SCHOOL OF EDUCATION

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

ELED 495
Pre-Student Teaching Practicum
Fall 2023

Student Intern Handbook and Syllabus

BLACK HILLS

STATE UNIVERSITY

www.bhsu.edu/Academics/The-Colleges/College-of-Education-and-Behavioral-Sciences/School-of-Education/Field-Experience/

"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 lessons in all core content. 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	
Clinical Educator	PK–12 Classroom Teacher; previously known as Clinical Faculty or Cooperating Teacher
PK-12 Students	All students/learners in PK-12 classrooms
PPAT	Praxis Performance Assessment for Teachers

BLACK HILLS STATE UNIVERSITY
PROFESSIONAL TEACHER PREPARATION PROGRAM

Student Handbook
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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 and their 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. In addition during the semester, you will observe family conferences to learn how to plan, prepare, conduct, and reflect about conferences with families.

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 (at minimum) three lessons (developed in your methods' block courses) for evaluation by your Clinical Educator and your professor. Your Clinical Educator will use the T-Charts found in their handbook for evaluation. Two of your three lessons must incorporate technology. The evaluation process, lesson plan development, teaching, and reflection are to prepare you for student teaching and your future as an educator.

5. REFLECTING: You will work alongside the Clinical Educator to debrief and reflect on the following: lesson planning, content knowledge, instructional delivery, learning activities, student engagement, assessment of learning goals and targets, differentiation, classroom management, relationship building, and professionalism. There may be more opportunities for reflection, but the above elements of teaching represent critical areas for reflection during this semester. You are required to complete (at minimum) 3 self-reflections after you teach a lesson, and you will use the T-Charts found in this handbook.

6. DOCUMENTING HOURS: You are required to document the weeks you spend completing your Pre-Student Teaching Practicum using the forms found in this handbook. *The clinical educator must initial and sign this form to verify the number of hours spent in the classroom.*

7. 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 school's 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

8. ELED 495 ASSIGNMENTS:
- Assignment 1: Professional Practices (10 points)
- Assignment 2: Classroom Observation (15 points)
- Assignment 3: Student Knowledge (20 points)
- Assignment 4: Differentiation (20 points)
- Assignment 5: Lesson Plan Portfolio (45 points)
- Assignment 6: Family/Guardian Conference Observation (20 points)
- Class Activities – Participation Points (30 points)
- Turn in Your Practicum Forms (15 points)
  Documentation Hours Signed by Clinical Educator
  Pre-Student Teaching Evaluation Forms – 3 evaluations for 3 lessons
  Pre-Student Teaching Practicum Final Evaluation by Clinical Educator
  Complete and Submit Your PDA Self-Evaluation Online

BLACK HILLS STATE
UNIVERSITY
SCHOOL OF EDUCATION
SPEARFISH, SD 57799

Course: ELED 495 – Pre-Student Teaching Practicum   **Credits:** 2
Class Meetings: BHSU Spearfish: Tuesdays 1:00-3:50 and BHSU Rapid City: Thursdays 9:30-12:20

Last Day to Add/Drop Course without a Transcript Entry – August 31, 2023
Last Day to Drop Course with an automatic "W" – November 3, 2023
IDEAS Surveys Open – November 13-December 1, 2023

Instructor:	Dr. Sydney Haugland, BHSU Spearfish & RC Campus; Office: Jonas 227
Office Hours:	Spearfish: Monday 11:00-12:00, Tuesday and Wednesday 8:30-9:30, Thursday in Rapid City 8:30-9:30; Additional Office Hours Available Upon Request
Phone:	605-642-6697
Email Address:	Sydney.Haugland@bhsu.edu
Course Delivery:	Face-to-Face

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 three 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

COREEQUISITE

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.

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: Professional Practices, Discussions, 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; Discussions; Draft of Professional Growth Plan (Student Teaching)

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: Classroom Observation, Lesson Reflections, Task 1 Practice, Discussions

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, Family Conference Observation, Task 1 Practice, Discussions

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, Lesson Reflections, Discussions, Tasks 1-3 Practice

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 lessons. The university class sessions will be devoted to the discussions of field experience and background information related to various tasks in the Praxis Performance Assessment for Teachers (PPAT) as well as reflecting on the Danielson framework and learning best practices in education. Topics will be investigated through observation, field experience, lecture, discussion, small group activities, and whole class activities.

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%	

TOTAL POINTS: 175 Total Points

COURSE REQUIREMENTS

Assignment 1: Professional Practices (10 points)
Assignment 2: Classroom Observation (15 points)
Assignment 3: Student Knowledge (20 points)
Assignment 4: Differentiation (20 points)
Assignment 5: Lesson Plan Portfolio (45 points)
Assignment 6: Parent Teacher Student Conference Observation (20 points)
Class Activities – Participation Points (30 points)

Turn in Your Practicum Forms (15 points)
- Documentation Hours Signed by Clinical Educator
- Pre-Student Teaching Evaluation Forms – 3 evaluations for 3 lessons
- Pre-Student Teaching Practicum Final Evaluation by Clinical Educator
- Complete and Submit Your PDA Self-Evaluation Online

ATTENDANCE POLICY, PARTCIPATION AND PROFESSIONALISM

Please take the time to prepare for class, join us ready to participate, and engage in this work. Have all assignments submitted on time and take pride in your work. Respect the privacy of the school district you are working in as well as all staff, students, and families in the school district and those of us here at BHSU. As a pre-student teacher intern, professional dispositions are reviewed and evaluated at the end of this course and all Methods courses. For clarity on these dispositions, please see the Professional Dispositions Assessment at the end of this handbook or online at the Field Experience site.

