

SCHOOL OF EDUCATION

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

SEED 495 Pre-Student Teaching Practicum Fall 2023

Student Intern Handbook and Syllabus



BLACK HILLS
STATE UNIVERSITY

<https://www.bhsu.edu/Academics/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 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
<i>Clinical Educator</i>	PK–12 Classroom Teacher; previously known as Clinical Faculty or Cooperating Teacher
<i>PK-12 Students</i>	All students/learners in PK-12 classrooms
<i>PPAT</i>	Praxis Performance Assessment for Teachers

BLACK HILLS STATE UNIVERSITY

PROFESSIONAL TEACHER PREPARATION PROGRAM

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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 with your clinical educator. During this experience you must meet the following requirements:

1. **OBSERVING:** You should observe the classroom, lessons, technology use, and discipline techniques. During the semester, you will also 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 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. A template is included in this handbook and on D2L.
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. SEED 495 Checklist (most completed in supporting classes such as a methods class or 408):

- _____ Practicum Placement Packet & Resume
- _____ Liability Insurance
- _____ Background Check
- _____ Mandatory Reporting Video & Upload Certificate
- _____ Code of Ethics
- _____ Initial Clinical Educator Interview
- _____ Classroom Observation Assignment
- _____ Who Are You? Assignment
- _____ Lesson Plan and Eval #1
- _____ Lesson Plan and Eval #2
- _____ Lesson Plan and Eval #3
- _____ Self Reflection #1
- _____ Self Reflection #2
- _____ Self Reflection #3
- _____ Extension (Optional) – Record and Reflect
- _____ Time Log
- _____ Formal Evaluation by CE
- _____ PDA Self
- _____ PDA CE

COURSE SYLLABUS

Course Number & Title: SEED 495 Practicum	Semester: Fall 2023	Meeting Days & Time: Wednesdays 2 – 3:15 (5 dates) August 23 rd Sept. 13 th Oct. 11 th Nov. 8 th Nov. 29 th
Instructor & Contact Information: Dr. Johanna Sailor, Assistant Professor Black Hills State University 1200 University; Unit 9004 Spearfish, SD 57799-9004 Office: Jonas 221 Phone: 605-642-6192 Fax: 605-642-6032 Email: Johanna.Sailor@bhsu.edu	Office Hours: M/F – 10 – 11 a.m. (Virtual) W – 12:30 – 1:30 p.m. T/TH – 11 – 12:30 p.m. OR You may schedule an appointment (in-person or Zoom) by contacting me through our course D2L email or BHSU email	Meeting Location: BJA-110 Credit Hours: 1

Census Date: Last day to add/drop course without transcript entry – August 31, 2023

Last day to drop course with an automatic “W” – November 3, 2023
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IDEA Surveys Administered – November 13 – December 1, 2023
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Availability: I will try to answer your questions within 24 hours during the week or within 48 hours over the weekend.

Emergency Alert Communication: 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 your 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.

Course Description: This supervised field experience provides the BHSU teacher candidate (TC) with forty-five hours of direct experience in the classroom. The experience includes observation and co-teaching. BHSU TCs will co-plan and co-teach a minimum of three (3) lessons to be videotaped and

reflected upon during this practicum. The BHSU TCs are placed in their major areas at either the high school or middle school level.

Upon completion of the SEED 495 Pre-Student Teaching Practicum, clinical educators will complete an evaluation form that indicates TC performance. TCs must successfully complete all SEED 408 and SEED 495 course requirements and pass their Content Praxis before they can proceed to the student teaching internship. Evidence of successfully meeting coursework and Praxis requirements is housed in the BHSU Office of Field Experiences.

Course Prerequisite(s): Admission to the Professional Teacher Preparation Program.

Course Co-Requisite: SEED 408 Planning, Managing, and Assessing the 7-12 Diverse Classroom (except Physical Education majors).

Required Textbooks: None. Texts and course materials will be provided in class and through D2L.

Technology Requirements: This course is in-person. However, we will use the learning management software Desire2Learn to review materials and submit assignments. All participants will need:

- Regular access to a personal computer and Internet
- Current User ID and Password for Desire2Learn (D2L). Information on obtaining these will be sent to your BHSU student mail account when you are registered in the course.
- Word processing program: Microsoft Office is available free of charge to students:
<https://www.bhsu.edu/IITS/Services/Office-365>
- Zoom is a videoconferencing tool that we will use during the semester.

Technical Assistance Points of Contact

If you have difficulties connecting with the D2L server for any reason, you may contact:

- Anne Stevens, Instructional Technology & Student Support Coordinator (605-642-6064)
- Your instructor: Dr. Johanna Sailor; Johanna.Sailor@bhsu.edu

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.

Academic Dishonesty and Misconduct: 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 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.

