



**BLACK HILLS
STATE UNIVERSITY**

SEED 495 PRE-STUDENT TEACHING PRACTICUM CLINICAL EDUCATOR HANDBOOK

Fall 2023/Spring 2024

[https://www.bhsu.edu/Academics/Education/
Field-Experience/
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*The mission of the BHSU School of Education is to develop
confident, competent, and caring educators.*

INTRODUCTION

Thank you for your willingness to work with our Black Hills State University (BHSU) students! Your commitment to the professional development of new teachers is commendable.

The BHSU Educator Preparation Program (EPP) is designed to provide a variety of field experiences for the BHSU students considering the education profession. These field experiences, coordinated with university coursework, help give them the experience necessary to develop as competent, confident, and caring educators.

SEED 495 – The Pre-Student Teaching Practicum is the second of three field experiences where BHSU students develop their skills and understandings of teaching with diverse PK-12 students. Specifically, the pre-student teaching practicum experience 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.

SEED 495 students are required to spend a **minimum** of 45 hours in the classroom. We encourage co-planning and co-teaching via an apprenticeship model. They will view the classroom through the lens of the [ten Interstate New Teacher Assessment and Support Consortium \(InTASC\) standards](#) (proficiencies teachers should demonstrate) and Charlotte Danielson’s Framework for Teaching model.

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

The BHSU School of Education

Mission Statement & Explanations

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

We aspire beyond the pedagogy of traditional teaching approaches to design effective learning environments with the goal of preparing **competent** teachers. These teachers create classrooms of active and reflective learners. Competent teachers are knowledgeable of content, understand that a clear awareness of theory leads to better practice, reflect on their teaching experiences, and use multiple methods and strategies to promote student learning.

We aim to develop **confident** teachers who believe they can profoundly affect students' lives in a positive manner, who persevere in the face of obstacles and failures to excel in the teaching profession, and who embrace the challenges of being lifelong learners and transformative intellectuals.

We seek to develop **caring** teachers by modeling care and concern for our education students. The faculty strives to treat each student with respect and dignity, to value diversity, to honor all students' ideas, beliefs, and individual differences, and to establish a learning community of understanding and open communication in the College. In turn, we expect our BHSU students to demonstrate care and respect for all learners in their field placements.

Expectations of the SEED 495 PK-12 Clinical Educator

First off, thank you for your time and commitment in supporting your BHSU intern. Pre-Student Teaching Practicum is the beginning of a one-year residency for education majors. During this semester, our BHSU pre-student teachers will be receiving instruction about various methods for teaching their content area. In turn, they will take these methods from theory to practice through collaboration and assistance from you. We encourage co-planning and co-teaching (suggestions included in this guide). This is also a chance for pre-student teachers to learn, practice, and reflect with you in preparation for student teaching.

The practicum is 45 hours. Hours will be spread out across 3 timeframes:

- September 5 – September 22nd
- October 2nd – October 20th
- November 2nd – November 21st

Please assist your student intern in completing the [Practicum Planning form](#) during the first week of the placement.

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

OBSERVING: Allow the BHSU student to observe your classroom, your techniques of teaching, technology use, and discipline strategies. During the first couple days to the classroom, please allow them to complete the observation form that is included in their student handbook. In addition, they are required to observe parent teacher conferences to learn how to conduct conferences with parents and/or guardians.

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.

TUTORING: When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, please allow them to work with PK-12 students who need extra assistance, during class, before or after school.

TEACHING: Any assistance you can give the BHSU student as they prepare their lesson plans would be appreciated. Students will communicate and collaborate with you about these assignments. You will evaluate three of these lessons, two of which must incorporate technology. Please use the [Clinical Educator's Evaluation form](#) to review three individual lessons with the BHSU intern. The lesson evaluations, the [final evaluation](#) and [Professional Depositions Assessment](#) will provide BHSU faculty with insight about the BHSU intern's progress, growth, and readiness for student teaching.

MENTORING: There are also optional reflection questions that you and the BHSU intern can utilize during this semester. The reflection questions will focus on (but not limited to):

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. The BHSU student intern should select a method for reflection. A few recommended options are journaling, completing a reflection form after teaching a lesson, and/or videotaping a lesson providing anecdotal notes (using a program such as GoReact).

