COLLEGE OF EDUCATION

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

ELED 495
Pre-Student Teaching Practicum
Fall 2025

Student Intern Handbook and Syllabus

BLACK HILLS STATE UNIVERSITY

https://bhsu.edu/university-resources/field-experience.html

"The Mission of the College of Education is to prepare competent, confident, and caring professionals."

INTRODUCTION

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

The **Pre-Admission Teaching Practicum** is designed to: 1) provide BHSU students with opportunities to observe school classrooms from a teacher's perspective, 2) acquaint the BHSU student with students in a PK-12 school environment, and 3) enable BHSU students to determine for themselves whether teaching is the profession they choose to enter. The Pre-Admission Teaching Practicum requires BHSU students to spend a total of 40 hours at two levels to observe classroom practices as assigned by the clinical educator.

The Pre-Student Teaching Practicum is designed to involve the BHSU student with basic teaching duties/responsibilities with diverse PK-12 students. During that time, they observe, assist the clinical educator, and tutor PK-12 students as assigned by the clinical educator. BHSU students plan and teach lessons in all core content. The Pre-Student Teaching Practicum usually occurs during the semester immediately preceding the student teaching internship.

The **Student Teaching Internship** is the culminating field experience activity. It is designed to provide BHSU students with an opportunity to assume the full responsibilities of a classroom teacher under the supervision of a clinical educator and a university supervisor. This experience varies depending upon major(s). In most instances, the Student Teaching Internship is 16 weeks (600 hours) in duration. During this time, the BHSU student will gradually assume all duties/responsibilities of the clinical educator. (BHSU students with more than one major must do at least 10 weeks of student teaching in each major area to be certified in South Dakota.)

The Professional Teacher Preparation Program at Black Hills State University is designed to provide a variety of field experiences for you, as a prospective teacher. These experiences, coordinated with course work, provide you with the education and experience necessary to develop as a competent, confident, and caring educator.

GLOSSARY

Clinical Educator	PK–12 Classroom Teacher; previously known as Clinical Faculty or Cooperating Teacher
PK-12 Students	All students/learners in PK-12 classrooms
PLT	Principles of Learning and Teaching

BLACK HILLS STATE UNIVERSITY
PROFESSIONAL TEACHER PREPARATION PROGRAM

Student Handbook
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BLACK HILLS STATE UNIVERSITY
PROFESSIONAL TEACHER PREPARATION PROGRAM

MISSION STATEMENT

The Mission of the College of Education is to prepare competent, confident, and caring professionals.

Competent *graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.*

Graduates exhibit ***confidence*** *in their ability to positively affect student learning, behavior and motivation.*

Caring *graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.*

GENERAL INSTRUCTIONS

This field experience requires you to complete a series of activities. These activities are focused around observation, interpersonal relations, lesson planning and teaching. You need to keep track of your field experience hours and document them on the Field Experience Hours Documentation Form. You will not receive credit for your field experience hours unless they are documented on this form. Also, upon completion of your Pre-Student Teaching Practicum, your clinical educator must complete an evaluation form that indicates your performance (see Clinical Educator Handbook). This form must be returned to the instructor, who will in turn forward it to the Office of Field Experiences. **You will only be allowed to student teach when all course requirements are successfully completed and when all forms are in your file in the Office of Field Experiences.**

BACKGROUND CHECK AND LIABILITY INSURANCE

All BHSU Pre-Student Teaching Practicum students will need to submit to criminal background checks. It is your responsibility to obtain the background check, pay for the criminal background check and forward the background check to the school district in which the field experience is being completed. The exact procedure will vary from school district to school district. It is your responsibility to find out what the procedure is for your school district. This procedure should be started immediately after finding out where you are placed for this practicum. Criminal background checks typically take 7 – 10 days to process.

All BHSU Pre-Student Teaching Practicum students will also be responsible for having a $1,000,000 personal liability insurance policy. It may be purchased from your insurance agent or through SDEA/NEA simply by joining the organization at www.neastudents.org. It is your responsibility to obtain this liability insurance and provide documentation to the ELED 495 instructor prior to beginning your field experience or the Office of Field Experiences.

PRE-STUDENT TEACHING PRACTICUM PROSPECTIVE TEACHER'S RESPONSIBILITIES

During the first visit, you should share the contents of this handbook and their handbook with your clinical educator. During this experience you must meet the following requirements:

1. OBSERVING: You should observe the classroom, lessons, technology use, and discipline techniques. In addition, during the semester, you will observe family conferences to learn how to plan, prepare, conduct, and reflect about conferences with families.