Artificial Intelligence: As technology continues to evolve at an unprecedented pace, you may find yourself interested in utilizing AI tools like ChatGPT to enhance your learning experience. While I welcome the use of technology in this course, you must not engage in any form of academic misconduct such as plagiarism, cheating, or misrepresentation of work. Any use of AI tools in this class should be appropriately cited and acknowledged. AI is not a substitute for critical thinking or academic rigor; rather, it should be used as a tool to complement and enhance one's analytical skills.

Be mindful that AI tools have their limits:

- AI tools use pre-existing data to make predictions and decisions, but their accuracy is not guaranteed.
- AI tools may be biased due to algorithms, which can result in perpetuating prejudices.
- AI tools may pose privacy risks, therefore refrain from uploading PHI or other personal content to such platforms due to their inadequate safety measures.

Ultimately, it is your responsibility to ensure the accuracy and completeness of any work produced using AI tools. Any errors or omissions resulting from the use of these tools are your responsibility. Therefore, it is important to always review and verify the output generated by AI tools and to use your own critical thinking skills and judgment in interpreting and utilizing the results.

If you have any questions or concerns about the appropriate use of ChatGPT or any other AI tools in this class, please don't hesitate to reach out to me for guidance.

Methods of Instruction: The course includes five class sessions at BHSU and 45 hours of field experience in a high school or middle school setting. During the field experience, TCs will assist, co-plan and co-teach at least three lessons with their clinical educators that will be videotaped and reflected upon. One of the three lessons must incorporate students using technology and is to be used for the Practice Praxis Performance Assessment Task 3: Designing Instruction for Student Learning. Class topics for the five course meetings will be investigated through TC questions, discussion, small group activities, and whole class activities.

Class and Practicum Field Experience Attendance Requirements:

Regular attendance for the five university sessions is essential. If you are unable to attend class, it is the teacher candidate's responsibility to communicate in advance with Dr. Sailor.

Forty-five (45) hours of field experience are required. You are expected to adhere to a mutually agreed upon schedule, developed in conjunction with your clinical educator (CE). ***You must notify your CE and submit a "Leave of Absence" form online for any absence.*** 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, email, and/or text message is not considered notifying the clinical educator.

BHSU classes are not to be missed because of your practicum. Evidence of schedule conflicts must be documented and signed by the CE, BHSU course professor, and SEED 495 professor.

Background Check:

All Pre-Student Teaching Practicum students must submit to a criminal background check. It is your responsibility to 1) obtain the criminal background check, 2) pay for the criminal background check, and 3) forward the background check to the school district where the field experience will be completed. Contact your field experience school to find out their procedure as it varies by the school district. ***This procedure should be started immediately after you are placed for your field experience. Criminal background checks take 7 – 10 days to process.***

Liability Insurance:

All Pre-Student Teaching Practicum students will also be responsible for having a \$1,000,000 personal liability insurance policy. The policy may be purchased from your insurance agent or through SDEA/NEA simply by joining the organization at www.nea.org. It is your responsibility to obtain the liability insurance and provide documentation to the office of field experiences prior to beginning your field experience.

Accessibility Statement: 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: 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.

Course Goals:

This course is designed to prepare BHSU TCs for success in their pre-student teaching practicums with final preparatory experiences prior to their student teaching internship. Class sessions conducted at the university provide the opportunity to prepare for their field visits and the opportunity to discuss those same experiences. The SEED 495 Pre-Student Teaching Practicum provides BHSU TCs the opportunity to acquire knowledge relative to co-planning, co-teaching, and classroom practice through experiential learning.

Course Learning Activities, Assignments, and Point Values: All coursework must be completed by the due dates posted on the course outline. A description and grading criteria will be provided by the instructor for each assignment listed below.

Course Evaluation

- SDBOR guideline - As a general rule, an equivalent of forty-five (45) hours of work by a typical student is required for each credit hour. <https://www.sdbor.edu/policy/Documents/2-32.pdf>
- You should be prepared to spend the required time for this course during the week to complete readings, interact with digital content, and complete assignments.

Assignments:	Point Values:
Class Participation	150 points
Planning Form	10 points
Interview Clinical Educator	10 points
Classroom Observation Assignment	25 points
Who Are You? Assignment	25 points
Lesson Plan 1	50 points
Lesson Plan 2	50 points
Lesson Plan 3	50 points
Lesson Reflection Forms	30 points
Reflection Form	10 points
	410 points

Feedback and Grades: You will receive feedback and grades within two weeks of the assignment due date.

Attendance: Attendance is mandatory. Points from assignments due on the date of an unexcused absence will be deducted from the student's final point total. Ten points for each unexcused absence in excess of 2 unexcused absences will be deducted from the student's final point total. Please contact me as soon as possible if you must miss a class.