Assignments are due on the date provided at the beginning of the semester. In order to receive a final grade, all course material must be turned in.

During the week of BHSU classes, you will follow the BHSU calendar. During the weeks in the field, you will follow the school district's calendar.

Class Attendance Policy
I record daily attendance. *In general, enrollment in a class implies the responsibility for attending each class session.* As a BHSU student in the Elementary Methods Block, regular attendance is essential as we only meet 9 times for class. **Students will be allowed to make up graded work if an absence is due to participation in university sponsored activities or an extenuating circumstance (such as a severe illness). Instructors should receive prior notice of any absence.** Complete a **"Leave of Absence"** form online for any absence.

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**

When you are scheduled to be on campus for class or scheduled to be in the field, you <u>may not</u> submit a "Leave of Absence" to substitute for your clinical educator. You have not completed all the coursework in your program to substitute for your clinical educator during the pre-student field experience.

To protect the health and safety of their classmates, students who are exhibiting symptoms of illness - such as cough, fever, shortness of breath, muscle pain, headache, chills, sore throat, or loss of taste or smell— should not attend in-person classes.

If a student is unable to attend a class or course activity as described above, the student should take the following steps.
- Notify instructors in advance of the absence or inability to participate if possible.
- Monitor their symptoms. Call BHSU Student Health Services.

• Participate in class activities and submit assignments electronically to the extent possible and as directed by the instructors.
• Work with their instructors to reschedule exams, labs, and other critical academic activities when it is necessary.

Emergency Notification (Updated 8/1/23)
In the event of an emergency arising on campus under BOR Policy 7:3, your Regental Home Institution will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure that their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

If we are unable to come to campus to meet for class, please check email immediately. D2L and Zoom will be used for class meetings and class discussion will take place on the discussion board. If BHSU is in session, your attendance and participation will be expected regardless of method course delivery.

Academic Dishonesty/Plagiarism (Updated 8/1/23)
Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during AAC Guideline 5.3.A – Syllabi BOR Required Policy Statements (Last Revised 01/2023) Page 2 of 2 an exam. The Regental Institution's policy and procedures on cheating and academic dishonesty can be found in your home institutions Student Handbook and the governing Board of Regents policies can be found in BOR Policy 2:33 and BOR Policy 3:4. The consequences for cheating and academic dishonesty are outlined in policy.

Accessibility Statement (Updated 8/1/23)
Black Hills State University strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, (contact Jennifer Lucero, Coordinator, at Jennifer.Lucero@bhsu.edu or by phone at (605) 642-6099), who will work to resolve the issue as quickly as possible. The office is in the E.Y. Berry Library, Second Floor, Room #240. Additional information can also be found at:
http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services

Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution's Office of Disability services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded.

Freedom in Learning (Updated 8/1/23)
Under Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. 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 their home institution to initiate a review of the evaluation.

Acceptable Use of Technology (Updated 8/1/23)
Acceptable Use of Information Technology Resources: While Regental Institutions strive to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to the technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty and staff should observe all relevant laws, regulations, BOR Policy 7.1, and any institutional procedural requirements.

TENTATIVE COURSE SCHEDULE: ELED 495 – Fall 2023

Class Session	Topics	BHSU In-Class Learning Activities	Progress Check
Session One	Overview of Course Materials Charlotte Danielson Framework, Domain 4: Professional Practices PPAT Overview, Task 1	Charlotte Danielson Overview Discovery Domain 4 Reading Jigsaw (Expert and Home Base), p.92-108 PPAT Task 1 Artifact Build	
Session Two	Charlotte Danielson Framework, Domain 1: Planning and Preparing PPAT Task 1 Field Experience Preparation	Domain 1, p. 43-63 PPAT Task 1 "Getting to Know You" Activities and Artifacts Roundtable Mandatory Reporting Discussion, 6th Word Synthesis	Assignment 1: Mandatory Reporting Training and NEA Liability Insurance DUE Share in Class: "Getting to Know You" Artifact for PPAT Task 1
Field Experience #1: September 5-8			
Session Three	Charlotte Danielson Framework, Domain 2: Classroom Environment PPAT Task 1, Analysis	Domain 2 Classroom Environment PLC Task 1 Getting to Know Your Students Textbox 1.2.1 Task 1 Understanding Your Students Textbox 1.2.2 Task 1 Analyzing the Classroom Environment - Textbox 1.1.3	Assignment 2: Classroom Observations DUE
Session Four	PPAT Task 2 Introductions Family/Guardian Conferences	Task 2 Artifact Build	

| **Session Five** | Charlotte Danielson Framework Domain 3: Instruction

Differentiation

PPAT Task 3 Introductions

Purpose of Reflection and Receiving Feedback | Domain 3 Classroom Instruction Video Breakouts

