
College of Education

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

Early Childhood Special Education Program: ECE 495 & ECE 795
Practicum
Clinical Educator Handbook



BLACK HILLS
STATE UNIVERSITY

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

Table of Contents

Table of Contents.....	2-3
BHSU Early Childhood Special Education Program – Overview.....	4
BHSU Early Childhood Special Education Program - Practicum Handbook.....	5
BHSU Early Childhood Special Education Program - Practicum Overview.....	6
BHSU Early Childhood Special Education Program – Practicum Experiences.....	7
BHSU ECE 495/ECE 795 Pre-Student Teaching General Practicum Information.....	8
Practicum: Complete Set Hours in the Field.....	9
Pre-Student Teaching Practicum Course Goals.....	9-10
Contact Information.....	10
Clinical Educator’s Responsibilities.....	11-12
Ramping Up Stage.....	13-15
Appendix.....	14-41
Appendix A: ECE 495/ ECE 795 Pre-Student Teacher Practicum Time Log	
Appendix B: Observing the Clinical Educator in a School Setting	
Appendix C: Observing the Clinical Educator in a School Setting- Observation Guide	
Appendix D: Observing the Clinical Educator in a School Setting- Observation Questions	
Appendix E: Get to Know You Assignment	
Appendix F: Lesson Plan Template	
Appendix G: Lesson Plan Template	
Appendix H: Lesson Plan Template	
Appendix J: Student Intern Reflection Form	
Appendix K: Student Intern Reflection Form	
Appendix L: Student Intern Reflection Form	
Appendix M: Clinical Educator’s Formative Feedback Form	

Appendix N: Clinical Educator's Formative Feedback Form

Appendix O: Clinical Educator's Formative Feedback Form

Appendix P: Pre-Student Teaching Practicum Final Evaluation Form

Appendix Q: Mentoring Interns: Co-Teaching

Appendix R: Co-Teaching Strategies

BHSU Early Childhood Special Education Program - Overview

The Black Hills State University Early Childhood Special Education Program:

- Prepares professionals to meet the learning and developmental needs of each and every child (birth through third-grade levels), including those at risk for and with developmental delays or disabilities.
- Addresses interdisciplinary approaches that integrate developmentally appropriate early childhood education and early childhood special education strategies into holistic and functional activities for young children and their families in their natural environments.
- Emphasizes collaborative and team-based processes that empower families and program staff to work together to support the learning and development of every young child.

Designed to accommodate the busy schedules of our teacher candidates, early childhood courses are online & the rest most the courses are face-to-face class sessions. The Early Childhood Special Education Program major content knowledge and performance goals are aligned with the South Dakota Professional Educator Preparation Standards for the Early Childhood Birth through third-grade levels content area and the Professional Education Standards. Emphasis on the South Dakota Early Learning Guidelines.

BHSU Early Childhood Special Education Program - Practicum Handbook

The Early Childhood Special Education Program practice is designed to offer the teacher an opportunity to demonstrate the skills, strategies, and values learned in coursework and effectively implement them in a real-world setting. Effective practicum experiences focus on three broad outcomes:

- Developing the teacher candidate's identity as an educator
- Understanding the field of early childhood education as a profession and early childhood special education as a specialization within the profession
- Developing conceptual, analytical, and technical skills as a teacher candidate.

Students enrolled in practicum experience are referred to as teacher candidates. Teacher candidates are expected to participate in all aspects of teaching and learning practice, to think carefully about the purposes, complexities, and consequences of what they do, and to learn from their experiences. Teacher candidates are evaluated based on important knowledge, skills, and dispositions articulated in each of the licensure and endorsement Regulations and Standards of the state of South Dakota for educators specifically for Early Childhood Special Education Program Educators (birth through grade three). Practicum experiences are a labor-intensive activity that requires commitment and professionalism and are a space to share, problem-solve, and collaborate.

This handbook is designed to be a general reference during the practicum experience semesters at the Black Hill State University for teacher interns, their clinical supervisors, university supervisors, and administrators of the College of Education Field placement office. The information contained in this handbook addresses requirements and expectations to better guide the practicum process.

