
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
Pre-Student Teaching Practicum Student Handbook



BLACK HILLS
STATE UNIVERSITY

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

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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 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
Professor Abbey Fried	abbey.fried@bhsu.edu
Field Experience Office Staff	Email
Jami Kesling	jami.kesling@bhsu.edu
Kellie Hatch	kellie.hatch@bhsu.edu

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 of 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 is 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 labor-intensive activities that require commitment and professionalism. They 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 Hills 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, and kindergarten through 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 end dates 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 one, two or three lessons (depending on credit hours) 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. They will offer feedback about the teacher candidate's strengths and areas for improvement as well as offer suggestions to improve their practices. Optional Zoom meeting sessions by appointment can 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.

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

Credit Hours: 1 Credit Hour, 2 Credit Hours & 3 Credit Hours

Catalog Description: This course provides opportunities for observation and participation in an early childhood setting and/or kindergarten classroom under the supervision of a professional practitioner.

Course Description: This is a semester-long supervised field experience that provides the BHSU student intern undergraduate or graduate students with direct experience in the classroom. The teacher candidate will demonstrate effective teaching from a culmination of prior knowledge, skills, and behaviors.

The experience includes observation and co-teaching in these various practicum sections: early childhood, preschool endorsement, preschool minor, early intervention endorsement, and kindergarten. This is a course designed to provide a program of experiential learning activities in the teacher candidate's content area within an approved school setting and under the supervision and coordination of BHSU faculty and a cooperating/mentor teacher. Emphasis is on the development of competencies in the areas of curriculum planning, instructional methods and assessment, observation, reflection, classroom management and organization, content knowledge, literacy, individualization of instruction, diversity, human relations and communication, professionalism, and the use of materials and resources. Further emphasis is placed on reading instructions.

Practicum course activities and field experiences include a minimum of 45 hours of observations and engaging in teaching, and a maximum of 135 hours in a school setting. During the practicum, the teacher co-plans and co-teaches a lesson(s) to be reflected upon during this practicum and engages in instruction and other school-related professional roles. This course is intended primarily for aspiring and practicing educators who specialize in Early Childhood Education. Students will engage in field experiences in community-based preschool, Head Start, childcare under certified teachers, and/or public school classrooms.

Lesson plans

- These lessons may be in whole or small groups.
- The lessons should be carefully planned and approved by your clinical educator before you teach them.
- The lessons should be based on the curriculum already established for the classroom. Although, with your clinical educator's guidance, you may apply your personal touch to the lesson.

- One of these lessons will be observed and evaluated by a BHSU ECE professor (make an appointment). If out of the area, then you will need to contact the professor.
- If online, you will need to record the lesson and upload it to D2L.
- You will need to provide a detailed lesson plan to your professor before teaching it.
- All lessons will be observed and evaluated by your clinical educator.
- Submit self-evaluation forms in the D2L
- Detailed information can be found in the D2L shell.

Upon completion of the ECE 495/795 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 will compile and review documentation to determine if the intern is prepared to continue a student teaching placement.

Course Prerequisite: Admission to the Professional Teacher Preparation Program.

Course Co-requisite: ECE 328 (Guidance of Young Children)

Optional Resources

1. Epstein, Ann S. (2014). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington, DC: *National Association for the Education of Young Children*.
2. The textbook that coordinates with the age level will be indicated in the course syllabus
3. All additional readings for this course will be added to the D2L

Pre-Student Teaching Practicum

Course Goals

The [InTASC Model Core Teaching Standards](#) guide our work as educators. This course pulls from quite a few of the standards since you will be in the field and immersing yourself in a school community and classroom this semester. As we look at these standards more closely this semester, I will ask you to consider the learning progressions for each standard. In education, it's 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, your 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 the 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 a 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.”

Description of Instructional Methods

The course instructor will be a facilitator since this course is designed to immerse you in experiential learning. A teaching practicum offers pre-service teachers with authentic and hands-on experience for teaching in classrooms. In early childhood education, practicums offer student teachers opportunities to apply their knowledge about children's development as well as about curriculum content. The practicum supports the development of teaching skills to be effective early childhood teachers including dealing with various challenges which influence teaching efficacy in practice. Your role is to take every opportunity to deepen your understanding of teaching practices and experiment with the knowledge you've gained through your coursework, collaboration, lived experiences, and ongoing field experiences. The methods of instruction may include but are not limited to the following: lecture, discussion, fieldwork, oral presentations, and demonstrations.