2. ASSISTING: When you are not teaching a lesson, tutoring, or observing, you should work as a teacher's assistant to develop a sense of the duties and responsibilities of a teacher. Move and Help!

3. TUTORING: When you are not teaching a lesson, working as a teacher's assistant, or observing, you should be working with PK-12 students who need extra assistance, during class, before or after school.

4. TEACHING: You will develop and present (at minimum) three lessons (developed in your methods' block courses) for evaluation by your Clinical Educator and your professor. Your Clinical Educator will use the T-Charts found in their handbook for evaluation. Two of your three lessons must incorporate technology. The evaluation process, lesson plan development, teaching, and reflection are to prepare you for student teaching and your future as an educator.

5. REFLECTING: You will work alongside the Clinical Educator to debrief and reflect on the following: lesson planning, content knowledge, instructional delivery, learning activities, student engagement, assessment of learning goals and targets, differentiation, classroom management, relationship building, and professionalism. There may be more opportunities for reflection, but the above elements of teaching represent critical areas for reflection during this semester. You are required to complete (at minimum) 3 self-reflections after you teach a lesson, and you will use the T-Charts found in this handbook. In Field 3, you will complete a formative reflection assignment (Assignment 5) using InTASC and Charlotte Danielson criteria for effective teaching. This involves video recording and analysis of your planning and teaching followed by reflection for next steps.

6. DOCUMENTING HOURS: You are required to document the weeks you spend completing your Pre-Student Teaching Practicum using the forms found in this handbook. ***The clinical educator must initial and sign this form to verify the number of hours spent in the classroom.***

7. OTHER DUTIES: You should complete other duties as assigned by the clinical educator. Other duties required by the clinical educator **may** include some of the following:

    - Observe the administration of a test and help score the tests
    - Attend faculty meetings
    - Discuss professional organizations and the benefits of becoming a member
    - Discuss discipline problems and solutions/strategies
    - Complete a "mock" job interview with the building principal
    - Discuss lesson plan format used in school and how the lesson plans are monitored/evaluated
    - Acquire and study the school's handbooks for both faculty and the PK-12 students
    - Discuss individual learning styles and the needs of PK-12 students
    - Discuss assessment (portfolios/grades) practices with the clinical educator
    - Discuss the teaching and administrative uses of technology
    - Assist clinical educator or PK-12 students with technology-based projects

8. ELED 495 ASSIGNMENTS:

- Assignment 1: Professional Practices (10 points)
- Assignment 2: Classroom Observation (15 points)
- Assignment 3: Student Knowledge (20 points)

- Assignment 4: Differentiation (20 points)
- Assignment 5: Lesson Plan Portfolio (45 points)
- Assignment 6: Family/Guardian Conference Observation (20 points)
- Class Activities – Participation Points (30 points)
- Turn in Your Practicum Forms (15 points)
  Documentation Hours Signed by Clinical Educator
  Pre-Student Teaching Evaluation Forms – 3 evaluations for 3 lessons
  Pre-Student Teaching Practicum Final Evaluation by Clinical Educator
  Complete and Submit Your PDA Self-Evaluation Online

BLACK HILLS STATE UNIVERSITY
COLLEGE OF EDUCATION
SPEARFISH, SD 57799

Course: ELED 495 – Pre-Student Teaching Practicum **Credits:** 2
Class Meetings: BHSU Spearfish: Tuesdays 9:30-12:20; BHSU Rapid City: Thursdays 1:00-3:50

Last Day to Add/Drop Course without a Transcript Entry – September 4
Last Day to Drop Course with an automatic "W" – November 7
IDEAS Surveys Open – November 18-December 7

Instructor:	Dr. Sydney Haugland, BHSU Spearfish Office: Jonas 227
Office Hours:	Mon/Wed at 11:00; Tue/Thurs at 8:15; by zoom and appointment
Phone:	605-642-6697
Email Address:	Sydney.Haugland@bhsu.edu
Course Delivery:	Face-to-Face

CATALOG DESCRIPTION

"Applied, monitored and supervised, field-based learning 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

This supervised field experience provides the students with direct experience in the classroom. The experience includes both observation and teaching. Students teach three lessons, which may or may not be co-taught with the clinical educator member, during this practicum. This class also meets on campus for discussion of the field experience, best practices, reflection, and student success.