BHSU Early Childhood Special Education Program - Practicum Experiences

Practicum experiences in the College of Education - Early Childhood Special Education Program are offered as applied courses that support the supervised practice of professional skills in high-quality programs serving infants, toddlers, preschool, kindergarten, and Grade 3-aged children with and without disabilities and their families. These courses are intended for people currently working toward the South Dakota State Department of Education teaching license in Early Childhood Special Education (Birth through Grade three) as well as persons interested in expanding their skills in teaching infants, toddlers, and young children with and without disabilities.

Some of the areas the student interns will be able to observe and participate in will be: Emotional Support: (fosters independence, positive climate, sensitivity to children's feelings, cultural awareness); Classroom Organization: (behavior management, classroom organization, sanitary procedures); Instructional Support: (lesson plan, models and encourages language development, provides quality feedback, uses early literacy & math strategies, learning centers planned and DAP, fine and gross motor activities planned, planning demonstrates understanding developmental stages, evidence of a balanced curriculum); Professionalism: (utilizing skills based on NAEYC Initial Standards, NAEYC Code of Ethical Conduct, professional appearance & conduct)

Teacher intern will typically follow the start and ending date of the University's schedule. However, teacher candidates will follow the site's academic, holiday, and spring break calendar (not BHSU's). The teacher intern will be expected to follow their Clinical Supervisor's schedule as agreed; arriving and departing when they do, attending any meetings outside practicum teaching hours such as evening events, parent-teacher conferences, IEP meetings, professional development, in-service, and staff/team planning meetings as appropriate (this will depend on the teacher intern availability).

All practicum courses address the South Dakota Professional Teaching Standards and the South Dakota Early Childhood Learners (Birth-Grade 3) Teaching Standards and reflect the Council for Exceptional Children- Division of Early Childhood (CEC-DEC), the National Association for the Education of Young Children (NAEYC) and the Association of Teacher Educators (ATE) joint positions on effective practices for the preparation of early childhood personnel.

BHSU ECE 495/ECE 795 Pre-Student Teaching General Practicum Information

Course Description: This supervised field experience provides the BHSU student intern with at least forty-five hours of direct experience in the classroom or more. The experience includes observation and co-teaching. BHSU interns will co-plan and co-teach a minimum of three (3) lessons with the support of a clinical educator.

Teacher candidates in the BHSU Early Childhood Education Special Education Program complete practicum experiences. These experiences are required by the state of South Dakota in order for the student teacher to be ready for student teaching experiences. All the field experience placements include children who are at risk for and/or experiencing developmental delays or disabilities.

Course instructors and clinical supervisors will complete informal and formal evaluations of the teacher candidate's acquisition, and mastery of all program standards and will offer feedback about the teacher candidate's strengths and areas for improvement and offer suggestions to improve their practices. Weekly optional Zoom meeting sessions on Wednesdays from 4:00 pm to 5:00 pm will be used to de-brief, problem-solve, and strategize to support teacher candidate's development and demonstration of all program competencies.

Upon completion of the ECE 495/ ECE 795 Pre-Student Teaching Practicum, clinical educators will complete an evaluation of the intern's performance. Interns must successfully complete all course requirements and pass their Content Praxis before they can proceed to the student teaching internship. The BHSU Office of Field Experience staff compile and review documentation to determine if the intern is prepared to continue to a student teaching placement.

Practicum: Complete Set Hours in the Field

Students must complete the following hours in their practicum field experience.

1	BT4	795	1 cr	45 hours	Practicum	Graduate	Early Childhood
2	BT5	495	3 cr	135 hours	Practicum	Undergraduate	Preschool Endorsement
3	BT1	795	3 cr	135 hours	Practicum	Graduate	Preschool Endorsement
4	BT2	495	2 cr	90 hours	Practicum	Undergraduate	Preschool Minor
5	BT3	495	1 cr	45 hours	Practicum	Undergraduate	Early Intervention
6	BT4	495	3 cr	135 hours	Practicum	Undergraduate	Early Intervention Endorsement
7	BT3	795	3 cr	135 hours	Practicum	Graduate	Early Intervention Endorsement
8	BT2	795	1 cr	45 hours	Practicum	Graduate	Kindergarten
9	BT1	495	1 cr	45 hours	Practicum	Undergraduate	Kindergarten

There are three stages to the Pre-Student Teaching Practicum field experience. Each practicum experience gives the students a particular focus which they will need assistance with. Each stage is briefly described below as well as what you can do to best support the student intern.