Description of Method(s) Evaluation

Methods of evaluation may include but are not limited to the following: demonstration of knowledge and skills through completion of all class assignments, observation by the instructor of student's teaching in a classroom environment, participation, and completion of required student teaching hours and requirements, self-evaluation, and evaluation by mentor teacher and course instructor, participation in seminar(available), final self-assessment.

Student Responsibilities

Attending Class (In-Person)

Students must attend every class meeting. Our guiding InTASC Model Core Teaching Standards acknowledge that effective educators do not go it alone. We must engage in professional learning (Standard 9) and discourse (Standard 10) around the needs of our learners to transform today's education landscape. We need schools built on healthy, productive collaboration with all stakeholders. This course seeks to imitate a learning community that is supportive, open-minded, and transformative. This cannot happen if you do not come to class. Showing up really is the first step in building any community. But that's the bare minimum. Don't just show up. Decide what you want to learn; come ready with your questions; be open to sharing your knowledge and lived experiences; challenge your own thinking and your peers.

That said, I understand that emergency situations arise, and we all get sick sometimes. As a matter of professionalism, if you need to miss a class, please do all that you can to contact me ahead of time. You will be required to complete an assignment to make up the missed class. *If absences are deemed excessive, I will recommend that you withdraw from Early Childhood Practicum and complete the course next semester. This may delay your graduation.*

I also want to note that I must complete the Professional Dispositions Assessment (PDA) at the conclusion of the semester. There are questions that pertain to your professionalism, including being present and punctual; taking responsibility for late and/or missed assignments as well as your engagement in our learning community. Missing class and/or assignments will be considered when scoring the PDA. The Office of Field Experience considers these responses when determining your preparedness for student teaching.

Additional Notes on Attendance:

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

You can reach BHSU Student Health Services at 605.642.6520 or 605.642.6406 if the first line is busy.

Attending Class (Online)

For Online attendance, students will be required to submit evidence of their interaction with the weekly content to prove attendance.

Practicum: Complete Set Hours in the Field

The Pre-student must complete the following hours in your 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

All hours must be completed on or before the final day of the semester. The Pre-student is expected to adhere to a mutually agreed-upon schedule, developed in conjunction with the clinical educator (CE). BHSU classes are not to be missed because of the practicum course. Evidence of schedule conflicts must be documented and signed by the CE, BHSU course professor, and ECE 495/795 professor.

Prior to completing any hours, there are tasks the pre-student must complete. The tasks are to be completed during the **“Ramping Up” Stage** during weeks 1 to Week 4 in the semester.

During week 5 to week 9, the pre-student will complete about 25-30 of their hours during the **“Preparing” Stage**. Tasks include observing, shadowing, assisting with direction, co-planning, asking questions, and learning about the students and families. You will have assignments to complete for ECE 495 and ECE 795 during this time.

During week 10 to week 14, you will complete the remaining hours during the **“Co-Teaching” Stage**. During this time, you will be co-planning and co-teaching lessons. You will also engage in reflective conversations with your clinical educator during this time. There are assignments that you and your CE will complete in conjunction with the conversations.

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 (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.

Ramping Up Stage Tasks (Week 1 to Week 4)

Checklist:

- Liability Insurance (NEA)
- Background Check
- Mandatory Reporting Certificate
- South Dakota Code of Ethics
- Clinical Educator Interview
- Time-log

Liability Insurance: All Pre-Student Teaching Practicum students are responsible for having a \$1,000,000 personal liability insurance policy. The policy may be purchased from your insurance agent or through SDEA/NEA at [NEA - Student Enrollment Form Page](#). It is your responsibility to obtain liability insurance. Once you have your insurance email it to Kellie.Hatch@bhsu.edu in the Field Experiences office. If you are a teacher of record, then you can have your principal verify that you have insurance through the school. Any questions about the insurance please contact Kellie Hatch.

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.

Mandatory Reporting Training: Educators have a significant role in advocating for the young people we work with. If we have a concern about a student, we are required to report what is occurring. Given this important role, educators need to be trained annually on mandatory reporting. Please follow the link provided and watch the training video. You will receive a completion certificate that you will upload to D2L.