DOCUMENTING HOURS: The BHSU student is required to complete field experience during this practicum. At the end of each day, they must document the hours they have completed on the time log provided in their student handbook. They are also responsible for filling out this time log. ***Please verify the information by providing your signature after each visit.***

EVALUATION: At the completion of the Pre-Student Teaching Practicum, please complete and sign the following:

- [**Final Evaluation**](#) that indicates their success. This form is linked in this document and provided at the end of this handbook). Students are also required to sign this evaluation and are responsible for returning this form to the university instructor.
- [**Professional Dispositions Assessment \(PDA\)**](#) This form is online and linked here.
- [**All Documentation Hours**](#) This should be filled out along the way, but a final signature is required to verify all hours. This form is a paper copy.

Additional Notes:

When our BHSU students are in your classrooms, they will follow your school district calendar for holidays, professional development days, and non-contact days. When our BHSU students are on campus for classes, they will follow the BHSU calendar for holidays and Spring Break.

Please remember, you have every right to expect that the BHSU student will complete the required hours of field experience and adhere to a mutually agreed upon schedule. If the BHSU student is going to be absent, he/she must contact you. BHSU Pre-Student Teaching Practicum students should be always under supervision and have not completed all the coursework in their program to serve as a substitute teacher during these six weeks.

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.

Some Suggestions:

Post the SEED 495 student's name outside of your classroom door and think of them as a "co-teaching colleague."

Provide the SEED 495 student with class rosters with pictures and help them practice the students' names and pronunciations.

Black Hills State University: Planning for a Lesson

Foundational Elements (essential features of all lesson plans)

Lesson Title

Subject/Content Focus and Grade Band (unit title; unit focus)

Standards (state, Common Core, and/or other; performance indicators/skills)

Learning Objectives (learning outcome; learning target; learning focus; IEP goals/skills addressed)

Assessment/Evaluation (types of assessments used throughout the lesson: formative, summative, other; description of how student learning will be evaluated)

Lesson Structure, Learning Activities, and Instructional Strategies (step-by-step plans and time allotted for each step, including introduction, learning activities, and close/reflection/debrief; lessons may follow different structures such as Three-Phases of a Problem-Based Lesson, Five Es of 3D Science, Gradual Release of Responsibility, Direct Instruction/Teaching, or other structures/learning models)

Building Elements (additional elements that are meant to be adapted and used/not used relative to specific grade bands, content areas of study, and/or lesson plans and units)

Learner Characteristics (# of students; gender; IEP information)

Instructional Set-Up (classroom layout; learner habitat)

Resources, Materials, and Equipment (list or include essentials to complete the lesson)

Essential Questions (vital questions that propel students through the learning experience; questions that prompt exploration and open discovery)

Key Vocabulary (terms, concepts, and/or events)

Prior Knowledge/Skills Needed for Lesson (essential knowledge and skills needed by students to effectively participate in the learning activities)

Technology (tools used by students and/or tools used by teacher)

Equity and Accessibility (universal design for learning features; culturally responsive teaching characteristics)

Differentiation (accommodations; modifications; increase in rigor)

Follow-up Activity/Homework/Extension (further activity around the aims of a lesson; additional or different forms of practice to deepen learning or practice skills)

Classroom Management Considerations

Created May 2021

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, the Student Intern, and your Faculty Contact will fill one out.

<https://www.bhsu.edu/Academics/Education/Field-Experience/>



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:

Plan for Growth

Plan for Growth Information

In the event of an intern not performing to program outcome standards, the following protocol should be implemented by the clinical educator, university instructor, and/or university supervisor. This should be done at the earliest possible time in the internship so that the intern has enough time to get support and make the necessary positive professional growth.

What is the purpose a Plan of Growth?

Before entering the student teaching internship, interns have received the information, strategies, and methods that should help them demonstrate their competence working with diverse learners and integrating technology in a highly successful manner. However, there are cases which require more scaffolding and support of the intern by the clinical educator and/or university supervisor. The Plan of Growth protocol is designed to be used by instructors, clinical educators, and/or university supervisors to help an intern who demonstrates a need for extra support.

Plan of Growth Protocol

A Plan of Growth will be utilized based on recommendations from clinical educators, university instructors, and/or university supervisors who recognize concerns in practicum experiences that are deemed serious enough to recommend this additional support.