Pre-Student Teaching Practicum Course Goals

The InTASC Model Core Teaching Standards guide our work as educators. The full standards can be found online [here](#). This course pulls from quite a few of the standards since students are immersed in a school community and classroom this semester. As we look at these standards more closely this semester, students will consider the learning progressions for each standard. In education, it is important to recognize that we all have a starting point, and we always have next steps. Mastery of each of these standards is not the goal this semester. Instead, the goal is to identify your next steps as you move into student teaching.

Standard #1 Learner Development: “The Teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.”

Standard #2 Learning Differences: “The Teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.”

Standard #6 Assessment: “The Teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.”

Standard #7 Planning for Instruction: “The Teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.”

Standard #8 Instructional Strategies: “The Teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.”

Standard #9 Professional Learning and Ethical Practice: “The Teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.”

Standard #10 Leadership and Collaboration: “The Teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.”

Contact Information

During the practicum experiences, the primary resource for the teacher candidate and the clinical supervisors is the university supervisor. This person is the official liaison between the program/school site, the student teacher, and the BHSU Early Childhood Education Special Education Program.

BHSU Faculty members and the field office staff will also be important sources of information for teacher candidates during their practicum-teaching experiences. The names and contact information are in the table below.

Faculty	Email
Rudia W. Kihura, PhD	rudia.kihura@bhsu.edu
Field Experience Office Staff	Email
Jami Kesling	jami.kesling@bhsu.edu
Dr. Leon Biggs	leon.biggs@bhsu.edu
Kellie Hatch	kellie.hatch@bhsu.edu

Clinical Educator's Responsibilities

I want to thank you for your time and commitment in supporting a BHSU student intern. During this semester, our BHSU pre-student teachers will continue receiving instruction about various methods for teaching within their content areas. In turn, they will take these methods from theory to practice through collaboration and assistance from you. We encourage co-planning and co-teaching. This is also a chance for pre-student teachers to learn, practice, and reflect with you in preparation for student teaching placement.

During 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 of days in the classroom, please allow them to complete the observation form that is included in their student handbook. If possible, please allow them to observe meetings and happenings that occur outside of your classroom as well such as parent-teacher meetings/conferences, 504/IEP meetings, staff meetings, collaborative team meetings, etc.

Permit the teacher intern to review individual child progress monitoring data, and as appropriate assessment and evaluation reports, individual program or intervention plans (e.g., IFSPs, IEPs, behavioral intervention plans) as well as other documents needed to support the teacher intern understanding of and ability to plan and implement appropriate. *If the site requires consent to review children's educational files and share information with the teacher candidate and University Supervisor, the Field Experience The coordinator can provide the necessary consent forms.*

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. Ensure the teacher intern has maximum exposure to planning and delivery of instruction in inclusive academic, extracurricular, and non-academic activities.

Tutoring: When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, please allow them to work with PreK-3 students who need extra assistance, during class, before or after school.

Teaching: Students are assigned to co-plan and co-teach at least three (3) lessons as part of their coursework. They will record at least one (1) lesson for their own self-reflection. Please assist the student intern with planning and co-teach the lesson. (Resources for co-planning and co-teaching are provided in this handbook.)

Following the lessons, you will provide feedback and review your thoughts with the intern. Provide on-going, honest, and constructive feedback regarding the teacher candidate's

professional growth to both the teacher candidate and the University supervisor. Please use the enclosed "Clinical Educator's Formative Feedback Form" to record your feedback for each

lesson. The intern will submit the forms to the university instructor. The feedback forms and final paperwork will provide BHSU faculty with insight about the BHSU intern's progress, growth, and readiness for student teaching.

Mentoring: Throughout your time together engage in reflective conversations with the student intern about all that goes into having success and loving what you do as an educator. Students are encouraged to use this field experience to grow and develop their skills through observation, collaboration, and experiential learning.

Share with the teacher intern school and classroom policies and procedures, the curriculum, the daily schedules, and other resources that are used to support the learning and development of each and every child in the program and classroom. Your mentorship will be invaluable as they move forward.