COURSE GOALS

This course is designed to provide students with final preparatory experiences for their student teaching. Class sessions conducted at the university provide students with the opportunity to prepare for their field visits and also the opportunity to discuss those same experiences. This course provides pre-service teacher candidates (interns) with the opportunity to acquire knowledge relative to classroom practice and to demonstrate that knowledge through actual classroom teaching.

PREREQUISITE

Admission to Teacher Education

COREEQUISITE

Enrolled in all methods classes referred as Elementary Methods Block

TEXTS

No required purchases for this course. Readings, videos, and other course material will be provided through D2L.

STUDENT LEARNING OUTCOMES

1. By the end of this course, students will be able to evaluate classroom practices as they relate to the law and be able to explain the South Dakota Professional Code of Ethics.
   Standards: InTASC #9; ARSD 24:53:04:06
   Assessment: Professional Practices, Discussions, Lesson Reflections

2. By the end of this course, students will be able to reflect on teaching experiences, both personal and observed, citing areas of strength and weakness, increasing professional growth and development.
   Standards: InTASC #9; ARSD 24:53:04:06
   Assessment: Lesson Reflections; Discussions; Draft of Professional Growth Plan (Student Teaching)

3. By the end of this course, students will be able to identify and demonstrate specific elements of a positive learning environment including environmental factors that affect learning in the classroom, classroom management strategies, motivational techniques, and implementation of rules and procedures.
   Standards: InTASC #3; ARSD 24:53:04:06
   Assessment: Classroom Observation, Lesson Reflections, Student Knowledge, Discussions

4. By the end of this course, students will be able to identify and evaluate how students' families and cultures impact classroom management and motivation.
   Standards: InTASC #2 and #3; ARSD 24:53:04:06
   Assessment: Lesson Reflections, Family Conference Observation, Student Knowledge, Discussions

5. By the end of this course, students will be able to identify and reflect on strategies used to differentiate instruction to meet the needs of PreK-8 students.
   Standards: InTASC #2 and #8; ARSD 24:53:04:06
   Assessment: Data-informed Instructional Design and Differentiation, Lesson Reflections, Discussions

INSTRUCTIONAL METHODS

The course will include class sessions with the professor and field experience in an elementary or middle school setting. During the field experience, students will observe and assist the classroom teacher. In addition, they will co-plan, co-teach and co-assess lessons. The university class sessions will be devoted to the discussions of field experience, student knowledge to guide instructional approaches and supports, family engagement, the Danielson framework, instructional design and best practices in education. Topics will be investigated through observation, field experience, lectures, discussion, small group activities, and whole class activities.

COURSE EVALUATION

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

A=92%-100%	160 –175 points
B=84%- 91.9%	147 –159 points
C=76%-83.9%	137 –146 points
D=70%-75.9%	
F= 00%-69.9%	

COURSE REQUIREMENTS

Assignment 1: Professional Practices (10 points)
Assignment 2: Classroom Observation (15 points)
Assignment 3: Student Knowledge (20 points)
Assignment 4: Differentiation (20 points)

Assignment 5: Lesson Plan Portfolio (45 points)
Assignment 6: Parent Teacher Student Conference Observation (20 points)
Class Activities – Participation Points (30 points)
Turn in Your Practicum Forms (15 points)

- Documentation Hours Signed by Clinical Educator
- Pre-Student Teaching Evaluation Forms – 3 evaluations for 3 lessons
- Pre-Student Teaching Practicum Final Evaluation by Clinical Educator
- Complete and Submit Your PDA Self-Evaluation Online

ATTENDANCE POLICY, PARTCIPATION AND PROFESSIONALISM

Please take the time to prepare for class, join us ready to participate, and engage in this work. Have all assignments submitted on time and take pride in your work. Respect the privacy of the school district you are working in as well as all staff, students, and families in the school district and those of us here at BHSU. As a pre-student teacher intern, professional dispositions are reviewed and evaluated at the end of this course and all Methods courses. For clarity on these dispositions, please see the Professional Dispositions Assessment at the end of this handbook or online at the Field Experience site. **Assignments are due on the date provided at the beginning of the semester.** In order to receive a final grade, all course material must be turned in. During the week of BHSU classes, you will follow the BHSU calendar. During the weeks in the field, you will follow the school district's calendar.

