

# COLLEGE OF EDUCATION

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

**ELED 495**

**Pre-Student Teaching Practicum**

**Spring 2026**

## Student Intern Handbook



**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

<b><i>Clinical Educator</i></b>	PK-12 Classroom Teacher; previously known as Clinical Faculty or Cooperating Teacher
<b><i>PK-12 Students</i></b>	All students/learners in PK-12 classrooms
<b><i>PLT</i></b>	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](http://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:** While there will be opportunities to co-teach and practice, there will be formal observations of your teaching. You will develop and present (at minimum) three lessons (co-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



**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	
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				E    ELL    R    G	
				E    ELL    R    G	
				E    ELL    R    G	
				E    ELL    R    G	
		<b>GRAND TOTAL</b>			

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	
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				E    ELL    R    G	
		<b>GRAND TOTAL</b>			

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
<b>Establishing Goals/Standards:</b> Did the students meet my learning goals for this lesson? What evidence of student learning did I see to support my claim?
<b>Learning About Students:</b> 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?
<b>Learning About Resources and Procedures:</b> 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?
<b>Planning for Instruction:</b> 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?
<b>Planning for Assessment:</b> Was my selection of strategies for assessment effective? What are some examples of those assessment strategies that worked?
<b>Addressing Student Learning Differences and Needs and Making Adaptations:</b> Did I have to alter my instructional plan as I taught the lesson? Did I have any students who struggled with the learning activities? (If so, identify the students and describe how they struggled and where in the learning activity this occurred.) What adjustments or modifications in the learning activity can I make that might better support these students' learning needs?

## Element of Teaching

### **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

<i>Strengths</i>	<i>Areas for Growth</i>
Technology	Technology

Student Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

### *Student Intern's Self-Reflection*

*Name* \_\_\_\_\_ *Lesson Content* \_\_\_\_\_ *Date* \_\_\_\_\_

## Instructional Methods

<i>Strengths</i>	<i>Areas for Growth</i>
Technology	Technology

Student Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

### *Student Intern's Self-Reflection*

Name \_\_\_\_\_ Lesson Content \_\_\_\_\_ Date \_\_\_\_\_

## Instructional Methods

<i>Strengths</i>	<i>Areas for Growth</i>
Technology	Technology

Student Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Professional Dispositions Assessment (PDA)

This is a required form filled out online (on the Field Experience website) at the end of the PreStudent 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](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

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### Reflect and think critically to impact student learning.

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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

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### Positively impact student learning.

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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

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### Positively impact student communication.

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

☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ N/O

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### Positively impact student motivation.

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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:

----- 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 \_\_\_\_\_