Documenting Hours: The BHSU student is required to complete at least 45 hours of field experience or more depending on the area of the practicum area. They must document the hours on a time log provided in their student handbook. Please verify the information and sign their time log after each visit. The time log also requires a signature once all the hours have been completed.

Evaluation: Keep a written record of observations of the teacher intern to aid in weekly conferences with the teacher candidate and to facilitate completion of the final evaluation form. At the completion of the Pre-Student Teaching Practicum, please complete and sign the following:

- Final Evaluation that indicates their success. This form is a paper copy (located at the end of this handbook). They 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.
https://form.bhsu.edu/BH_FieldExperience/PDA.aspx

Additional Notes:

Please remember, that 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 always be under supervision.

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.

Ramping Up Stage

This occurs during the first few weeks of our BHSU semester (fall or spring semester). The Office of Field Experience matches student interns with clinical educators as quickly as possible. Sometimes, placements are later in the semester which is fine. We just adjust the timeline for individual students as needed.

Student interns must reach out to clinical educators right away for introductions and set up an initial meeting. The goal of the initial meeting is to complete the following:

- Get to know each other
- Learn the responsibilities and expectations of the clinical educator
- Learn the expectations of the building administration
- Plan the Practicum Hours Schedule (Some additional guidance below)
- Complete the "Intern Initial Interview with Clinical Educator"

The student intern must also begin the background check process if one is required for your district. They will also start tracking their hours on the Time-Log at the initial meeting.

How you can help?

Provide an electronic or printed copy of your class schedule and bell schedule for the student intern. Assist them in developing a schedule to complete at least 45 hours or more depending to their area of practicum section. There can be some fluidity to the schedule and adjustments can be made. However, there should be a pretty well-thought-out plan that identifies how many hours a week the student will be on-site as well as what days and times they will be able to attend. As you move forward during the semester, you will continue to revisit the schedule and set responsibilities.

Students have been given this guidance for planning out their hours:

- **Prepare stage: Weeks 5 – 9**
 - During this time, you should complete about 25 – 30 of your hours. Tasks would be observing, shadowing, assisting with direction, tutoring, co-planning, asking questions, and learning about the students and families.
- **Co-Teach stage: Weeks 10 – 14**
 - During this time, the remaining hours (minimum 45 hours) or more depending on the practicum section will focus on co-planning and co-teaching different lessons. This time is also for reflective conversations about the lesson and the student intern's performance.
- **Important considerations:**
 - It's important that you match your hours to the weeks listed to align coursework with work in the field.

- It's very important to determine a schedule that accommodates your class schedule.
- Classes cannot be missed to complete practicum hours

Prepare Stage

During this time the student intern will start in information collection mode and shift to become immersed and part of the classroom community. This occurs during weeks 5 – 9.

There are 2 assignments the students need to complete for the Pre-Student Teaching Practicum course during this stage. One assignment draws their attention to your teaching style and effective teaching practices. The other requires the intern to engage the PreK-3 students in an activity that allows them to get to know them as individuals and as learners.

Most of the student interns are also enrolled in a course where we focus on teaching in a diverse classroom. For this course, they will be collecting even more information about the students, the school and the community at large.

By the end of the Prepare Stage, the student intern should know how the classroom and school operate and have a strong sense of the culture. They should have some rapport with students as well as have some understanding of their individual academic abilities and interests. Doing so, will set them up for success as you move into the co-teaching stage.

How you can help?

We encourage students to start building relationships with students day one which starts with learning student names. Please provide the intern with seating charts at your initial meeting so that they can review and study these. The student intern will also benefit from learning how you learn about your students academic strengths and areas of need as well as their interests. Also, how you engage families and learn about your students from interacting with their parents. During the semester, we'll be studying how we use this information to inform our instructional practices.

Co-Teach Stage

During this final stage, the student intern will move into co-planning and co-teaching lessons. They must co-plan and co-teach a minimum of 3 lessons. The lesson plans must follow the BHSU lesson plan template. One of the lessons must be recorded. They will not share the

recording with anyone else. It is only for them to view and use to reflect on their teaching. After each lesson, the student intern will complete a self-reflection, you will complete a formative feedback form, and engage in a reflective conversation about your findings with the student intern. The student intern must turn in paper copies of the lesson plans, self-reflections, and your formative feedback form.