Step 1: Notification of Concern

If an intern is having trouble in any area, the clinical educator/instructor/university supervisor will:

- a. document and report the issue(s) – this can be an email to the intern's university point of contact, to the university supervisor, or to the Director of Field Experiences.
- b. make the intern aware of the concern immediately so that concerns may be addressed, that may include a meeting at the request of the Director of Field Experiences.
- c. suggest strategies and ways for the intern to make the necessary improvements.
- d. expect the intern to make the necessary improvements within a discussed time frame of being notified of the concern.
- e. if satisfactory progress is made, continue to give feedback as needed and keep the university supervisor informed of the intern's continued progress; there is no need to move to the next step.
- f. if satisfactory progress is **not** made, the clinical educator and/or university supervisor will draft a Plan of Assistance; see Plan of Assistance in the Student Teaching Handbook

Plan of Growth Form

(draft completed by University Instructor and/or University Supervisor; send copy to the Director of Field Experiences for final approval)

Intern Name: _____ School/Grade/Content: _____

Date: _____

Area of Concern(s) Documentation of Specific Examples	Scaffolding Plan Describe what the clinical educator and university supervisor will do to support the intern	Expected Performance of Intern

We have met and discussed this Plan of Growth. The intern must make the expected improvements in performance by _____ (date), at which time the plan will be reviewed and recommendations for next steps determined.

Intern Signature: _____ Date _____

University Instructor/Supervisor Signature: _____ Date _____

Signature of Clinical Educator: _____ Date _____

Reviewed and approved by the Director of Field Experiences

Director Signature: _____ Date _____

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 optional 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.)

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?

Strengths	Suggestions for Growth
Clinical Educator Signature	
Student Intern Signature	

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

BHSU STUDENT _____ DATE _____

SUBJECT _____ OBSERVATION # _____

Select the Co-Teaching Strategy used for this lesson: ____ One Teach, One Observe; ____ One Teach, One Assist; ____ Station Teaching; ____ Parallel Teaching; ____ Supplemental Teaching; ____ Alternative/Differentiated Teaching; or ____ Team Teaching

Strengths	Suggestions for Growth
Technology	Technology
Clinical Educator Signature	
Student Intern Signature	

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

BHSU STUDENT _____ DATE _____

SUBJECT _____ OBSERVATION # _____

Select the Co-Teaching Strategy used for this lesson: ____ One Teach, One Observe; ____ One Teach, One Assist; ____ Station Teaching; ____ Parallel Teaching; ____ Supplemental Teaching; ____ Alternative/Differentiated Teaching; or ____ Team Teaching

Strengths	Suggestions for Growth
Technology	Technology
Clinical Educator Signature	
Student Intern Signature	

**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, 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.

(2 of 2)

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

APPENDIX

The Apprenticeship Model

*"We no longer teach teachers how to teach.
Rather, we will teach teachers how to get students to
learn." Patti Brosnan (2013)*

Apprenticeship Model – Mentor & Intern always work together

Main Idea: Teaching is a **problem-solving process**. The problem usually consists of learning how students CAN learn and then doing what it takes to get that learning to happen. For interns to become problem solvers in urban environments, they must have regular opportunities to:

- Identify problems in practice
- Create a solution strategy
- Experiment with the proposed strategy, and
- Reflect on the process.

The Daily Routine

Co-Planning

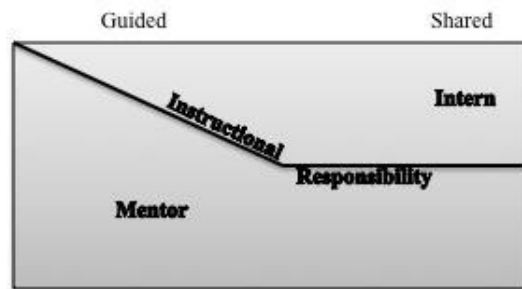
1. Making better tasks.
2. Asking better questions.
3. Tasks for soliciting student thinking.
4. Tasks that provide opportunity for finding evidence of learning. Questions to help guide the planning process:
 - What do we want students to learn?
 - How will we know if they learned (what is the **evidence**)?
 - How are we going to get that learning to **happen**?
 - How do we **gather knowledge** in the classroom and make use of it?
 - How do we **assess** for learning?

