

SCHOOL OF EDUCATION

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

Clinical Educator Handbook

**Student Interns registered in ELED 495
Pre-Student Teaching Practicum
Spring 2024**



BLACK HILLS

STATE UNIVERSITY

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

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

INTRODUCTION

The Professional Teacher Preparation Program at Black Hills State University is designed to provide a variety of field experiences for BHSU students. These field experiences, coordinated with university coursework, help give BHSU students the education and experience necessary to develop as caring, confident, and competent educators. There are three primary field experiences: 1) Pre-Admission Teaching Practicum, 2) Pre-Student Teaching Practicum, and 3) Student Teaching Internship. These experiences are sequential and incremental.

The **Pre-Admission Teaching Practicum** is designed to: 1) provide BHSU students with opportunities to observe school classrooms from a teacher's perspective, 2) acquaint the BHSU student with students in a PK-12 school environment, and 3) enable BHSU students to determine for themselves whether teaching is the profession they choose to enter. The Pre-Admission Teaching Practicum requires BHSU student 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 students 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.)

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

CLINICAL EDUCATOR'S RESPONSIBILITIES

First off, thank you for your time and commitment in supporting your BHSU intern. Pre-Student Teaching Practicum is the beginning of a one-year residency for Elementary Education majors.

Students will be in your classroom during the following weeks:

Field One: January 29-February 2

Field Two: February 26-March 8

Field Three: April 1-April 19

During this semester, our BHSU pre-student teachers will be receiving instruction about various methods for teaching math, science, social studies, reading, and writing. In turn, they will take these methods from theory to practice through collaboration and assistance from you. We encourage co-planning and coteaching. This is also a chance for pre-student teachers to learn, practice, and reflect with you in preparation for student teaching.

A BHSU professor will serve as your Point of Contact for this semester and reach out to you by email. If at any time, you have concerns, questions, or would like us to visit, please don't hesitate to connect with your Point of Contact.

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

1. **OBSERVING:** Allow the BHSU student to observe your classroom, your techniques of teaching, technology use, and discipline strategies. During the first couple days to the classroom, please allow them to complete the observation form that is included in their student handbook. In addition, they are required to observe parent teacher conferences to learn how to conduct conferences with parents and/or guardians.
2. **ASSISTING:** When the BHSU student is not teaching a lesson, tutoring, or observing, please allow them to work as a teacher's assistant so that they can develop a sense of the duties and responsibilities of a teacher.
3. **TUTORING:** When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, please allow them to work with PK12 students who need extra assistance, during class, before or after school.
4. **TEACHING:** Any assistance you can give the BHSU student as they prepare their lesson plans would be appreciated. Students will be assigned to teach lessons in each of the major content subjects. Students will communicate and collaborate with you about these assignments. You will evaluate three of these lessons, two of which must incorporate technology. **Please use the enclosed Clinical Educator's Evaluation T-Chart to review three individual lessons with the BHSU intern.** The T-Charts and final paperwork (see #7) will provide BHSU faculty with insight about the BHSU intern's progress, growth, and readiness for student teaching.
5. **MENTORING:** There are also optional reflection questions that you and the BHSU intern can utilize during this semester. The reflection questions will focus on (but not limited to): lesson planning, content knowledge, instructional delivery, learning activities, student engagement, assessment of learning goals and targets, differentiation, classroom management, relationship building, and professionalism. There may be more opportunities for reflection, but the above elements of teaching represent critical areas for reflection during this semester. The BHSU student intern should select a method for reflection. A few recommended options are journaling, completing a T-Chart after teaching a lesson, and/or videotaping a lesson providing anecdotal notes (using a program such as GoReact).
6. **DOCUMENTING HOURS:** The BHSU student is required to complete field experience during this practicum. At the end of each day, they must document the hours they have completed on the time log provided in their student handbook. They are also responsible for filling out this time log. **Please verify the information by providing your signature after each visit.**

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

- a. **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.
- b. **Professional Dispositions Assessment (PDA)** This form is online.
- c. **All Documentation Hours.** This should be filled out along the way, but a final signature is required to verify all hours. This form is a paper copy.

