

BHSU Course Syllabus

EDFN 595, 1 credit hour

Pre-Admission Teaching Practicum

Fall, 2026

Course Duration: August 24, 2026–

December 16, 2026

Course Location: Online

Census Date

1. Last Day to Add/Drop Course without transcript entry – **9/3/2026**
2. Last Day to Drop Course with an automatic “W” – **11/6/2026**
3. IDEA Surveys administered – **11/17th-12/12th**

Instructor’s Contact Information

Instructor: Dr. Mary Anne Fleury

Office Location: Jonas Hall, 230

Office Hours: In person, Mondays, Tuesdays, Wednesdays, from 1:00 p.m.-2:00 p.m., and Fridays from 10:30-11:30. All times will be referred to in Mountain Time. I am also available for Zoom appointments upon request.

Phone Number: 605-642-6329. I prefer email instead of a phone call. Remember to provide your name and course name for easy identification.

Email Address: Maryanne.fleury@bhsu.edu Email is my preferred mode of communication. Always use your Yellowjackets email to contact me. Please do not use a personal email account to send an email as it might go to junk mail, and I will not be able to receive it.

Availability: I will try to answer your questions within 24 hours during the week or within 48 hours over the weekend. You are welcome to leave me a voice mail, but email is a more sure and efficient way of contacting me. Please check the course syllabus, D2L News, and/or post your questions in the General Course Questions discussion area.

General Course Questions: If you have a question, first check your syllabus and your course online for the answer. If you do not find an answer, bring your question to class. If you know the answer, kindly respond.

Prerequisites

NONE

Catalog Description

“Applied, monitored, and supervised field-based experience for which the student may or

may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with Field Experience courses.”

Course Description

The purpose of this course is to provide BHSU students with a field-based, pre-admission teaching experience. This course is delivered online. Forty (40) hours will be completed, during which you will observe elementary, middle, and/or secondary clinical educators. During this time, you will look at the classroom through the lens of the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards (proficiencies new teachers should demonstrate) and explore the many dimensions of each of the standards.

Instructional Methods

The course is online and will be taught via D2L. All necessary resources will be available in the D2L Content Area of the course. These forty (40) hours will involve observing classroom practices and interviewing the clinical educators using assigned discussion questions.

Attendance Policy

This is an online course: however, I'd like communication throughout the semester with you. Forty (40) hours of field experience are required. You are expected to adhere to a mutually agreed upon schedule, developed in conjunction with your clinical educators.

Course Goals

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 K-12 school environment, and 3) enable BHSU students to determine for themselves whether teaching is the profession they choose to enter.

BHSU Student Learning Outcomes

The BHSU student will identify classroom management procedures and practices.

Standards: InTASC #3; ARSD 24:16:07:01 (4)

Assessment: Reflective Writing

The BHSU student will observe and analyze a variety of instructional strategies.

Standards: InTASC #8; ARSD 24:16:07:01 (3)

Assessment: Reflective Writing

The BHSU student will observe and discuss how all students learn and develop and how learning opportunities are adapted to diverse learners.

Standards: InTASC # 1 and #2; ARSD 24:16:07:01 (1)

Assessment: Reflective Writing

The BHSU student will reflect on pre-admission teaching practicum experiences and

evaluate his/her decision to enter the profession of teaching.

Standards: InTASC #9; ARSD 24:16:07:01 (7)

Assessment: Reflective Writing

Emergency Notification

In the event of an emergency arising on campus under BOR Policy 7.3, your Regental Home Institution will notify the campus community via the [emergency alert system](#). It is the responsibility of the student to ensure that their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

If we are unable to come to campus to meet for class, please check BHSU Website immediately. D2L and Zoom will be used for class meetings and class discussion will take place on the discussion board. If BHSU is in session, your attendance and participation will be expected regardless of method course delivery.

Acceptable Use of Artificial Intelligence in the Classroom

As learners, we have a responsibility to critically think through problems and potential solutions. AI can be used as a tool; however, you need to practice your critical thinking skills. AI cannot tell what your beliefs and values are.

Note that AI tools can/will produce false, biased, or misleading information. It is always your responsibility to verify any information you include in submitted work.

In this class, you are welcome to use Generative AI, to experiment with, while exploring class content and to generate ideas or other materials as you prepare assignments.

However, there are three conditions I expect students to follow:

1. Use it only when it supports your learning; not when it robs you of useful practice. I want you to learn from class activities, and that's not going to happen if generative AI does all the thinking for you.
2. If AI is used, explain how you used AI and what tool you used on every submission. Just add a brief paragraph saying what you used and for what.