The What, Why, and How of Differentiation Inquiry Activity

Differentiation Assignment

Task 3 Analyzing Instruction, p.77-91

Task 3 Artifact Build | Assignment 3: Getting to Know Your Students DUE |
|---|---|---|---|
| **Field Experience #2: October 2-13** | | | |
| **Session Six** | Purpose of Reflection

PPAT Task 2 and Task 3 Practice (Assignment 5)

Co-Teaching Models | Field Highlights

Creating an Assessment and Graphic Representation of Collected Data | Assignment 4: Differentiation DUE

1 T-Chart Observation Due
• 1 completed by your CE 1 self-evaluation |
| **Session Seven** | PPAT Task 3 Practice (Assignment 5)

PPAT Task 4 Introduction | Creating a Lesson Plan with Differentiation and Technology

Task 4 Artifact Build

Task 4 Work Time | |
| **Session Eight** | PPAT Task 4 Continued

Preparing for the Field

PPAT Task 2 and Task 3 Artifacts and Practice (Assignment 5) | Task 4 Mini-Presentations

Designing your Lesson Plan and review of Artifacts
• Lesson Planning for a Day/Week/Month | |
| **Field Experience #3: November 6-November 21** | | | |
| **Session Nine** | Professional Growth Plan

PPAT Tasks Recap

Student Teaching Preview

Find Your Marigolds | Field Highlights

Professional Growth Plan | Assignment 5, Assignment 6, and
Practicum Forms and 2 T-Charts DUE |

Assignment 1: Required Readings and Training Module – Code of Ethics, Professionalism, and Mandatory Reporting (10 points)

Part A (5 points)

Please bookmark, download, or print the Code of Ethics and Student Due Process Information. Together we will read and highlight key information. To earn 5 points, we will complete a Six Word Synthesis process utilizing what you've learned from your readings. This synthesis will take place during class.

1. For South Dakota Teacher Code of Ethics – https://sdlegislature.gov/Rules/DisplayRule.aspx?Rule=24:08:03

You will find 3 parts to the code of ethics to bookmark, download, or print: obligations to students, obligations to the public, and obligations to the profession.

2. For Student Due Process: https://doe.sd.gov/oatq/dueprocess.aspx

Part B (5 points)

Please **complete** the training module for mandatory reporters at home. Upload a copy of your certificate to Assignment 1: Professional Practices Dropbox in D2L as proof of your completion and to earn 5 points. **The training module is 45 minutes long.**

3. South Dakota Center for the Prevention of Childhood Maltreatment – Training Video for Mandatory Reporters

https://apps.sd.gov/SS60ReporterVideoTraining/Introduction.aspx

Assignment 1: Professional Practices			
Scoring Rubric	**Met**	**Not Met**	**Points Earned**
1. Six Word Synthesis Completed			
2. Training Module Certificate Completed			
Points Earned			_____/10 Points

Assignment 2: Classroom Observation – 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 management techniques in use, with a view toward developing your own teaching approach. Whether or not this is mentioned, you should indeed be familiar with these techniques, examining them critically, as you consider them for possible use when you are employed as a teacher.

Directions: Complete the observation guide below. Then type up and answer the observation questions at the end of the observation guide. This guide is simply a starting place for you to focus your observations and get a big picture of the classroom, building, and culture you will be working in this semester and potentially next semester during student teaching. During your time in the field, create, collect or download, take pictures or notes, and reflect on what you are observing using the Danielson Domain 2 lens.

OBSERVATION GUIDE *Use this checklist to guide you during your observations during the first week.*			
THE BUILDING			
	Yes	**No**	**N/A**
Did you visit the:			
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			
	Yes	**No**	**N/A**
Look around the classroom – do you see:			
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?			

	Yes	No	N/A
f. A grading system being used?			
g. Evidence of technology components?			

THE ATMOSPHERE OF THE CLASSROOM			
	Yes	**No**	**N/A**
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			

LESSONS			
	Yes	**No**	**N/A**
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?			

MANAGEMENT TECHNIQUES			
	Yes	**No**	**N/A**
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.			

Observation Questions: Please respond to each question by typing a substantive and thoughtful response using examples of what you have experienced during your time observing.

1. In what ways has your CE established a community culture? Share one example of each:

- Learning Environment (Physical Space, Routines, Classroom Norms or Expectations)
- Social and Emotional Environment
- Student-to-Student Relationships
- Student-to-Teacher Relationships   Questions cont.

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2. Share 3 ways your CE engages students in their learning.
3. Describe three ways your CE gathers assessment data (formative and summative) to assess
   student understanding and progress towards learning goals.
4. Provide two examples of how your CE meets the individual needs of learners in the classroom.