Co-Teaching

5. Mentor and Intern working together to set the task.
6. Mentor and Intern learn how students learn.
7. Mentor and Intern make use of student knowledge in the classroom.
8. Circulating the room to find evidence of learning.
9. Collecting artifacts of student work.
Questions to help guide the instruction process:
 - What is **evidence** of learning?
 - How do we **document** the evidence of learning that occurred (or not)?
 - How do we widen our lens about what **counts for learning**?

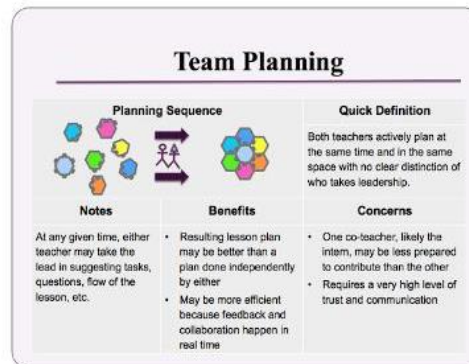
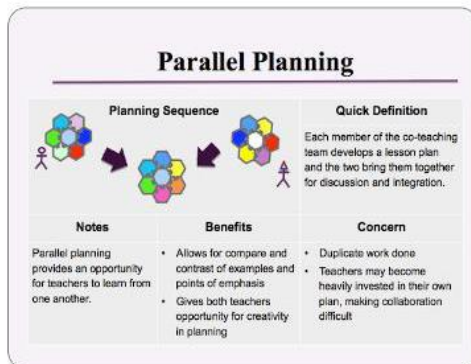
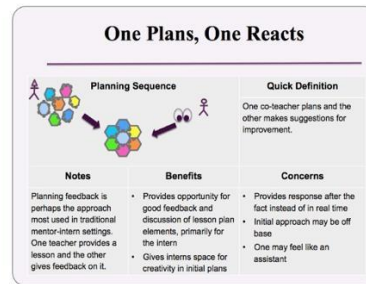
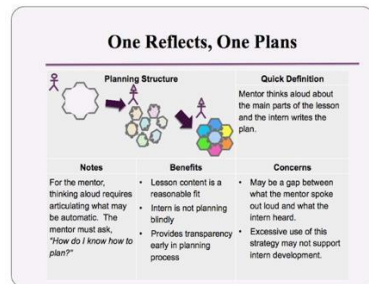
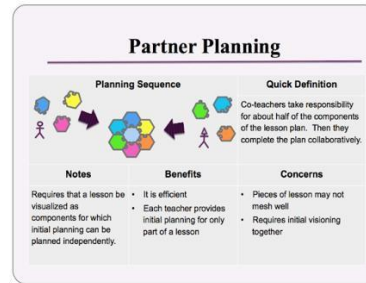
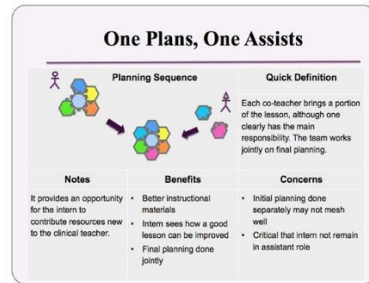
Co-Planning for future lessons

- How do we use what we gathered to plan for **future learning**?



Co-Planning Strategies

Co-Planning Strategies



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Greenville, NC

Mentoring Interns: Co-Teaching

The BHSU Educator Preparation Program implements ***co-teaching*** as the model for student teaching internships. While interns **must still demonstrate their ability to do 'solo' teaching during the internship**, research informs us that there are effective co-teaching strategies that, if used effectively and reasonably often during the internship, facilitate substantial P-12 student academic growth. Co-teaching is defined as two co-teachers (clinical educator and intern) working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Rather than having an intern 'take over' one class or subject at a time on his or her own, both teachers collaborate to teach lessons much (but not all) of the time. The key difference is in who has the *leadership role* in the teaching. At first, the clinical educator will take on the leadership role in planning lessons with the intern helping with planning and instruction during lessons. As the semester progresses the leadership role in planning and instruction shifts to the intern and the clinical educator assists in planning and instruction.