Assignments Due/Make-up Work: To be eligible to receive full credit, assignments must be turned in by the assigned due date. Please contact me if you have a problem or concern about a late or missed assignment.

Tentative Course Outline/Schedule: The instructor may need to make alterations throughout the course of the semester. All changes will be announced through email. Students are responsible for adhering to any of the changes made.

Checklist:

- _____ Practicum Placement Packet & Resume
- _____ Liability Insurance
- _____ Background Check
- _____ Mandatory Reporting Video & Upload Certificate
- _____ Code of Ethics
- _____ Initial Clinical Educator Interview
- _____ Classroom Observation Assignment
- _____ Who Are You? Assignment
- _____ Lesson Plan and Eval #1
- _____ Lesson Plan and Eval #2
- _____ Lesson Plan and Eval #3
- _____ Self Reflection #1
- _____ Self Reflection #2
- _____ Self Reflection #3
- _____ Extension (Optional) – Record and Reflect
- _____ Time Log
- _____ Formal Evaluation by CE
- _____ PDA Self
- _____ PDA CE

Assignments	How to Submit and Receive Credit for the Assignment	Due Dates Points
Practicum Placement Packet & Resume	This form is submitted to the Field Experience Office.	August 25th
Background Check	Complete a background check with your placement school district.	TBD
Liability Form	Send to the office of field experiences	September 1

Mandatory Reporting Training Video & Certificate	Upload a copy of the “mandatory reporting certificate” to D2L	September 12
<u>Initial Interview with Clinical Educator</u>	Work with your Clinical Educator to complete this form: <u>CE Interview Form</u> Once complete it is sent directly to the Office of Field Experiences and the CE	No later than 3 weeks after receiving your placement.
<u>Classroom Observation and Reflection Assignment</u>	Observe your CE and complete the observation guide and questions. Upload to D2L. More details and the scoring rubric are available on D2L.	Dependent on when you start your practicum. Goal: before Sept. 13 th
<u>Who Are You? Assignment</u>	Details and scoring rubric are on D2L. Please complete prior to October 11 th class and bring artifacts with you.	In-Class October 11th
<u>Lesson Plan #1 & CE Evaluation of lesson</u>	Templates on D2L. You complete the lesson plan and teach the lesson. Your CE observes and gives feedback. Upload both to D2L.	October 24 th
<u>Self-Reflection</u>	Templates on D2L. Reflect on a lessons using provided form in D2L. Upload to D2L.	October 24 th

<u>Lesson Plan #2</u> & <u>CE Evaluation of lesson</u>	Templates on D2L. You complete the lesson plan and teach the lesson. Your CE observes and gives feedback. Upload both to D2L.	November 7 th
<u>Self-Reflection</u>	Templates on D2L. Reflect on a lessons using provided form in D2L. Upload to D2L.	November 7 th
<u>Lesson Plan #3</u> & <u>CE Evaluation of lesson</u>	Templates on D2L. You complete the lesson plan and teach the lesson. Your CE observes and gives feedback. Upload both to D2L.	November 28 th
<u>Self-Reflection</u>	Templates on D2L. Reflect on a lessons using provided form in D2L. Upload to D2L.	November 28 th
Extension: Record and Reflect (Optional)	Record at least 15 minutes of a lesson and complete self-evaluation of the lesson	December 8 th
<u>Time Log (signed)</u>	Upload a copy of the completed Time Log (signed by your CE) to D2L.	December 8 th
<u>Final Teaching Evaluation Form (signed)</u>	Upload a copy of the completed Final Teaching Evaluation (signed by your CE) to D2L. Document is in D2L.	December 8 th
PDA - Self	This form is completed online by you and is automatically submitted to The Field Experience Office. <u>Student PDA</u>	December 8 th
PDA - Clinical Educator	This form is completed online by your Clinical Educator and is automatically submitted to The Field Experience Office. <u>CE PDA</u>	December 8 th

This syllabus is tentative and subject to change. © 2023, Black Hills State University

Student Intern's Self-Reflection

Name _____

Lesson Content _____ Date _____

<i>Strengths</i>	<i>Areas for Growth</i>
Technology	Technology

SEED 495 PRE-STUDENT TEACHING PRACTICUM TIME LOG

BHSU Student Name _____ Semester/Year _____

School _____ District _____

Clinical Educator _____ Grade Level/Subject _____

You must fill out all information in the table below and have your PK-12 clinical educator sign off on each visit, as well as at the bottom of the page verifying your total hours. You fill in the information; the clinical educator simply verifies the times and signs his/her name.

Date	Time Arrived	Time Finished	Total Hours Completed	PK-12 Clinical Educator Signature

I verify that the above-named BHSU student has completed ___ hours under my supervision.

PK-12 Clinical Educator 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:

----- **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