Class Attendance Policy

I record daily attendance. *In general, enrollment in a class implies the responsibility for attending each class session.* As a BHSU student in the Elementary Methods Block, regular attendance is essential as we only meet 9 times for class. **Teacher candidates will be allowed to make up graded work if an absence is due to participation in university sponsored activities or an extenuating circumstance (such as a severe illness). Instructors should receive prior notice of any absence.** Complete a **"Leave of Absence"** form online for any absence.

All scheduled hours of field experience are required. It is expected that teacher candidates will notify their clinical educator if they are going to be late or absent prior to the scheduled time of arrival and submit a **"Leave of Absence"** online. Note: When notifying the clinical educator, a teacher candidate 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 teacher candidate is unable to contact the clinical educator, the student must continue calling the school until someone is reached. Leaving a phone message, e-mail, and/or text message is not considered notifying the clinical educator. **Confirmation Needed**

When you are scheduled to be on campus for class or scheduled to be in the field, you <u>may not</u> submit a "Leave of Absence" to substitute for your clinical educator. You have not completed all the coursework in your program to substitute for your clinical educator during the pre-student field experience.

To protect the health and safety of their classmates, students who 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.

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.

- If you are unable to attend a class or course activity, you should take the following steps.

- Notify instructors in advance of the absence or inability to participate if possible.
- Monitor your symptoms. Call BHSU Student Health Services - at 605.642.6520 or 605.642.6406 if the first line is busy.
- Participate in class activities and submit assignments electronically to the extent possible and as directed by the instructors.
- Work with your instructors to reschedule exams, labs, and other critical academic activities when it is necessary.

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.

Academic Dishonesty/Plagiarism
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 institution's Student Handbook and the governing Board of Regents policies can be found in BOR Policy 2.9.2 and BOR Policy 3.4.1. The consequences for cheating and academic dishonesty are outlined in policy.

Accessibility 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: http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services

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

Freedom in Learning
Under 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.

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.

Artificial Intelligence

As technology continues to evolve at an unprecedented pace, you may find yourself interested in utilizing AI tools like ChatGPT to enhance your learning experience. You may use technology in this course, and you must not engage in any form of academic misconduct such as plagiarism, cheating, or misrepresentation of work. Any use of AI tools in this class should be appropriately cited and acknowledged. I recommend you use APA Style Blog's guidance on citing ChatGPT and other AI (apastyle.apa.org/blog/how-to-cite-chatgpt).

AI is not a substitute for critical thinking or academic rigor; rather, it should be used as a tool to complement and enhance one's analytical skills.
Be mindful that AI tools have their limits:

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

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

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

TENTATIVE COURSE SCHEDULE: ELED 495 – Fall 2025

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Class Session	Topics	BHSU In-Class Learning Activities	Progress Check
Session One	Overview of Course Materials Charlotte Danielson Framework, Domain 4: Professional Practices	Charlotte Danielson Overview Discovery Domain 4 Reading Jigsaw Introduce Assignment 1 and Assignment 3	Assignment 1: Mandatory Reporting Training Field Office Requirements: • Background Check • NEA Liability Insurance DUE • CE Interview

Session Two	Charlotte Danielson Framework, Domain 1: Planning and Preparing
	
	Field Experience Preparation – Evaluation Measures
		Domain 4 Review and Six Word Synthesis – PLC
		
		Domain 1 Planning and Preparing
		- Student Factors
		- ACEs
		- Academic, Social, Emotional, and Physical
		- Family Engagement
		- Review Assignment 3
		  - "Getting to Know You" Activities and Artifacts Roundtable
		  - Review Assignment 3
		Domain 2 Learning Environment
		  - Introduce Assignment 2
		Collaboration and Professionalism
		  - Professional Disposition Assessment Self-Reflection
			Preparation for the Field
			• Field Hours
			• CE Handbook
			• Assignment 2 and 3

Field One			
Session Three	Charlotte Danielson Framework, Domain 1: Planning and Preparing Charlotte Danielson Framework, Domain 2: Classroom Environment Assignment 2	Field Highlights Domain 2 Classroom Environment – PLC - Recap using Assignment 2 Domain 1 Planning and Preparing - MTSS - Student Knowledge Assignment 3 – in class analysis using Field 1 data	Assignment 2 Due