How you can help?

Please review the co-teaching strategies included in this handbook with the student intern and identify those that you both feel comfortable implementing. Be open to the student intern's ideas for instructional strategies and activities for lessons while also supporting them in crafting a well-designed lesson.

In summary, a checklist of items to complete:

- "Intern Initial Interview with Clinical Educator" - Completed by student intern
- Practicum Hours Schedule – Plan created together
- Clinical Educator Formative Feedback Form x 3 – Paper copies reviewed with student intern & student intern turns in to university instructor
- Final Evaluation Form – Paper copy reviewed with student intern & student intern turns in to university instructor
- Professional Dispositions Assessment (PDA) – Completed online
https://form.bhsu.edu/BH_FieldExperience/PDA.aspx
- Time Log – Paper copy completed by student intern & signed by clinical educator

Appendix A

ECE 495/ECE 795 Pre-Student Teaching Practicum Time Log

BHSU Student Name:	Clinical Educator:
School:	District:

You must fill out all the information in the table below and have your ECE 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	ECE Clinical Educator Signature

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

 ECE Clinical Educator Signature

 Date

ECE 495 Pre-Student Teaching Practicum Time Log

BHSU Student Name:	Clinical Educator:
School:	District:

You must fill out all information in the table below and have your ECE 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.

ECE Clinical Educator Signature Date

Appendix B

Observing the Clinical Educator in a School Setting

Prepare Stage (Week 1 to Week 9)

Success criteria: I will be successful when I become immersed in the learning community. I will be successful when I evaluate the effectiveness of instruction.

Your goal in the first few weeks of your practicum placement is to become immersed in the learning community. This assignment, “Observing the Clinical Educator in a School Setting,” is meant to assist you in this work. For this assignment, there are two parts:

1. **Observation Guide:** The observation guide is meant to pull your attention to effective teacher behaviors and evidence of productive learning environments.
2. **Observation Questions:** Once you have had a chance to complete the observation guide, consider the observation questions. The title might be misleading though. If you cannot answer a question from observation alone, please ask your Clinical Educator.

When you enter the classroom for the very first day of your Pre-Student Teaching Practicum, your clinical educator (CE) will introduce you to the class. From there, you will observe to get a “feel” of the classroom, learn the general procedures of the class, pick up on the Clinical Educator’s style, learn about the students, and eventually become part of the learning community.

Before your first observation, it is helpful if you have a chance to gain some preliminary information, such as the class schedule, bell schedule, and seating charts. Seating charts because it will help you learn student names faster. Learning students’ names is extremely important for developing rapport and maintaining classroom control. This will be invaluable when you move to the co-teaching stage.

Download word document from D2L and type your responses. *submit your responses in D2L.*

Appendix C

Observing the Clinical Educator in a School Setting: Observation Guide

Observation Guide: The observation guide is meant to pull your attention to effective teacher behaviors and evidence of productive learning environments.

OBSERVATION GUIDE			
<i>Please use this checklist to guide you during your observations.</i>			
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?			
f. A grading system being used?			
g. Evidence of technology components?			

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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	
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	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.			

Appendix D

Observing the Clinical Educator in a School Setting: Observation Questions

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 of culture? **Explain how the examples provided have shaped a community of culture. Share and explain one example for each of these areas:**

- a. Learning Environment (Physical Space, Routines, Classroom Norms or Expectations)

- b. Social and Emotional Environment

- c. Student-to-Student Relationships

- d. Student-to-Teacher Relationships

2. Share 3 ways your CE engages students in their learning and analyze the effectiveness of each strategy on engagement.

3. Describe three ways your CE gathers assessment data (formative and summative) to assess student understanding and progress toward learning goals. Analyze the effectiveness of the assessments used.

4. Provide two examples of how your CE meets the individual needs of learners in the classroom. Analyze the effectiveness of the strategies used.

Learning Goal: I will be successful when I become immersed in the learning community. I will be successful when I evaluate the effectiveness of instruction.