Additional Notes:

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

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

The Black Hills State University, School of Education, would like you to know that we appreciate your contribution in preparing quality teachers for our profession. If you have any questions, please contact the Office of Field Experiences at 605-642-6642.

PRE-STUDENT TEACHING PRACTICUM BHSU STUDENT'S RESPONSIBILITIES

During this experience, the BHSU student must meet the following requirements in the classroom:

1. OBSERVING: The BHSU student should observe the classroom, lessons, technology use, and discipline techniques. During the first few visits to the classroom, they should complete the observation form that is included in their student handbook. In addition, they will observe parent teacher conferences to learn how to conduct conferences with parents and/or guardians.
2. ASSISTING: When the BHSU student is not teaching a lesson, tutoring, or observing, they should work as a teacher's assistant to develop a sense of the duties and responsibilities of a teacher.
3. TUTORING: When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, they should be working with PK-12 students that need extra assistance, during class, before or after school.
4. TEACHING: The BHSU student will develop and present several lessons, two of which must incorporate technology, in all content areas (reading, writing, math, social studies, and science). We ask that three of the lessons be evaluated by the Clinical Educator.
5. REFLECTING: When the BHSU student is in the classroom, the student 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. The BHSU student intern should select a method for reflection. A few recommended options are journaling, completing a T-Chart after teaching a lesson, and/or videotaping a lesson providing anecdotal notes (using a program such as GoReact).
6. DOCUMENTING HOURS: The BHSU student is required to document the hours they spend in their PreStudent Teaching Practicum. ***The clinical educator must initial and sign this form to verify the number of hours spent in the classroom.***
7. EVALUATION: The BHSU student intern is required to self-assess using the Professional Dispositions Assessment (PDA) at the end of the Pre-Student Teaching Practicum.
7. OTHER DUTIES: The BHSU student should complete other duties as assigned by the clinical educator. Other duties required by the clinical educator **may** include some of the following:
 - Observe the administration of a test and help score the tests
 - Attend faculty meetings
 - Discuss professional organizations and their benefits as 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
 - Review the school 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
 - Discuss the teaching and administrative uses of technology
 - Assist clinical educator or PK-12 students with technology-based projects

Black Hills State University: Planning for a Lesson

Foundational Elements (essential features of all lesson plans)

Lesson Title

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

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

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

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

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

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

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

Instructional Set-Up (classroom layout; learner habitat)

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

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

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

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

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

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

Differentiation (accommodations; modifications; increase in rigor)

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

Classroom Management Considerations

Created May 2021

Professional Dispositions Assessment (PDA)

This is a required form filled out online (on the Field Experience website) at the end of the Pre-Student Teaching Practicum course, ELED 495. You, the Student Intern, and your Faculty Contact will fill one out. www.bhsu.edu/fieldexperiences



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:

Major(s):

Today's Date:

Please rate the candidate using the following scale:

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

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

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

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

0 = no attempt to perform and demonstrate behavior

N/O = not observed

Professional Conduct (SD Code of Ethics for Teachers)

Responsibility.

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

a. Present -

4 3 2 1 0 N/O

b. Punctual -

4 3 2 1 0 N/O

c. Prepared -

4 3 2 1 0 N/O

d. Appropriately Attired -

4 3 2 1 0 N/O

e. Personal Hygiene -

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Accountability.

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Confidentiality.

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

4 3 2 1 0 N/O

Competent Professionals

Application of Content.

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Apply research-based instructional practices.

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Reflect and think critically to impact student learning.

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Confident Professionals

Positively impact student learning.

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Positively impact student communication.

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

4 3 2 1 0 N/O

Positively impact student motivation.

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Caring Professionals

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

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

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

4 3 2 1 0 N/O

Recommendations

Recommendation for:

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

Program Exit (Student Teaching)

Evaluator's Recommendation:

Yes Yes with Reservations No

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

Evaluator's Comments:

Plan for Growth

Plan for Growth Information

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

What is the purpose a Plan of Growth?