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

South Dakota Code of Ethics: South Dakota has set forth rules that set forth professional obligations for teachers. You will read through and reflect on these professional obligations and engage in a discussion on D2L.

Interview of Clinical Educator: Once you receive your placement information, your first step is to contact your Clinical Educator and set up a time to meet. During this first meeting, you will complete the "Intern Initial Interview with Clinical Educator" online form. We will discuss this assignment more in class. Additional details are also on D2L.

Time Log: Track your hours completed with the time log. A paper copy with the necessary signatures must be turned in by the end of the semester. Copies are available in the appendix and in D2L.

Preparing Stage (Week 5 to Week 9)

Checklist:

- Observing the Clinical Educator in a School Setting Assignment
- Getting to Know You Assignment

Observing the Clinical Educator in a School-Setting Assignment

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.

Download these two documents (Appendix C & Appendix D) from the D2L and type your responses. *submit your responses in D2L.*

Getting to Know You Assignment

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: 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
- Step 4: Use the information collected to inform the instruction you provide during your field experience.
- Step 5: Download the Appendix E form from the D2L, type your responses and upload in the D2L

Co-Teaching Stage (Week 10 to Week 14)

Checklist:

- Co-plan and co-teach
- Reflect on instruction and student performance
- Engage in conversations with CE about teaching and student engagement
- Set professional growth goals

Co-Plan & Co-Teach (3) Lessons: For 1 credit course, you will teach 1 lesson; 2 credits-2 lessons; 3 credits-3 lessons

This is where you get a chance to try teaching with the full support of your clinical educator. Included in this handbook are different examples of co-teaching models. As you and your CE are co-planning, you will also discuss your comfort level in executing the lesson. This will allow for you two to determine which co-teaching model will best serve you and the students.

You will co-plan and co-teach (3) different lessons, and there are 3 tasks to complete/collect and turn in for each of the lessons:

- Lesson plan using BHSU lesson plan template
 - Download the word document from D2L
 - Submit the lesson plan in D2L
- Clinical Educator Formative Feedback Form
 - The student intern will download word document “Clinical Educator Formative Feedback” from D2L and email the document to the clinical educator to complete (typed document).
 - Submit in D2L
- Student Intern Self-Reflection
 - Record your lesson; watch the lesson and use the evidence to complete the Self-Reflection.
 - You will submit one of your lesson videos to your BHSU instructor rather than scheduling an observation.
 - Download the word document from D2L, type your responses, and submit in D2L.

Clinical Educator Final Evaluation:

The Clinical Educator Final Evaluation is for the clinical educator to reflect on the entirety of your time with them, with their students, school, and community. This gives the Clinical Educator the opportunity to reflect on the strengths you brought, the skills you further developed this semester, and identify next steps. It's important that the clinical educator discuss the final evaluation with the student intern.

- Download the word document, *Clinical Educator Final Evaluation* form from D2L
 - Email the document to the Clinical Educator (*they should type their responses*)
 - Upload the completed document in D2L

Professional Dispositions Assessment (PDA):

Three people complete a Professional Disposition Assessment (PDA):

- the student intern
- the clinical educator
- the university supervisor.

The PDAs are aligned with the InTASC standards. These are submitted online and reviewed by the Office of Field Experience. The PDA can be found here

https://form.bhsu.edu/BH_FieldExperience/PDA.aspx

Appendix A

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.

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.

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?				

THE ATMOSPHERE OF THE CLASSROOM		Yes	No	N/A
Watch and listen to see if your clinical educator does the following:				
a. Treats PK-12 students with courtesy				
b. Has a positive attitude about teaching				
c. Listens to and answers PK-12 students' questions in a positive way				
d. Keeps the PK-12 students on task at all times.				
e. Has activities available for the PK-12 students to work on when they are finished				
f. Encourages a classroom atmosphere in which learning can and does occur				
LESSONS		Yes	No	N/A
Watch a few lessons – Observe both clinical educator and PK-12 student behavior:				
a. Does the clinical educator tell the PK-12 students what they will be learning and why?				
b. Is the PK-12 students' prior knowledge of the subject reviewed before the lessons begin?				
c. Does the clinical educator model what the Pk-12 students are learning?				
d. Does the clinical educator use a variety of teaching strategies?				
e. Do the PK-12 students participate in practice with the teacher?				
f. Does the clinical educator respond positively to all the PK-12 students' questions?				
g. Does the clinical educator ask questions other than "yes" or "no" type?				
h. Do PK-12 students practice independently what was taught during the lesson?				
i. Do PK-12 students review what they have learned at the end of the lesson?				
j. Do PK-12 students seem to be motivated to learn?				
k. Are there any special grouping policies in the classroom, building, or school system?				
l. Is the clinical educator or the PK-12 students using any form of technology to enhance learning?				