Assignment 2: Classroom Observation			
Scoring Rubric	Satisfactory---3	Basic---2	Weak/Not Answered--- 1 or 0
Scoring Description	Response to the observation question includes clear main points that show evidence of critical thinking and personal reactions; main points of analysis are supported with sufficient evidence and examples.	Response to the observation question includes clear main points that show some evidence of critical thinking; but critical thinking is not clearly evident and sufficient examples are missing.	Writing does not include clear main points and demonstrates only surface-level analysis; includes little or no support.
1. In what ways has your CE established a community culture? Share 1 example of each: • Learning Environment (Physical Space, Routines, Classroom Norms or Expectations) • Social and Emotional Environment • Student-to-Student Relationships • Student-to-Teacher Relationships			
2. Share three ways your CE engage students in their learning.			
3. Describe three ways your CE gathers assessment data (formative and summative) to assess student understanding and progress towards learning goals.			
4. Provide two examples of how your CE meets the individual needs of learners in the classroom.			
5. Completed Classroom Observation Guide			
Points Earned			/15 points

Assignment 3: Knowledge of Students (20 points)

Directions: Create or choose one "Getting to Know You Activity" (known as artifacts) that will help you understand your students' individual and diverse interests and/or learning styles. This is a critical step in planning and designing engaging, appropriate, and authentic learning activities for all students to learn and find success in the classroom.

In order to get you started in gathering student knowledge, you must select a meaningful, whole class activity that honors and values your students as unique individuals (i.e. student interest projects, journaling, short biography). You may discuss possibilities and ideas with your Clinical Educator, CE.

- Once you have selected your "Getting to Know You Activity," please complete this during Field 1. Ensure that every student has an opportunity to complete the activity in order to understand the class as well as one student's interests, values, and/or needs.
- When you have completed Field 1, make copies or take pictures of these to bring back to BHSU. Please remove all names and identifiable information.

We will discuss how to complete the remainder of the assignment together in class. We will learn how to analyze the data collected and then respond to questions related to PPAT Task 1.

Assignment 3: Student Knowledge (Total Points Possible 20)			
Scoring Rubric	Satisfactory---10	Basic---5	Weak/Not Answered---0
Getting to Know You Activity for the WHOLE Class Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example for how this information would influence a whole-class instructional decision you would make (i.e. learning environment, content selection, materials, resources, etc.). Identify and describe one example for each Getting to Know You Activity. Utilize the survey results to provide evidence and rationale for your decisions.	**Student Intern completed a "Getting to Know You Activity" and copies of the artifacts were brought to class.** **Student Intern aligned the results to provide one classroom application for the WHOLE Class and strong rationale is included (references standards, grade-level skills/concepts, and provides an example of what this would look like in a classroom).**	**Student Intern completed one "Getting to Know You Activity" (artifact) and a copy of the artifact is provided.** **Student Intern provided one classroom applications but there is little alignment to the survey results and/or there is missing rationale.**	**Student Intern did not complete the "Getting to Know You Activity" (artifact) and/or failed to include copy of the artifact.** **Student Intern did not offer ideas for how the information can be utilized and/or there is missing rationale.**
Getting to Know You Activities for ONE Student Using ONE student completed Getting to Know You Activity, analyze how this information would influence an instructional decision you would make for this student (i.e. learning environment, content selection, materials, resources, etc.). Utilize the survey results to provide evidence and rationale for your decisions.	**Student Intern completed the "Getting to Know You Activity" (artifact) and a copy of the artifact is provided in D2L with Assignment 3.** **Student Intern aligned the results to provide two classroom applications for ONE student and strong rationale is included (references standards, grade-level skills/concepts, and provides an example of what this would look like in a classroom).**	**Student Intern completed the "Getting to Know You Activity" (artifact) and a copy of the artifact is provided.** **Student Intern provided an instructional decision but there is little alignment to the survey results and/or there is missing rationale.**	**Student Intern did not complete the "Getting to Know You Activity" (artifact) and/or failed to include a copy of the artifact.** **Student Intern did not offer ideas for how the information can be utilized and/or there is missing rationale.**

Assignment 4: Differentiation (20 points)

Differentiation: Supporting a student by addressing the content, process, product, and/or learning environment in order for the student to be successful in meeting the learning outcome(s) of a lesson.

Directions: For this assignment, you will learn why, when, and how teachers identify and appropriately differentiate for the diverse learners in the classroom. In order to prepare for differentiating in the classroom, visit with your CE about specific ways he or she supports one student in your classroom (we call this student a focus student). For example, your CE may differentiate:

   o Reading: varying the reading level, utilizing a note-taker while reading, or pre-teaching vocabulary, sight words, or nonfiction text features in a given text.
   o Math: utilizing manipulatives to make a story problem more concrete, underlining vocabulary and providing visuals, equations, or a definition, or changing the complexity of a problem.
   o Science: using a graphic organizer or prepared notes for a science notebook, pre-measuring necessary liquids, or intentionally providing small group instruction for a science experiment debrief.
   o Social Studies: offering a paired text at a different reading level, providing talking stems for a debate, and offering a fill-in the blank note-sheet for required reading.
   o Writing: providing three options for a topic sentence, providing a word bank, or creating sentence frames for completing a paragraph.

As you work with your CE, ask how and why differentiation is determined. You may notice your CE uses multiple measures of assessment collection to determine why and how differentiation will occur.
   - For example, if you are about to complete a writing lesson, how do you know which students will need scaffolded support and which need extensions? Do you use a pretest? Work sample? Observations? Exit or Entrance Slip? This will help you answer the WHY differentiation will occur.
   - Once you know who needs differentiation, work with your CE to determine how differentiation is provided.