Session Four	Domain 3 Classroom Instruction	Domain 3 Classroom Instruction PLT Case Study Universal Design for Learning - Formative Assessments - Data-informed Instruction - Student Success Criteria - KUD - Accessibility - Differentiation Co-Teaching Family/Guardian Conferences Assignment 6	Assignment 3 Due

Session Five	Domain 3 Classroom Instruction
	
	Universal Design for Learning
	
	Co-teaching
		Domain 3 Classroom Instruction
		
		Universal Design for Learning
		- Formative Assessments
		- Data-informed Instruction
		- Student Success Criteria
		- KUD
		- Accessibility
		- Differentiation
		
		Co-Teaching
		
		Family/Guardian Conferences
		Assignment 6
			Preparation for the Field
			• Assignment 4: Differentiation
			• 1 T-Chart Observation Due
			  • 1 completed by your CE
			  • 1 self-evaluation

Field Two			

Session Six	Purpose of Reflection and Receiving Feedback
	
	Domain 3 Classroom Instruction
	
	Universal Design for Learning
	
	Co-teaching
		Field Highlights – PLC Practice
		
		PLT
		
		Domain 3 Classroom Instruction
		Video Breakouts
		
		Data-Informed Instructional Design
		1. Differentiated Lessons
		2. Analyzing Data to Inform Next Steps
		3. Reflection
		
		Family Engagement – On-going Communication, IEP meetings, MTSS, and Parent-Teacher Conferences
			Assignment 4: Differentiation DUE
			
			1 T-Chart Observation Due
			  • 1 completed by your CE
			  • 1 self-evaluation

Session Seven	All Domains in Action Co-Teaching Models	General Education and the Special Education 1. Roles and Responsibilities 2. IEP Nuts and Bolts 3. IEP Meetings 4. General Education Day-to-Day a. Scaffolds b. Differentiation c. Modifications d. Required Accommodations	
Session Eight	All Domains in Action Preparing for the Field	Review Lesson Portfolio – Assignment 5 1. Plan a lesson using data-informed instructional design, classroom curriculum, and principles from Universal Design for Learning a. Differentiation for a Focus Student 2. Record lesson 3. Analysis and Reflection requirements	Preparation for the Field 1. Lesson Portfolio – Assignment 5 2. 2 T-Charts (2 completed by CE and 2 completed self-reflections) 3. Final Evaluation 4. PDA by CE 5. PDA self-reflection
Field Three			
Session Nine	Professional Growth Plan Student Teaching Preview Find Your Marigolds	Field Highlights PLT Review Professional Growth Plan	DUE: Field Hours, Assignment 5, Assignment 6, Final Evaluation, PDA, and 2 T-Charts
December 8 - Senior Workshop (Methods Final) - Last Class			

ELED 495 - PRE-STUDENT TEACHING PRACTICUM
FIELD EXPERIENCE HOURS DOCUMENTATION FORM

BHSU STUDENT _____ CLINICAL EDUCATOR _____
Semester _____ School _____

Diversity Categories: E=Exceptionality (SPED or 504); ELL=English Language Learner; R=Race/Ethnicity (other than your own); G=Gifted/or Advanced

DATE	TIME IN	TIME OUT	TOTAL HOURS	CIRCLE DIVERSITY AREA – (MAY BE MORE THAN ONE)	CLINICAL EDUCATOR'S SIGNATURE OR INITIALS
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
		GRAND TOTAL			

I hereby verify that the above named prospective teacher has completed _____ hours under my supervision.

_____ _____

CLINICAL EDUCATOR'S SIGNATURE _____ DATE _____

DATE	TIME IN	TIME OUT	TOTAL HOURS	CIRCLE DIVERSITY AREA – (MAY BE MORE THAN ONE)	CLINICAL EDUCATOR'S SIGNATURE OR INITIALS
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
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				E ELL R G	
				E ELL R G	
				E ELL R G	
				E ELL R G	
		GRAND TOTAL			