Use of undocumented or falsely documented AI will be considered Academic Dishonesty and will be reported as a violation of the Student Code of Conduct.

Freedom in Learning

Under the Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of

opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their home institution to initiate a review of the evaluation.

ADA Statement

Black Hills State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible. Contact Jennifer Lucero, Coordinator, at Jennifer.Lucero@bhsu.edu or by phone at (605) 642-6099. The office is in the E.Y. Berry Library, Second Floor, Room #240. Additional information can also be found at the [Disability Services | Black Hills State University](#) webpage.

Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution's Office of Disability services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded.

Academic Dishonesty and Misconduct

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. The Regental Institution's policy and procedures on cheating and academic dishonesty can be found in your home institutions Student Handbook and the governing Board of Regents policies can be found in the [Student Code for Academic Conduct BOR Policy 2.9.2](#) and the [Student Code of Conduct BOR Policy 3.4.1](#). The consequences for cheating and academic dishonesty are outlined in policy.

Please note that artificial intelligence (AI) tools, such as Chat GPT, do not support originality, and they interfere with academic rigor. ***While I do not object to using Chat GPT to find information or investigate topics, I expect the written work you hand in to reflect your own thoughts and intellect, and I expect you to have written the sentences and paragraphs that you submit. I will not accept work that is more than 10% generated by an AI tool.*** Also, know that a great deal of information generated by AI tools is inaccurate, so double check all info you find in an AI tool with other sources.

Acceptable Use of Technology

Acceptable Use of Information Technology Resources: While Regental Institutions strive to

provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to the technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty and staff should observe all relevant laws, regulations, BOR Policy 7.1, and any institutional procedural requirements.

Course Evaluation

Grades will be based on a percentage of the total points possible. See course requirements below for point distribution.

A = 90% - 100%

B = 80% - 90%

C = 70% - 80%

D = 60% - 70%

COURSE REQUIREMENTS:

Submit through D2L:

- | | |
|--|------------|
| 1. 1 st Reflective Paper on the ten InTASC Standards on pages 5-6 | 200 points |
| 2. Clinical Educator Interview Sheet on pages 11-12 | 1 point |
| 3. Practicum Planning Form on page 13 | 1 point |
| 4. Time Log on page 14 | 1 point |

*Highlighted assignments are not required for those who are working full-time as a teach and/or have the 40 hours of observation waived due to your previous experience in the classroom. Make sure to still submit a document to the dropbox, which states that your hours are waived.

All requirements are due as listed in the syllabus. However, based on when you are placed, due dates are flexible. If a placement comes later than expected, make sure to stay in contact with the instructor.

COURSE DUE DATE:

SUNDAY, December 6:

Reflective Paper on the TEN InTASC Standards Due through D2L

All assignments must be submitted by this due date; however, it is encouraged that you do not procrastinate, and you should submit your assignments as you complete them.

Procedures for Contacting School/Clinical Educator:

1. Call your school as soon as you are placed. Tell the secretary who you are and that you are in the Pre-Admission Practicum and are working with [clinical educator's name]. Ask for contact info (e-mail, phone, etc.) and then contact your clinical educator.
2. Set a date for an initial visit and negotiate classroom observation dates and times with your clinical educator. Complete Practicum Planning Form.
3. Be sure to check in at the office at the beginning of each visit.

4. Be pleasant, courteous, and professional at all times. You are making your first impression on people in the field of education. Dress professionally.

Tips for Creating a Positive Field Experience:

1. Be genuinely enthusiastic and curious about teaching as a possible profession.
2. Show interest when talking with and listening to the clinical educator and K-12 students.
3. Cooperate with the clinical educator, helping as asked, accepting direction, and being dependable.
4. Take time to chat with the school secretaries, principal, and custodian about their roles and jobs within the school structure.
5. Be punctual and in the classroom when the clinical educator expects you.
6. Remember that confidentiality is imperative.
7. Follow PK-12 students out to other rooms, such as the library, computers, music, etc. if possible. Coordinate these visits with your clinical educator.
8. Do not chew gum, eat candy or in any other way violate school rules.
9. **Leave all cell phones off while in the class room.**
10. Do not be critical or judgmental. Avoid giving suggestions to your clinical educator!
11. Do not be left alone in the classroom with K-12 students.
12. Participate in all events and duties that your clinical educator attends, if possible.
13. Ask to see teacher, PK-12 student, and/or parent handbooks, as well as school calendar.
14. **If there is a substitute, stay! The substitute can sign the time log.**

DESCRIPTION OF REQUIREMENTS for REFLECTIVE PAPER

Reflective Paper – 200 points **Paper due December 6**

While in your placements, you will be asked to record observational notes during each of your classroom visits. Based on these notes and your interview and discussions with your clinical educator, you will write a four to six page, double-spaced, final reflective paper at the conclusion of your placement. The Reflective Paper must demonstrate that you know the ten InTASC Standards and are able to understand good practices when you observe them in classrooms. Use the information you gathered through your observations and discussions with your clinical educators.