Observing the Clinical Educator in a School Setting Rubric				
Descriptors	Met	Not Yet	Feedback	Points
Completed classroom observation guide				5
Response to the observation questions includes clear main points that show evidence of critical thinking and personal reactions				10
Main points of analysis are supported with sufficient evidence/examples. For example, question 2 asks for 3 pieces of evidence/examples				10

Appendix E

Get to Know You Assignment

Prepare Stage (Week 1-Week 9)

Learning Goal: Students collect evidence about individual learners' and use the information to inform instructional design, especially in planning for activities, strategies, assessment delivery.

Knowing who you are teaching is just as important as knowing what you are teaching. Building relationships and being relatable is a critical attribute of successful educators. Through this assignment, you will research your students to determine their likes/dislikes, interests, how they learn best, etc.

In addition to this being what good teachers do, this is one of the activities you will complete for [Task 1](#) of the Praxis Performance Assessment for Teachers (PPAT) during your semester of student teaching.

Directions:

- Step 1: Create a “Getting to Know You” activity that will help you understand your students’ individual and diverse interests and/or learning styles.
- Step 2: Have your students complete your “Getting to Know You” activity
- Step 3: Upload a blank copy of the “Getting to Know You” activity
- Step 4: Take a picture of three student artifacts without identifying the information of the students. In the discussion section, discuss the effectiveness of your “Getting to Know You” activity and comment to one of your peers in class. Use the information collected to discuss prompts for PPAT Task 1.
- Step 5: Use the information collected to inform the instructions you provide during your field experience.

Get to Know You Assignment Rubric			
Descriptors	Met	Not Yet	Points
Completed a “Getting to Know You Activity” with the whole class			5
Upload a blank copy of the “Getting to Know You” activity in the D2L			5
Upload three pictures of the student’s artifacts to D2L			5
Discussed the effectiveness of the activity, and commented to a peer in the D2L			10

Total: ____/ 25 points

Appendix F

Black Hills State University: Planning for a Lesson – LESSON 1

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

Appendix G

Black Hills State University: Planning for a Lesson – LESSON 2

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 (accommodation; 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

Appendix H

Black Hills State University: Planning for a Lesson – LESSON 3

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

Appendix J

Student Intern Reflection Form

Student Intern Name: _____

Clinical Educator Name: _____

Date of Lesson: _____

Lesson (please circle one): 1 2 3

Grade/Content: _____

1. What were the strengths of the lesson, such as your delivery, use of instructional strategies/activities, student engagement, etc.?

2. What are your next steps or goals?

3. What were the strengths of your use of technology?

4. What ways could you increase your use of technology to benefit your instruction or student learning/engagement?

Appendix L

Student Intern Reflection Form

Student Intern Name: _____

Clinical Educator Name: _____

Date of Lesson: _____

Lesson (please circle one): 1 2 3

Grade/Content: _____

1. What were the strengths of the lesson, such as your delivery, use of instructional strategies/activities, student engagement, etc.?

2. What are your next steps or goals?

3. What were the strengths of your use of technology?

4. What ways could you increase your use of technology to benefit your instruction or student learning/engagement?

Appendix M

Clinical Educator's Formative Feedback Form

Student Intern Name: _____

Clinical Educator Name: _____

Date of Lesson: _____

Lesson (please circle one): 1 2 3

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

1. What were the observed strengths?

2. What suggestions do you have for future lessons?

3. How was technology used to support instruction and/or student learning?

4. What suggestions do you have for incorporating technology in future lessons?

Clinical Educator's Signature

BHSU Student's Signature

Appendix N

Clinical Educator's Formative Feedback Form

Student Intern Name: _____

Clinical Educator Name: _____

Date of Lesson: _____

Lesson (please circle one): 1 2 3

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

1. What were the observed strengths?

2. What suggestions do you have for future lessons?

3. How was technology used to support instruction and/or student learning?

4. What suggestions do you have for incorporating technology in future lessons?

Clinical Educator's Signature

BHSU Student's Signature

Appendix P

PRE-STUDENT TEACHING PRACTICUM FINAL EVALUATION

Student Intern Name: _____

Clinical Educator Name: _____

Date Completed: _____

School/District: _____

1. **Demonstrates Effective Interpersonal Skills:** How well did he/she relate to early childhood students? Was a caring, open, positive, and flexible attitude displayed when communicating with early childhood 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 early childhood students.