Once you understand how and why, decide on the following:
   1. Determine whether you will observe the differentiation or actually provide the differentiation in Field 2. Both are acceptable.
   2. The differentiation can be intentionally planned and prepped or at times, it may occur in the moment.
   3. Fill out the chart below for 1 focus student that will occur during 1 lesson in a content area of your choice.
   4. As you fill out the chart, you are providing rationale for how and why the differentiation is occurring.
       a. For practice in a teacher preparation program, I would like you to identify a student who needs _at least 2 forms of differentiation_ (content, process, product, or learning environment).
       b. You may need to provide a hypothetical differentiation option that could occur and support the child in meeting the learning goal.
   5. Be ready to discuss and share in class how the differentiation supported your focus student or what might need to be adjusted and tried in order to support your focus student in the future.

Strengths-Based Differentiation Plan Fill in PRIOR to INSTRUCTION		
Student Intern Name		
Lesson Content		
Identified Standard (s)		
Identified Learning Goal/Outcome		
Differentiation Components	**OBJECTIVE:** Please identify **one student** (below, at, or above proficiency levels) in your classroom that **will receive differentiation** in a lesson and content of your choice. This student will be referred to as your Focus Student. Once you have identified your focus student, please visit with your CE and determine the why, when, and how your student will be supported in a lesson you observe or will teach. After the lesson is taught or observed, please reflect with your CE.	**Scoring Guide**
Identified Strengths of the Focus Student in this Content **Related to this Lesson** (Identify 2)		/2
Identified Needs of the Focus Student in Order to be Successful in this Content **Related to this Lesson** (Identify 2)		/2

Baseline Data Used to Determine Strengths and Needs **Specifically for this Content and Lesson** (Pre-Assessments, Observations, Learning Activities, Assessments, etc. PRIOR to this Lesson)		/2

Choose 2 Forms of Differentiation: Content, Process, Product, Learning Environment
 	
   A. What differentiation will be put into place for this student during this lesson?
   B. Provide Rationale. Why?
Align your response with the identified strengths and needs of your learner.
   C. When will the differentiation occur during the lesson?
   D. How will this support the student in meeting the learning goal?
Align your response with the identified strengths and needs of your learner and the learning goal for this lesson.
		/8

FILL in AFTER INSTRUCTION		
Did the student meet the learning goal and how do you know?		/2
Was the student engaged and participating during the lesson?		/2
What adjustments to the differentiation plan (if any) are needed for tomorrow? OR How can you use the knowledge gathered today in future lessons or in other content areas?		/2
Points Earned		**/20 points**

Assignment 5: Lesson Portfolio -Planning, Delivering, Assessing, and Reflecting (45 Points)

Step 1: Plan For this assignment, please prepare a standards-based lesson plan using the School of Education Lesson Plan or one provided by your Methods' professors (for this assignment - the lesson plan must include differentiation, technology, and an assessment – formative or summative). You may utilize a lesson plan you are developing for another Methods' class for this assignment. You are required to teach this lesson to K-8 students in Field 3. Collaborating with your CE will be very helpful. However, please remember this is your assignment. So, you need to actively research and look for standards, resources, materials, etc. when collaborating. Bring ideas and knowledge to the table when working with your CE.

In your differentiation section, plan to differentiate for one focus student. The differentiation should occur during your lesson and focus on modifying the product-assessment (formative or summative) and/or providing differentiated instruction or learning activities. In what ways are you differentiating specific parts of the lesson to help the student meet the learning goal(s)? How will the student demonstrate they have met the learning goal(s)? What modifications to the assessment are needed to ensure the focus student can demonstrate the learning goal(s)?

Step 2: Teach and Assess Prior to the lesson delivery, ensure you have thought-through how you will assess student understanding and progress towards the learning goals. What will you collect as evidence to support your claim (essentially, this is the formative or summative assessment data)?

Teach your lesson. Please keep in mind the questions in the scoring guide. You may want to record your lesson or journal and take notes afterwards in order to effectively reflect and answer the questions. Make a copy of the work your focus student completed (handout, journal page, photograph, quiz, etc.). – artifact practice for PPAT Task 3

In addition, all assessments should be collected and graded/scored using a rubric (one you create or one provided by the curriculum and resources your CE utilizes). Once these are graded, please provide an overview of the whole-class performance by creating a graphic representation of the data. All student names and identifiable information should be removed. This data and graphic will help you respond to the questions below. It is your evidence along with any observation notes or observations you make when you watch a recorded lesson. – artifact practice for PPAT Task 2

Step 3: Debrief and Reflect After teaching your lesson, reviewing, and grading the formative or summative assessment data, debrief your lesson with your CE. When having this conversation with your CE, share your opinions and ground them in evidence. Did your students meet the learning goal? How do you know? Why do you think this? Utilize this time to also receive feedback from your CE or an experienced teacher. Listening with an open-mind will support you in growing and improving your craft.

When you are finished debriefing with your CE, please type up your responses to the questions in the scoring guide below. All responses must be supported in order to earn full points.

Step 4: Submit Turn in your Lesson Plan, work sample for a focus student, assessments and rubric, graphic representation, and typed responses at the end of Field 3.