1. **Begin** the paper with a short description of the school and the classroom, detailing the name of the school, the name of the clinical educator, the grade level and subject.
2. The majority of the paper should **address all ten InTASC standards as described on pages 7 – 10 of your syllabus**. For each InTASC standard, **first** describe what the standard is *in your own words*. **Second**, give specific examples of each standard based on your discussions, your clinical educator interview and field experience observations.
3. **End** the paper with your own personal and professional conclusions. Include reactions to each experience and the implementation of the standards. *In addition*, discuss what you have learned overall about teaching based on your time in the

classroom and what you have learned about the ten InTASC standards overall as they relate to your future career as a teacher.

If you received approval for experiential substitution and some or all of your hours were waived, the paper will be based on your previous experiences.

NOTE: Use Times New Roman, 12 point, Double Space

Evaluation Guide for Reflective Paper

A: 90—100	The reflective paper is clear, precise and documents and references all ten InTASC Standards. Terms and observations are recorded correctly. The paper analyzes issues and concepts, distinguishes relevant examples and is focused. Correct spelling, punctuation, grammar, and proper sentence structure are present. It is a well written, professional reflection.
B: 80—90	The reflective paper is generally well written and references all ten InTASC standards, yet may need organization to focus. It typically uses theoretical terms and concepts; however, may lack relevant examples in some standards. The paper shows originality, knowledge, and sincerity. In addition, there may be minimal mechanical errors in spelling, grammar, punctuation or sentence structure.
C: 70—80	The reflective paper is a fair summary of your understanding of all ten InTASC standards; however there are some problems matching examples to standards causing the reader to be confused or the definitions provided are incorrect, incomplete or not in your own words. There may be several mechanical concerns with spelling, punctuation, grammar, and sentence structure.
D: 60—70	The reflective paper contains many problems matching examples to the standards, which are not always summarized correctly impeding the reader's ability to comprehend your understanding of the standards. There may be many problems with spelling, punctuation, grammar and sentence structure.
F: less than 60	The reflective paper contains incorrect and/or incomplete descriptions of the ten InTASC standards and extensive problems with matching specific examples to the standards. There are numerous errors in grammar, punctuation, spelling and sentence structure which interfere with the reading of the paper, making it difficult to comprehend.

Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Suggestions for Observation Notes

InTASC 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.

How does the teacher...

- demonstrate understanding the developmental needs of the students?

- provide multiple opportunities for students to assume responsibility for and be actively engaged in their learning?
- help students make connections between new learning and students' prior knowledge?
- provide learning experiences that are developmentally appropriate?
- **Think about** who formulates the questions in the classroom: teachers, students, or both. What is the typical teacher/student interaction in the classroom? Is the variety of students' multiple intelligences taken into account in instruction and class assignments? What do these things imply about the relationships between teachers and students in the classroom?

InTASC Standard 2: Learner 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.

How does the teacher...

- design instruction appropriate to each learner's learning styles, strengths, and needs?
- adjust instruction to accommodate the needs of all students (time and circumstance of work, tasks assigned, communication, and response modes)?
- select instructional strategies that provide appropriate learning opportunities for all students?

Think about what the teacher does to help struggling and advanced students. How does the teacher meet the needs of students in ways that are useful for the students? What accommodations are made to teaching and learning? Are they adequate for the student? What do the accommodations made by the teacher suggest about their beliefs about all students' abilities to learn?

InTASC Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

How does the teacher...

- use clear procedures and expectations to help students take responsibility for their own and others' learning and interactions?
- use student interests, give students choices, and lead students to ask their own questions in the classroom?
- manage student behavior and implement rules and procedures?
- manage time and materials in a way that is conducive to learning?
- make adjustments to the classroom to enhance student relationships, motivation, and learning?