MANAGEMENT TECHNIQUES			
	Yes	No	N/A
Your clinical educator will use several techniques to keep participation at a high level, and problems to a low level – Watch to see if he/she:			
a. Uses a variety of techniques			
b. Moves around the room and monitors PK-12 students' progress and behavior			
c. Has a system of rules/consequences			
d. Has a technique for keeping a record of assignments turned in			
e. Consistently applies techniques that prevent problems from occurring			
f. Uses procedures and routines in the operation of the classroom.			
g. Shows evidence of flexibility.			

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 instruction 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 (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 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 K

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 O

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

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

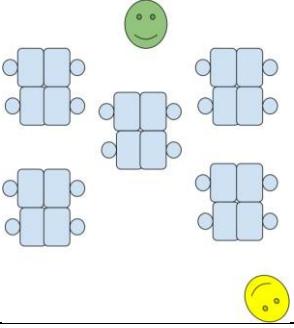
Co-teaching is not a less rigorous internship or easier for interns. It differs from traditional approaches to student teaching in that co-teaching is not one-person solo teaching a subject or period followed by another who teaches a different subject or period. It is not one person teaching while another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

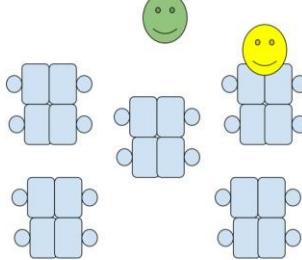
Co-Teaching Strategies

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

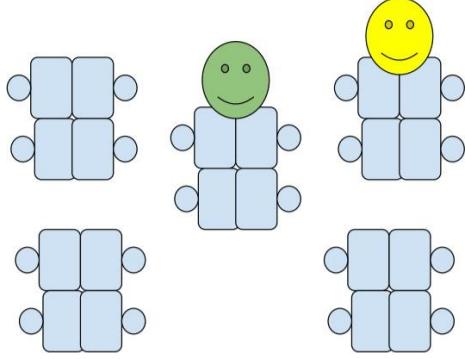
Co-Teaching Strategy 1: One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a *focus* for the observation.

<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>Clinical Educator</p> <ul style="list-style-type: none">Leads lesson co-planning and instruction	<p>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
As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator does the purposeful observations.	

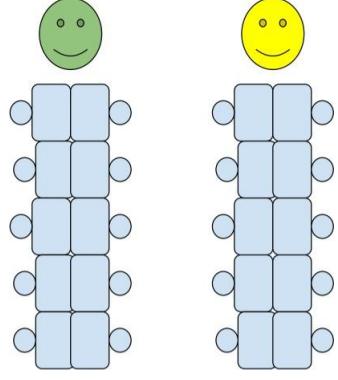
Co-Teaching Strategy 2: One Teach, One Assist – one teacher has primary instructional responsibility while the other teacher assists small groups of students or individuals with their work.

<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>	

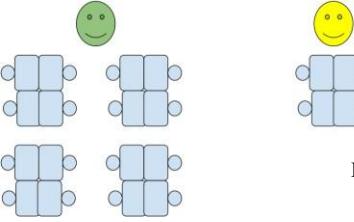
Co-Teaching Strategy 3: Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent workstation will be used.

<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>	

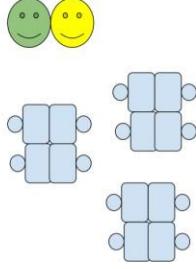
Co-Teaching Strategy 4: Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and may present the lesson using the same teaching strategy.

<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>	

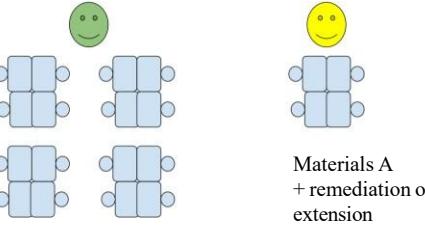
Co-Teaching Strategy 5: Alternative/Differentiated Teaching – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different.

<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.