Benefits of Co-Planning and Co-Teaching

Co-teaching is a research-based and highly effective way to induct and mentor interns into the teaching profession. It also provides support and professional development for clinical educator and better meets the needs of P-12 learners. Specifically, co-teaching

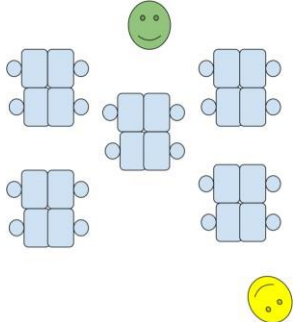
- improves the academic performance of students in the classroom
- increases instructional options for all students
- addresses the diversity and class size issues in today's classrooms
- enhances classroom management
- provides effective mentoring and guidance throughout the experience
- creates an opportunity to plan, teach, and evaluate as a team
- helps interns develop knowledge, skills, and dispositions for teaching

Co-teaching is **not** a less rigorous internship or easier for interns. It differs from traditional approaches to student teaching in that co-teaching is not one-person solo teaching a subject or period followed by another who teaches a different subject or period. It is **not** one person teaching while another person prepares instructional materials or sits and watches. It is a **collaborative process** in which the clinical educator and intern together plan what will be taught, how it will be taught, and how it will be assessed. **Leadership for planning and instruction shifts from clinical educator to intern across the semester.**

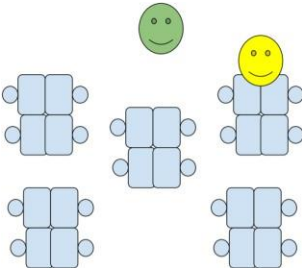
Co-Teaching Strategies

Important! Co-planning is done collaboratively between clinical educator and intern prior to lesson.

1. **Co-Teaching Strategy 1: One Teach, One Observe** – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a *focus* for the observation.

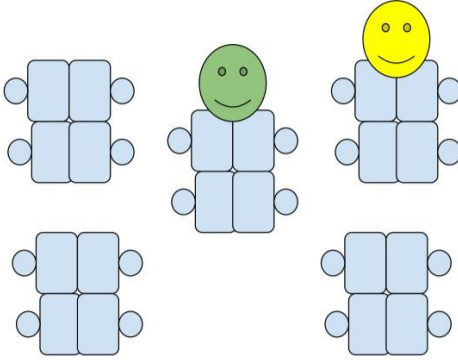
<p>One Teach, One Observe works well for lessons in which data on a particular attribute of student/teacher behavior can inform the future planning and instruction by co-teachers. It can be used to help one teacher zoom in on an area in which instruction may be improved and/or give insight on instruction, student behavior, etc.</p>	
<p style="text-align: center;">Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction 	<p style="text-align: center;">Intern</p> <ul style="list-style-type: none"> Observes specific behaviors of student(s) <ul style="list-style-type: none"> Focus on one, a group, or all students for time-on-task, response to instructional strategy used by teacher, behavior, etc. Focus on teacher behavior for management of class time, transitions, response to student behavior, equity in student responses, etc. Report data and results to clinical educator after lesson for debriefing and reflection
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator does the purposeful observations.</p>	

2. **Co-Teaching Strategy 2: One Teach, One Assist** – one teacher has primary instructional responsibility while the other teacher assists small groups of students or individuals with their work.

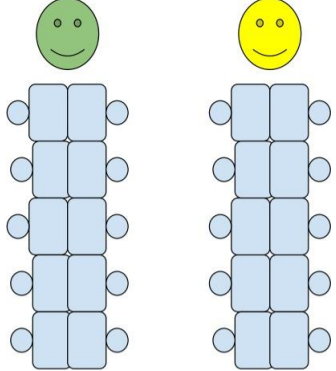
<p>One Teach, One Assist works well for large group instruction where an instructional assistant would be helpful to support student learning and classroom management.</p>	
<p style="text-align: center;">Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines what the co-teaching assistant will do during the lesson 	<p style="text-align: center;">Intern</p> <ul style="list-style-type: none"> Assists with instruction, working directly with individual students or small groups of students Role is similar to an instructional assistant

As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator provides instructional assistance.

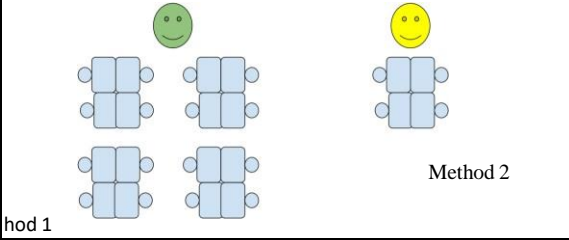
3. **Co-Teaching Strategy 3: Station Teaching** – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent workstation will be used.