Assignment 5 Reflection Questions and Scoring Guide

Elements of Teaching Reflection Questions (Aligned to InTASC Standards)	Score
1. Uploaded a Lesson Plan with Technology, Work Sample for Focus Student, Rubric, Graphic Representation, and PPAT responses below.	____/5
2. Establishing Goals/Standards: What learning goal(s) and content standards, both state and national standards, did you identify for the lesson. How will they guide the planned learning activities? What evidence will you collect to show the progress of your Focus Student and others toward the learning goal(s)?	____/4
3. Learning About a Focus Student: Identify one focus student. Identify 2 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 Focus Student 1 meet the learning goal(s) of the lesson. Provide rationale.	____/4
4. Analyzing Assessment Data and Student Learning for the Whole Class: Based on your data shown in your graphic representation, analyze the assessment data to determine your students' progress toward the learning goal(s).	____/4
5. Analyzing Assessment and Differentiation for the Focus Student: To what extent did my focus student achieve the learning goal(s) of the lesson? Cite examples to support your analysis. Based on the assessment data, what impact did your modification(s) of the assessment have on the learning of your focus student? Cite examples to support your analysis. How did the differentiation of specific parts of the lesson help your focus student meet the learning outcome(s)? Cite examples to support your analysis.	____/4
6. Analyzing Instruction for the Whole Class: To what extent did the instructional strategies and the learning activities help to facilitate student learning? How does the evidence you collected support this finding?	____/4

Elements of Teaching Reflection Questions (Aligned to InTASC Standards)	Score
7. Analyzing Resources and Procedures for the Whole Class: To what extent did the materials, resources, and technology help facilitate student learning? How does the evidence you collected support this finding?	____/4
8. Analyzing Instruction for the Whole Class (Engaging Students in Learning): How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from 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?	____/4
9. Analyzing Instruction for the Whole Class (Creating a Positive, Engaging, and Rigorous Learning Environment): 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 of what was said.	____/4
10. Reflecting on Instruction 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 items will help students who did not achieve the learning goal. 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?	____/4
11. Reflecting on Instruction for the Focus Student: How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the focus student? Consider specific instructional strategies, learning activities, materials, resources, and technology you will use. Provide specific examples.	____/4
Points Earned	**/45 Points**

Assignment 5: Lesson Portfolio Scoring Rubric				
	0 or 1	**2**	**3**	**4**
Element 1: Addressed the Question Accurately	Student Intern did not complete the question or there is minimal evidence to support the response and claims made.	Student Intern has answered some aspects of the questions and shared partial evidence to support the response and claims made.	Student Intern has effectively answered all parts of the question and provided evidence to support the response and claims made.	Student Intern has effectively answered all parts of the question, woven detailed evidence to support the response and claims made, and provided detail to link decisions based on student needs and available resources.
Element 2: Evidence Provides Connected Rationale		Student Intern's evidence is vague and/or may not connect to the question. It is unclear as to what took place and/or why decisions/reflections were made.	Student Intern's evidence is specific (using data, quotes, student examples, etc.) and connected to the question. Student began to explain how and why a decision/reflection was made but further detail is needed to connect this to the prompt/learning goal/student need.	Student Intern's evidence is specific (using data, quotes, student examples, etc.) and directly aligns to the question. There is a clear understanding of how and why decisions/reflections were made based on student needs, learning goals, and available resources.

Assignment 6: Family/Guardian Conference Observation (20 points)

Directions: For this assignment, you will be required to meet with your clinical educator and discuss how your CE prepares for family/guardian conferences. Please attend all conferences during your time in the field. Each conference is unique and every child and family is different. Please ensure the conferences you attend have granted you permission allowing you to attend and observe information shared about their child.

Use the following questions to interview your clinical educator. Type the responses and use the rubric below to understand how your paper will be evaluated.

Assignment 6: Family/Guardian Conferences		
Purpose and Preparation:	**Met**	**Not Met**
1. What is the purpose of your conferences?	1	0
2. How do you prepare for a conference? What do you share?	1	0
3. Is the family or student included in your preparation for a conference? If so, how?	1	0
4. How have you handled frustrated, disgruntled, or aggressive families before?	1	0
5. When a child is from a divorced family, do you handle the conference any differently?	1	0
Facilitating/Leading a Conference:	**Met**	**Not Met**
6. How do you invite the family into the conference?	1	0
7. Is there anything outside or inside the classroom for families to see or do before/during/after a conference? If online through zoom, how do families preview classroom work?	1	0
8. How do you (or could be the student) facilitate/lead the conference to share academic, social, and emotional goals, successes, and areas for growth?	1	0
9. Do you seek family information during a conference? If so, when/why?	1	0
10. How do you end the conference?	1	0
11. In between conferences held throughout the year, how do you communicate progress, successes, or concerns you may have with a specific child and the class in general?	1	0
Post-Conference: Intern Reflecting	**Met**	**Not Met**
12. Select a conference you attended. Describe the conference you attended by stating the purpose of the conference, who was in attendance, and what you learned regarding sharing academic, social, and emotional information. Expand on how information was shared, received, and action moving forward.	4	____
13. What did you learn about parent/teacher conferences that can help you as a future educator? Help your students? Help your relationships with families?	5	____
Points Earned		**/20 points**

ELED 495 - PRE-STUDENT TEACHING PRACTICUM
FIELD EXPERIENCE HOURS DOCUMENTATION FORM

BHSU STUDENT _____ **SEMESTER**_____

SCHOOL _____ **CLINICAL EDUCATOR**_____

Diversity Categories: E=Exceptionality (SPED or 504);   ELL=English Language Learner;
R=Race/Ethnicity (other than your own);   G=Gifted/or Advanced

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	
				E	ELL	R	G	
				E	ELL	R	G	
				E	ELL	R	G	
				E	ELL	R	G	
				E	ELL	R	G	
				E	ELL	R	G	
				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 prospective teacher has completed _____ hours under my supervision.