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

CLINICAL EDUCATOR'S SIGNATURE _____ DATE _____

Daily Reflection Dialogue Questions

Source: ETS

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

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

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

Did I have any students who struggled with the learning activities? (If so, identify the students and describe how they struggled and where in the learning activity this occurred.)
Element of Teaching
What adjustments or modifications in the learning activity can I make that might better support these students' learning needs?
Creating a Positive, Engaging, and Rigorous Learning Environment: Did I provide all my students with a supportive environment in which to learn and interact appropriately? Did I demonstrate clear expectations for student behavior? What resources, including technology, did I use to enhance student learning and create a risk-free environment? What are some of the supportive environmental expectations and resources that worked?
Engaging Students in Learning: Did the behaviors my students exhibited show me that they were engaged? What do I believe contributed to this engagement? What is my perception of the students' level of engagement during my different learning activities today? Were they focused, responding, asking questions, volunteering, etc.? How did I prepare and manage my time and routines so that instructional time was maximized?
Analyzing Instruction: Which parts of the lesson had a positive impact on student learning? What further instruction must I plan or adapt?
Analyzing Assessment Data and Student Learning: Did any of my students struggle with their learning today? What particular aspects of learning must I adjust or modify?
Reflecting on Teaching Practice: In teaching this lesson today, what did I learn about this group of students or individual students that I will now use to facilitate student learning? If I would teach this lesson again to the same students, how would I change this lesson?

Student Intern's Self-Reflection

Name _____ ***Lesson Content*** _____ ***Date*** _____

Instructional Methods _____

Strengths	***Areas for Growth***
Technology	Technology

Student Intern's Signature _____ Date _____

Student Intern's Self-Reflection

Name _____ ***Lesson Content*** _____ ***Date*** _____

Instructional Methods _____

Strengths	***Areas for Growth***
Technology	Technology

Student Intern's Signature _____ Date _____

Student Intern's Self-Reflection

Name _____ ***Lesson Content*** _____ ***Date*** _____

Instructional Methods _____

Strengths	***Areas for Growth***

Student Intern's Signature _____ Date _____

----------Sample – Filled out Online ----------

Professional Dispositions Assessment (PDA)

This is a required form filled out online (on the Field Experience website) at the end of the Pre-Student Teaching Practicum course, ELED 495. You, your Clinical Educator, and your Faculty Contact will fill one out. Below is a preview of the criteria and rubric.
https://form.bhsu.edu/BH_FieldExperience/PDA.aspx

Professional Dispositions Assessment Form (PDA)

Current Status:

- ○ Undergraduate Pre-Student Teaching (ECE 495)
- ○ Undergraduate Pre-Student Teaching (ELED 495)
- ○ Undergraduate Pre-Student Teaching (SEED 495)
- ○ Undergraduate Pre-Student Teaching (SPED 495)
- ○ Undergraduate Student Teaching (ECE 486, ECE 488, ED 488, ELED 488, MLED 488, SEED 488, SPED 488)
- ○ Graduate Pre-Student Teaching (ED 695)
- ○ Graduate Student Teaching (ED 791, MLED 688, SEED 688, ED 688)

Intern Name:

Please select one

Major(s):

Today's Date:

Please rate the candidate using the following scale:

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

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

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

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

0 = no attempt to perform and demonstrate behavior

N/O = not observed

Professional Conduct (SD Code of Ethics for Teachers)

Responsibility.

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

a. Present -

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

b. Punctual -

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

c. Prepared -

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

d. Appropriately Attired -

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

e. Personal Hygiene -

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Accountability.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Confidentiality.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Competent Professionals

Application of Content.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Apply research-based instructional practices.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Reflect and think critically to impact student learning.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Confident Professionals

Positively impact student learning.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Positively impact student communication.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Positively impact student motivation.

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Caring Professionals

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

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

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

○ 4 ○ 3 ○ 2 ○ 1 ○ 0 ○ N/O

Recommendations

Recommendation for:

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

Evaluator's Recommendation:

○ Yes ○ Yes with Reservations ○ No

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

Evaluator's Comments:

Source: InTASC Dispositions

---------- SAMPLE – FILLED OUT BY YOUR CLINICAL EDUCATOR ----------

BHSU COLLEGE OF EDUCATION

PRE-STUDENT TEACHING PRACTICUM *FINAL* EVALUATION

BHSU Student_____ Clinical Educator _____

School/District _____ Date _____

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

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

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

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

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

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

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

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

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

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

Please state suggestions for improvement in academic and/or professional growth that would be helpful to the BHSU student as he/she prepares for the teaching profession.

CLINICAL EDUCATOR'S SIGNATURE _____ DATE _____

BHSU Student Intern's SIGNATURE _____ DATE _____