Think about the physical arrangement of the school and classroom. What does it suggest about the school's/classroom's environment and the relationship between adults and students? Describe the classroom's social environment: cohesiveness, diversity, formality, pace of learning, favoritism, cliquishness, satisfaction, apathy,

competitiveness, and authoritarian or democratic atmosphere. What are the classroom routines and rules? How and by whom were they decided? What does this imply about teacher and student relationships in the classroom? How are students grouped for instruction? What seems to be the basis for the grouping? What assumptions about learning does the grouping pattern reflect? What beliefs, values, attitudes, and behaviors does the grouping pattern promote in students?

InTASC Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) taught and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

How does the teacher...

- demonstrate understanding of the content being taught?
- encourage students to look at ideas from varying perspectives?
- refer to other content areas to help students make connections?

Think about who decides what is taught in the classroom. Are students encouraged to accept or to question the views expressed in their textbooks? Of the views expressed by their teachers? Of their own views and those of other students? What does this suggest about the source(s) of authority in the school?

InTASC Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

How does the teacher...

- model effective communication for students?
- provide support for students' speaking, writing, and other media?
- use a variety of media communication tools to enrich learning opportunities?
- demonstrate culturally- and gender-appropriate communication with all students?

Think about who does most of the talking in the classroom. Do students listen to each other as attentively as they do to the teacher? Do the students address most of their statements/questions to the teacher or other students? What does this imply about the relationship between teacher and students in the classroom?

InTASC 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.

How does the teacher ...

- select, construct, and use assessment strategies appropriate to learning outcomes?
- use a variety of informal and formal strategies to make choices about how to adjust instruction?
- get learners involved in self-evaluation and use information about students' experiences, needs, learning behaviors?

Think about if/how the teacher knows if students are indeed learning. What tools are used to assess student learning? What assumptions are made about student learning by

using these assessments? How does the teacher use assessment data to inform what is done next with each student? What does this suggest about the teacher's view of the relationship between assessment and student learning?

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

How does the teacher...

- plan lessons and activities to address varied learning styles and needs?
- adjust plans to respond to unanticipated occurrences or student needs?
- develop short- and long-term plans?

Think about the emphasis the teacher places on lesson plans. How are they done? In what format? Why? What does this imply about the importance of being prepared for each class?

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

How does the teacher...

- use different teaching and learning strategies (variety of visual presentations/explanations) to encourage critical thinking and problem solving?
- assume different roles (instructor, facilitator, coach, audience) to accommodate learner needs?

Think about if there is a focus on a single correct answer or on a number of possible answers or strategies to arrive at an answer? Who or what is the source of authority in the classroom? Are varied teaching strategies used?

InTASC 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.

How does the teacher...

- use classroom observation for evaluating the outcomes of teaching and learning and as a basis experimenting with, reflecting on, and revising practice?
- use professional literature, colleagues, and other resources to support self-development as a learner?
- actively share and seek feedback both within and outside the school to reflect on practice?
- grow and develop professionally and model professionalism?

Think about whether the teacher works well with colleagues and reflects on lessons taught? How does this reflection cycle impact instructional practices? What does this imply about the value the teacher places on personal improvement as an educator?

InTASC 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.

How does the teacher...

- participate in a professional learning community?
- work with counselors, other teachers, community professionals, etc. to support student learning?
- seek to establish communication and cooperative partnerships with parents/guardians to support students' learning and well-being?
- advocate for students?
- show professionalism?

Think about how the teacher interacts with parents. Is the communication one-way only (teacher-to-parent) or is input welcomed from parents? Are parents viewed positively by the teacher? What assumptions does the teacher make about parents and the students' home lives? What does this imply about the teacher's beliefs about parents and their ability to support their children? How does this impact the teacher's ability and desire to support all students? How does this impact the teacher's expectations for student achievement?

Clinical Educator Interview

You are required to interview your clinical educators (K-12 teachers). During the first few hours of each placement, set up a time for an interview with each clinical educator and ask the questions below. By conducting the interview during the first few hours, it should help you to look for and identify the standards during your observations. Use the knowledge you gain through this interview to help you complete your reflective papers. At the conclusion of the interview, have your clinical educators sign the Clinical Educator Interview Sheets found on page 12 of the Clinical Educator Handbook. These sheets are to be turned in for credit.

