

# SCHOOL OF EDUCATION

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

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**SEED 495**  
**Pre-Student Teaching Practicum**  
**Spring 2017**

## Clinical Educator Handbook



[www.bhsu.edu/fieldexperiences](http://www.bhsu.edu/fieldexperiences)

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

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**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 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 following pages will give you a description of this practicum course and the forms you will need to complete for the BHSU student in the Pre-Student Teaching Practicum.**

#### GLOSSARY

<b>Clinical Educator</b>	PK-12 Classroom Teacher; previously known as Clinical Faculty or Cooperating Teacher
<b>PK-12 Students</b>	All students/learners in PK-12 classrooms
<b>PPAT</b>	Portfolio Performance Assessment for Teachers

## 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](http://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.

## BHSU STUDENT RESPONSIBILITIES

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

1. OBSERVING: The BHSU student should observe the classroom, lessons, technology use, and discipline techniques. During the first few visits to the classroom, they should complete the Practicum Planning Form and the Observation Guide that are included in their student handbook. In addition, they will observe parent teacher conferences to learn how to conduct conferences with parents and/or guardians.
2. ASSISTING: When the BHSU student is not teaching a lesson, tutoring, or observing, they should work as a teacher's assistant to develop a sense of the duties and responsibilities of a teacher.
3. TUTORING: When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, they should be working with students that need extra assistance, during class or before or after school.
4. TEACHING: The BHSU student will teach as many lessons as possible but will develop and present a minimum of **three** lessons which are evaluated by the clinical educator; these lessons must involve the incorporation of technology. They will also develop lesson plans for each of these three lessons. They are required to self-evaluate the lesson presentations.
5. DOCUMENTING HOURS: The BHSU student is required to document the hours they spend in their Pre-Student Teaching Practicum. ***The clinical educator must sign this form to verify the number of hours spent in the classroom.***
6. OTHER DUTIES: The BHSU student should complete other duties as assigned by the clinical educator. Other duties required by the clinical educator **may** include some of the following:
  - Observe the administration of a test and help score the tests
  - Attend faculty meetings
  - Discuss professional organizations and the benefits of becoming a member
  - Discuss discipline problems and solutions/strategies
  - Complete a "mock" 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 students
  - Discuss individual learning styles and the needs of students
  - Discuss assessment (portfolios/grades) practices with the clinical faculty
  - Discuss the teaching and administrative uses of technology
  - Assist classroom teacher or students with technology-based projects
7. ASSIGNMENTS:
  - Practicum Planning Form and Observation Guide
  - PPAT Task 1 and 3
  - Lesson plans for two of the three lessons taught
  - Lesson reflections for one of the three lessons taught
  - Parent Teacher Conference Interview
  - Three Professional Dispositions Assessment Forms – One Self; One BHSU Core Faculty; and One Clinical Educator (*Submit Online*)

## BHSU School of Education Lesson Plan Format

### PART A: PLANNING

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Targeted Content: \_\_\_\_\_ Integrated Content: \_\_\_\_\_

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

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

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

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

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

**Instructional Setting:** Check all that apply:

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

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

**Learning Outcome(s):**

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

WHO-ACTION VERB-WHAT-HOW- HOW WELL

**Assessment Measures:**

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

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

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

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

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

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

### PART B: DELIVERY OF INSTRUCTION

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

**Procedures for Teaching and Learning:**

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

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

**Assignment:** Optional

**PDA to be completed/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

<b>Confident Professionals</b>	<b>The teacher candidate ...</b>	<b>Rating</b>
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

<b>Caring Professionals</b>	<b>The teacher candidate ...</b>	<b>Rating</b>
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:**

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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

**BHSU SCHOOL OF EDUCATION  
PRE-STUDENT TEACHING PRACTICUM *FINAL* EVALUATION**

BHSU Student \_\_\_\_\_ 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 students? Was a caring, open, positive and flexible attitude displayed when communicating with 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 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 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