_____   _____
          CLINICAL EDUCATOR'S SIGNATURE   DATE

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	
				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	
				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

ELED 495 – Pre-Student Teaching Practicum   25

PPAT® Assessment Daily Reflection Form

This tool can help promote a teacher candidate's self-reflection. It can be used as a purposeful and reliable examination of his or her teaching practice in an effort to positively improve instructional practice and student learning. This is an <u>optional</u> form that can be used by the teacher candidate and the clinical educator.

The teacher candidate's focus will be on student learning. The achievement of the students in the class is a reflection of the teacher candidate's success in implementing instructional strategies and meeting the needs of all learners.

Element of Teaching
Establishing Goals/Standards: Did the students meet my learning goals for this lesson? What evidence of student learning did I see to support my claim?
Learning About Students: Did my lesson accurately reflect and connect to students' lives, prior knowledge, and background information to enhance student learning? What are some of the connections that worked?
Learning About Resources and Procedures: Did my lesson adequately make use of available materials, programs, personnel, data, policies, services, rules, and procedures? What are some examples of the resources and procedures that worked?
Planning for Instruction: Did my selection of strategies, activities, and resources enhance the delivery of my lesson? Did my knowledge and understanding of the content help the students achieve the planned learning goals? What are some examples from my planning that worked?
Planning for Assessment: Was my selection of strategies for assessment effective? What are some examples of those assessment strategies that worked?
Addressing Student Learning Differences and Needs and Making Adaptations: Did I have to alter my instructional plan as I taught the lesson? Did I have any students who struggled with the learning activities? (If so, identify the students and describe how they struggled and where in the learning activity this occurred.)

Element of Teaching
What adjustments or modifications in the learning activity can I make that might better support these students' learning needs?
Creating a Positive, Engaging, and Rigorous Learning Environment: Did I provide all my students with a supportive environment in which to learn and interact appropriately? Did I demonstrate clear expectations for student behavior? What resources, including technology, did I use to enhance student learning and create a risk-free environment? What are some of the supportive environmental expectations and resources that worked?
Engaging Students in Learning: Did the behaviors my students exhibited show me that they were engaged? What do I believe contributed to this engagement? What is my perception of the students' level of engagement during my different learning activities today? Were they focused, responding, asking questions, volunteering, etc.? How did I prepare and manage my time and routines so that instructional time was maximized?
Analyzing Instruction: Which parts of the lesson had a positive impact on student learning? What further instruction must I plan or adapt?
Analyzing Assessment Data and Student Learning: Did any of my students struggle with their learning today? What particular aspects of learning must I adjust or modify?
Reflecting on Teaching Practice: In teaching this lesson today, what did I learn about this group of students or individual students that I will now use to facilitate student learning? If I would teach this lesson again to the same students, how would I change this lesson?

Student Intern's Self-Reflection

Name _____ *Lesson Content* _____ *Date* _____
Instructional Methods _____

Strengths	Areas for Growth
Technology	Technology

Student Intern's Signature _____ Date _____

Student Intern's Self-Reflection

Name _____ **Lesson Content** _____ **Date** _____

Instructional Methods _____

Strengths	*Areas for Growth*
Technology	Technology

Student Intern's Signature _____ Date _____

Student Intern's Self-Reflection

Name _____ *Lesson Content* _____ *Date* _____

Instructional Methods _____

Strengths	*Areas for Growth*

Student Intern's Signature _____ Date _____

---------------------------------------Sample – Filled out Online ---------------------------------------

Professional Dispositions Assessment (PDA)

This is a required form filled out online (on the Field Experience website) at the end of the Pre-Student Teaching Practicum course, ELED 495. You, your Clinical Educator, and your Faculty Contact will fill one out. Below is a preview of the criteria and rubric:

Professional Dispositions Assessment Form (PDA)

Current Status:

○ Undergraduate Pre-Student Teaching (ECE 495)

○ Undergraduate Pre-Student Teaching (ELED 495)

○ Undergraduate Pre-Student Teaching (SEED 495)

○ Undergraduate Pre-Student Teaching (SPED 495)

○ Undergraduate Student Teaching (ECE 486, ECE 488, ED 488, ELED 488, MLED 488, SEED 488, SPED 488)

○ Graduate Pre-Student Teaching (ED 695)

○ Graduate Student Teaching (ED 791, MLED 688, SEED 688, ED 688)

Intern Name:

| Please select one   ⌄ |

Major(s):

| |

Today's Date:

Please rate the candidate using the following scale:

4 = Teacher candidate demonstrates uniquely exceptional ability, equivalent to or approaching a master teacher

3 = Target, teacher candidate consistently and intentionally performs and demonstrates behaviors in accordance with the element

2 = Minimum Competency, teacher candidate demonstrates ability to perform and demonstrates behavior as a one-time event or repetitively erratically with errors or

1 = Rudimentary, teacher candidate attempts to perform and demonstrates behavior but does so with errors

0 = no attempt to perform and demonstrate behavior

N/O = not observed

Professional Conduct (SD Code of Ethics for Teachers)

Responsibility.