<p>Station Teaching works well with lessons that have discrete parts while utilizing small group instruction. Both co-teachers work with small groups of students at learning stations.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines stations for each co-teacher and which students will work with which co-teacher Provides instruction at one (or more) stations 	<p>Intern</p> <ul style="list-style-type: none"> Provides instruction at one (or more) stations
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles, determining stations and which co-teacher will provide instruction at which station.</p>	

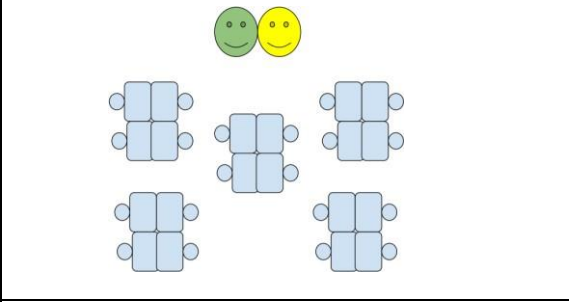
4. **Co-Teaching Strategy 4: Parallel Teaching** – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and may present the lesson using the same teaching strategy.

<p>Parallel Teaching works well with whole group lessons in which it is useful to have lower student/teacher ratios.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines lesson and teaches one half of the class 	<p>Intern</p> <ul style="list-style-type: none"> Teaches the same lesson to one half of the class
<p>As the internship progresses, the intern takes on co-planning and instructional leadership roles, determining the lesson plans.</p>	

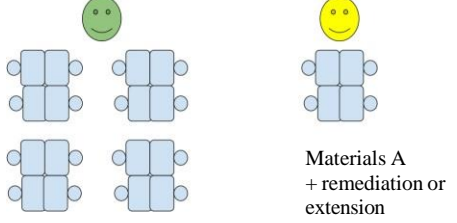
5. **Co-Teaching Strategy 5: Alternative/Differentiated Teaching** – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different.

<p>Alternative/Differentiated Teaching works well with instructional strategies and lessons that can be tailored to meet the needs of diverse learners. Also reduces teacher/student ratio for opportunities to pre-teach, re-teach, or enrichment.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines student grouping and the two different instructional strategies based on learner strengths and needs Teaches one group of students using one strategy 	<p>Intern</p> <ul style="list-style-type: none"> Teaches one group of students using the second strategy
<p>As the internship progresses, the intern takes on co-planning and instructional leadership roles.</p>	

6. **Co-Teaching Strategy 6: Team Teaching** – Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

<p>Team Teaching works well with instructional strategies and lessons that can be tailored to meet the needs of diverse learners. Also reduces teacher/student ratio.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Shares instruction during same lesson with co-teacher 	<p>Intern</p> <ul style="list-style-type: none"> Shares instruction during same lesson with co-teacher
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles.</p>	

7. **Co-Teaching Strategy 7: Supplemental Teaching** – This strategy allows one teacher to work with students at their expected performance level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

<p>Supplemental Teaching works well with lessons that need remediation or extension for a group of students. Allows diverse groups of students to have instruction better meeting their individual needs. Also reduces teacher/student ratio for opportunities to pre-teach, re-teach, or enrichment.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines student grouping Teaches lesson to majority of students 	<p>Intern</p> <ul style="list-style-type: none"> Teaches the lesson to students who either need remediation or need extended challenges
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles.</p>	

Clearly, co-teaching cannot happen without careful planning. Clinical educator and interns need to designate a daily co-planning time to determine what co-teaching strategies will be used and how they will teach collaboratively. Dedicated co-planning time is a necessity! Over the course of the co-teaching phase, each of the co-teaching strategies above should be attempted at least once. Particularly effective strategies may be utilized more regularly based on the clinical educator's and intern's needs. As co-planning occurs, adjust which partner has the lead role in a lesson. Typically, in the early experience the lead role is the clinical educator. The leadership role shifts to the intern as the experience progresses.

Additional Co-Teaching Resources:

[Structured Conversations Video](#)

[Co-Teaching \(Module 2\)](#)