____ SEMESTER _____

Clinical Educator Requirements

- _____ Complete Clinical Educator's Evaluation (lesson 1)

- _____ Complete Clinical Educator's Evaluation (lesson 2)

- _____ Complete Clinical Educator's Evaluation (lesson 3)

- _____ Complete the Professional Dispositions Assessment (PDA) form online at www.bhsu.edu/fieldexperiences Select SEED 495/695

- _____ Sign the Log of Observation Hours (yellow)

- _____ Complete and Sign the Pre-Student Teaching Practicum Final Evaluation (green)

If you have questions or if there is an issue to discuss email the Director of The Office of Field Experiences, Ms. Micheline Nelson, at Micheline.Nelson@bhsu.edu (preferred) or call 605-642-6077

PDA to be submitted online at [**www.bhsu.edu/fieldexperiences**](http://www.bhsu.edu/fieldexperiences)

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. Please return this form to the Office of Field Experiences (Unit 9038).

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/COE/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 3

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

NAME _____ DATE _____

SUBJECT _____

STRENGTHS	SUGGESTIONS FOR GROWTH

Clinical Educator's Signature

Lesson 1 2 3

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

NAME _____ DATE _____

SUBJECT _____

STRENGTHS	SUGGESTIONS FOR GROWTH

Clinical Educator's Signature

Lesson 1 2 3

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

NAME _____ 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 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