1. The teacher candidate demonstrates basic characteristic of professionalism:*

   a. Present -

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

   b. Punctual -

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

   c. Prepared -

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

   d. Appropriately Attired -

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

   e. Personal Hygiene -

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

2. The teacher candidate completes assigned tasks that demonstrate high personal standards:*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

3. The teacher candidate takes personal responsibility for late and/or missed assignments or duties:*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

4. The teacher candidate models professional language and professional behavior:*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

5. The teacher candidate recognizes her/his professional responsibility to a learning community by being actively engaged in class (InTASC 9):*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Accountability.

6. The teacher candidate complies with university/SOE/school building/district policies and/or procedures (InTASC 9):*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

7. The teacher candidate maintains professional relationships with P-12 students (InTASC 9):*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Confidentiality.

8. The teacher candidate maintains confidentiality of professional information acquired about students, peers, and professional members of the university & P-12 school personnel (InTASC 9):*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Competent Professionals

Application of Content.

1. The teacher candidate demonstrates engagement in broadening content knowledge (InTASC 4):*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

2. The teacher candidate fosters the development of the P-12 learners' critical thinking, creativity, and collaborative problem solving across disciplines. (InTASC 5):*

   ○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Apply research-based instructional practices.

3. The teacher candidate effectively differentiates instruction (InTASC 1):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

4. The teacher candidate implements current research-based instruction (InTASC 7):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

Reflect and think critically to impact student learning.

5. The teacher candidate engages in professional discourse about P-12 students' learning of the discipline (InTASC 4):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

6. The teacher candidate revises plans based on classroom circumstances, student needs, and student ideas (InTASC 7):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

7. The teacher candidate demonstrates continuous development of individual students' abilities (InTASC 7):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

8. The teacher candidate implements motivational strategies that encourage each student's development (InTASC 8):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

9. The teacher candidate uses appropriate assessment and evaluation to identify student needs leading to student growth (InTASC 6):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

Confident Professionals

Positively impact student learning.

1. The teacher candidate models respect for each individual learner (InTASC 2):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

2. The teacher candidate uses both students' strengths and concerns as an opportunity for learning growth (InTASC 2):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

3. The teacher candidate builds student-peer relationships to establishing a climate of learning (InTASC 3):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

4. The teacher candidate values the role of students in promoting each other's learning (InTASC 3):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

Positively impact student communication.

5. The teacher candidate encourages varied modes of communication in the classroom (InTASC 8):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

Positively impact student motivation.

6. The teacher candidate displays a positive attitude toward the discipline(s) taught (InTASC 3):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

7. The teacher candidate uses individualized evidence to motivate P-12 student learning (InTASC 6):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

8. The teacher candidate seeks opportunities to employ effective instructional strategies to encourage meaningful learning. (InTASC 8):*

○ 4　○ 3　○ 2　○ 1　○ 0　○ N/O

Caring Professionals

Establish relationships in an environment of mutual respect and rapport as evidenced by students feeling valued and safe.

1. The teacher candidate models respect for human diversity (InTASC 2):*

    ○ 4   ○ 3   ○ 2   ○ 1   ○ 0   ○ N/O

2. The teacher candidate persists in helping others achieve success (InTASC 2):*

    ○ 4   ○ 3   ○ 2   ○ 1   ○ 0   ○ N/O

3. The teacher candidate establishes a positive classroom climate that contributes to students feeling valued and safe (InTASC 3):*

    ○ 4   ○ 3   ○ 2   ○ 1   ○ 0   ○ N/O

4. The teacher candidate responds to all aspects of a child's well-being (cognitive, emotional, social, and physical) (InTASC 2):*

    ○ 4   ○ 3   ○ 2   ○ 1   ○ 0   ○ N/O

5. The teacher candidate embraces the challenge of collaborating with parents, colleagues, and the extended learning community. (InTASC 10):*

    ○ 4   ○ 3   ○ 2   ○ 1   ○ 0   ○ N/O

Recommendations

Recommendation for:

   ○ Admission to Student Teaching (ELED 495, SEED 495 & ED 695)
   ○ Program Exit (Student Teaching)

Evaluator's Recommendation:

   ○ Yes   ○ Yes with Reservations   ○ No

Ratings of "Yes with Reservations" or "No" need specific reasons.

Evaluator's Comments:

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---------------------------------- SAMPLE – FILLED OUT BY YOUR CLINICAL EDUCATOR -----------------------------

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

BHSU Student _____   **Clinical Educator** _____

School/District _____ **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: gradual release of responsibility model, direct instruction, small group reading instruction, 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 BHSU student as he/she prepares for the teaching profession.

_____   _____

Clinical Educator's Signature   Date

_____   _____

BHSU Student's Signature   Date

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