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

Plan of Growth Protocol

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

Step 1: Notification of Concern

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

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

Plan of Growth Form

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

Intern Name: _____ **School/Grade/Content:** _____

Date: _____

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

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

Intern Signature: _____ Date _____

University Instructor/Supervisor Signature: _____ Date _____

Signature of Clinical Educator: _____ Date _____

Reviewed and approved by the Director of Field Experiences

Director Signature: _____ Date _____

PPAT® Assessment Daily Reflection Form

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

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

Element of Teaching
Establishing Goals/Standards: Did the students meet my learning goals for this lesson? What evidence of student learning did I see to support my claim?
Learning About Students: Did my lesson accurately reflect and connect to students' lives, prior knowledge, and background information to enhance student learning? What are some of the connections that worked?
Learning About Resources and Procedures: Did my lesson adequately make use of available materials, programs, personnel, data, policies, services, rules, and procedures? What are some examples of the resources and procedures that worked?
Planning for Instruction: Did my selection of strategies, activities, and resources enhance the delivery of my lesson? Did my knowledge and understanding of the content help the students achieve the planned learning goals? What are some examples from my planning that worked?
Planning for Assessment: Was my selection of strategies for assessment effective? What are some examples of those assessment strategies that worked?

Addressing Student Learning Differences and Needs and Making Adaptations: Did I have to alter my instructional plan as I taught the lesson?

Did I have any students who struggled with the learning activities? (If so, identify the students and describe how they struggled and where in the learning activity this occurred.)

What adjustments or modifications in the learning activity can I make that might better support these students' learning needs?

Creating a Positive, Engaging, and Rigorous Learning Environment:

Did I provide all my students with a supportive environment in which to learn and interact appropriately?

Did I demonstrate clear expectations for student behavior?

What resources, including technology, did I use to enhance student learning and create a risk-free environment?

What are some of the supportive environmental expectations and resources that worked?

Engaging Students in Learning:

Did the behaviors my students exhibited show me that they were engaged?

What do I believe contributed to this engagement?

What is my perception of the students' level of engagement during my different learning activities today? Were they focused, responding, asking questions, volunteering, etc.?

How did I prepare and manage my time and routines so that instructional time was maximized?

Analyzing Instruction:

Which parts of the lesson had a positive impact on student learning?

What further instruction must I plan or adapt?

Analyzing Assessment Data and Student Learning:

Did any of my students struggle with their learning today?

What particular aspects of learning must I adjust or modify?

Reflecting on Teaching Practice:

In teaching this lesson today, what did I learn about this group of students or individual students that I will now use to facilitate student learning?

If I would teach this lesson again to the same students, how would I change this lesson?

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

BHSU STUDENT _____ DATE _____

SUBJECT _____ OBSERVATION # _____

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

Strengths	Suggestions for Growth
Clinical Educator Signature	
Student Intern Signature	

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

BHSU STUDENT _____ DATE _____

SUBJECT _____ OBSERVATION # _____

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

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

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

BHSU STUDENT _____ DATE _____

SUBJECT _____ OBSERVATION # _____

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

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

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

BHSU Student _____ Clinical Educator _____

School/District _____ Date _____

Please respond to each criterion and suggest goals for improvement when necessary:

1. **Demonstrates Effective Interpersonal Skills:** How well did he/she relate to PK-12 students? Was a caring, open, positive and flexible attitude displayed when communicating with PK-12 students, teachers, administrators and (if applicable) parents?

2. **Uses a Variety of Instructional Strategies:** Some possibilities might include: gradual release of responsibility model, small group reading instruction, interactive writing, cooperative learning, using math manipulatives, project approach, inquiry, collaborative or team teaching, KWL, etc. (Describe methods used.)

3. **Demonstrates Knowledge of Content and Pedagogy:** Displays a working knowledge of the content to be taught both in breadth and depth and is aware of the content requirements for the grade level being taught as per the state content standards and/or common core standards.

4. **Demonstrates Effective Management While Teaching:** This includes classroom procedures and routines, discipline, transitions, and interactions with PK-12 students.

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