5. **Displays Professional Characteristics:** Reflects on practice, sets goals for improvement, dress, manner, dependability, confidentiality, language, enthusiasm for teaching, and confidence.

6. **Respond to Individual Differences:** Ethnicity, gender, age, religion, special needs, etc.

7. Is Aware of the Duties and Responsibilities of the Teaching Profession:

8. Please comment as to the BHSU student's readiness for student teaching.

- Ready**
- Ready with Reservations**
- Not Ready**

9. 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

Source: InTASC Dispositions

Approved by the College of Education August 28, 2007 and Revised July 2013

Appendix Q

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

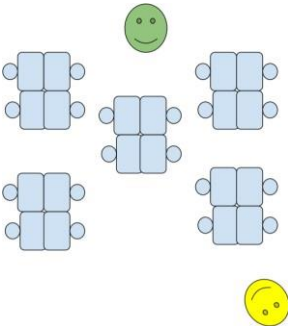
Co-teaching is not a less rigorous internship or easier for interns. It differs from traditional approaches to student teaching in that co-teaching is not one-person solo teaching a subject or period followed by another who teaches a different subject or period. It is not one person teaching while another 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.

Appendix R

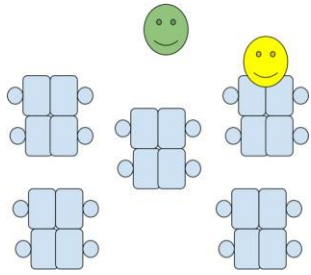
Co-Teaching Strategies

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

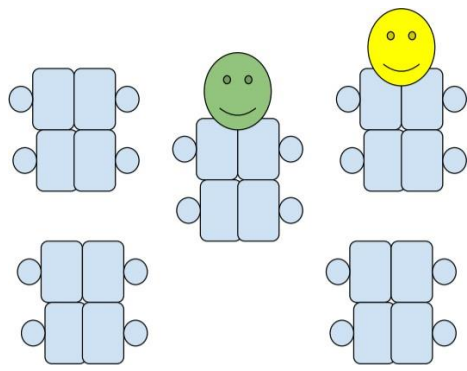
Co-Teaching Strategy 1: One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a *focus* for the observation.

<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>	

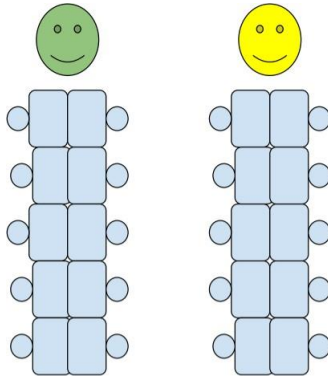
Co-Teaching Strategy 2: One Teach, One Assist – one teacher has primary instructional responsibility while the other teacher assists small groups of students or individuals with their work.

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

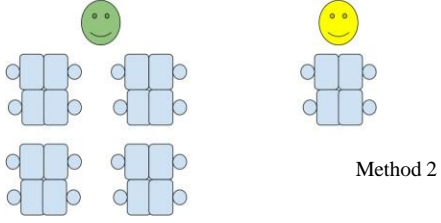
Co-Teaching Strategy 3: Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent workstation will be used.

<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>	

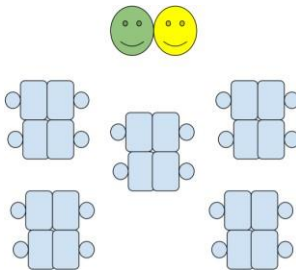
Co-Teaching Strategy 4: Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and may present the lesson using the same teaching strategy.

<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>	

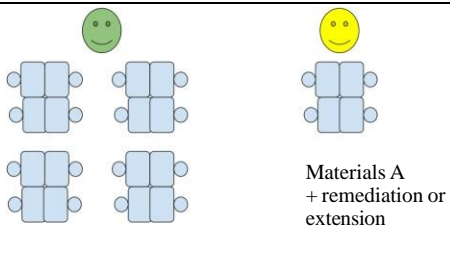
Co-Teaching Strategy 5: Alternative/Differentiated Teaching – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different.

<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>	

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>	

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 educators 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.