Interview Questions for the PK-12 Clinical Educator

1. Learner Development - How do you meet the developmental needs of all the different learners in your classroom? (InTASC 1)
2. Learning Differences - What types of diverse learners do you have in your classroom? How do you adjust your instruction to accommodate the learning differences of the learners in your classroom? (For example: Special Needs Students, Gifted, ELL, etc.) (InTASC 2)
3. Learning Environments - How do you create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation? How do you manage student behavior and implement rules and procedures? (InTASC 3)
4. Content Knowledge - What is the most important content you teach your students? How do you decide what to teach and how to teach it? (InTASC 4)

5. Application of Content - What strategies do you use to encourage communication in your classroom? How do you use technology to help you communicate ideas to learners? How do you engage your students in critical thinking and collaborative problem solving? (InTASC 5)
6. Assessment - What data do you collect about student learning in your classroom? How do you use that data/evidence to guide your instructional practices and improve student learning? What tools are used to assess student learning? (InTASC 6)
7. Planning for Instruction - Describe your process for long-term and short-term lesson planning. Do you plan collaboratively with your colleagues? (InTASC 7)
8. Instructional Strategies - What different kinds of instructional strategies do you use that help foster your learners' critical thinking and problem-solving abilities? (InTASC 8)
9. Professional Learning and Ethical Practice - Describe how you use reflection as a way to improve your practice as a professional. What professional literature do you read to stay current with the teaching profession? (InTASC 9)
10. Leadership and Collaboration - How do you foster relationships with colleagues, parents, and the community? (InTASC 10)
11. Why do you teach?
12. What is the best thing about teaching, in your view?
13. What is the most frustrating thing about teaching?
14. What advice do you have for me as a BHSU student?

Interview Questions for the PK-12 Clinical Educator

1. Learner Development - How do you meet the developmental needs of all the different learners in your classroom? (InTASC 1)
2. Learning Differences - What types of diverse learners do you have in your classroom? How do you adjust your instruction to accommodate the learning differences of the learners in your classroom? (For example: Special Needs Students, Gifted, ELL, etc.) (InTASC 2)
3. Learning Environments - How do you create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation? How do you manage student behavior and implement rules and procedures? (InTASC 3)
4. Content Knowledge - What is the most important content you teach your students? How do you decide what to teach and how to teach it? (InTASC 4)
5. Application of Content - What strategies do you use to encourage communication in your classroom? How do you use technology to help you communicate ideas to learners? How do you engage your students in critical thinking and collaborative problem solving? (InTASC 5)
6. Assessment - What data do you collect about student learning in your classroom? How do you use that data/evidence to guide your instructional practices and improve student learning? What tools are used to assess student learning? (InTASC 6)
7. Planning for Instruction - Describe your process for long-term and short-term lesson planning. Do you plan collaboratively with your colleagues? (InTASC 7)
8. Instructional Strategies - What different kinds of instructional strategies do you use that help foster your learners' critical thinking and problem-solving abilities? (InTASC 8)
9. Professional Learning and Ethical Practice - Describe how you use reflection as a way to improve your practice as a professional. What professional literature do you read to stay current with the teaching profession? (InTASC 9)
10. Leadership and Collaboration - How do you foster relationships with colleagues, parents, and the community? (InTASC 10)
11. Why do you teach?
12. What is the best thing about teaching, in your view?
13. What is the most frustrating thing about teaching?
14. What advice do you have for me as a BHSU student?

Signatures below verify that the BHSU student and clinical educator have met and discussed the questions above.

Clinical Educator Signature

Date

BHSU Student Signature

Date



EDFN 595 Practicum Planning Form

Use this template to plan the dates during which you will complete your practicum hours.

Contact Information for Each Placement			
Candidate Name:		Clinical Educator Name:	
School:	Content:	Grade Level(s)	Others:
School Phone #:	Clinical Educator email: _____ Candidate email: _____		
Introduce Yourself			
I met the school administrator or designee on (date) _____		Signature from the school administrator or designee _____	
I have a school handbook and reviewed it: yes no		I have a school calendar: yes no	
The school day begins at _____		The school day ends at _____	
Did you have to do a school orientation or training required by the school district? Yes No (This is usually for students placed in Spearfish Middle School and Rapid City Area Schools)		Date:	
Tentative Schedule			
My practicum is _____ hours ELED 495 is 6 to 7 weeks: Calendar provided		I plan on starting my practicum hours on _____	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	
Date and Time:		Date and Time:	

EDFN 595: PRE-ADMISSION TEACHING PRACTICUM

Time Log

BHSU Student Name _____ Semester/Year _____

School _____ District _____

Clinical Educator _____ Grade Level/Subject _____

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

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

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

K-12 Clinical Educator Signature

Date