
College of Education

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



BLACK HILLS STATE UNIVERSITY

Pre-Student Teaching Practicum Clinical Educator Handbook

Spring 2026

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

BHSU Field Experiences

The Professional Teacher Preparation Program at Black Hills State University provides 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 do the following: 1) provide BHSU students with opportunities to observe classrooms from a teacher's perspective; 2) acquaint the BHSU student with a PK-12 school environment; 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.

Through the **Pre-Student Teaching Practicum**, teacher candidates will experience the duties and responsibilities that come with teaching in diverse PK-12 classrooms. During this time, teacher candidates will observe, assist, co-plan, co-teach, and become immersed in the learning community. The Pre-Student Teaching Practicum typically occurs the semester right before the student teaching internship.

The Pre-Admission Teaching Practicum requires BHSU students to spend a minimum of 45 hours observing, co-planning, and co-teaching in a PK-12 classroom.

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 on the teacher candidate's major(s). In most instances, the Student Teaching Internship is 16 weeks (600 hours). During this time, the BHSU student gradually takes over all the clinical educator's teaching responsibilities. (BHSU students with more than one major must complete at least 10 weeks of student teaching in each major area to be certified in South Dakota.)

In conclusion, the Professional Teacher Preparation Program at Black Hills State University provides a variety of field experiences for prospective teachers. These experiences, coordinated with coursework, provide students with the education and experience necessary to develop as a competent, confident, and caring educators.

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SEED 495 Pre-Student Teaching Practicum Course Information

Course Description: This supervised field experience provides the BHSU student intern with forty-five hours of direct experience in the classroom. The experience includes observation and co-teaching. BHSU interns will co-plan and co-teach a minimum of three (3) lessons with the support of a clinical educator.

Upon completion of the SEED 495 Pre-Student Teaching Practicum, clinical educators will complete an evaluation of the intern's performance. Interns must successfully complete all course requirements and pass their Content Praxis before they can proceed to the student teaching internship. The BHSU Office of Field Experience staff compile and review documentation to determine if the intern is prepared to continue to a student teaching placement.

Pre-Student Teaching Practicum Course Goals

The InTASC Model Core Teaching Standards guide our work as educators. The full standards can be found online [here](#). This course pulls from quite a few of the standards since students are immersed in a school community and classroom this semester. As we look at these standards more closely this semester, students will consider the learning progressions for each standard. In education, it is important to recognize that we all have a starting point, and we always have next steps. Mastery of each of these standards is not the goal this semester. Instead, the goal is to identify your next steps as you move into student teaching.

Standard #1 Learner Development: “The Teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.”

Standard #2 Learning Differences: “The Teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.”

Standard #6 Assessment: “The Teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.”

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

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

Standard #9 Professional Learning and Ethical Practice: “The Teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.”

Standard #10 Leadership and Collaboration: “The Teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.”

Clinical Educator’s Responsibilities

First off, thank you for your time and commitment in supporting your BHSU intern. During this semester, our BHSU pre-student teachers will continue receiving instruction about various methods for teaching within their content areas. In turn, they will take these methods from theory to practice through collaboration and assistance from you. We encourage co-planning and co-teaching. This is also a chance for pre-student teachers to learn, practice, and reflect with you in preparation for student teaching.

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

Observing: Allow the BHSU student to observe your classroom, your techniques of teaching, technology use, and discipline strategies. During the first couple days to the classroom, please allow them to complete the observation form that is included in their student handbook. If possible, please allow for them to observe meetings and happenings that occur outside of your

classroom as well such as parent-teacher meetings/conferences, 504/IEP meetings, staff meetings, collaborative team meetings, etc.

Assisting: When the BHSU student is not teaching a lesson, tutoring, or observing, please allow them to work as a teacher's assistant so that they can develop a sense of the duties and responsibilities of a teacher.

Tutoring: When the BHSU student is not teaching a lesson, working as a teacher's assistant, or observing, please allow them to work with PK-12 students who need extra assistance, during class, before or after school.

Teaching: Students are assigned to co-plan and co-teach at least three (3) lessons as part of their coursework. They will record at least one (1) lesson for their own self-reflection. Please assist the student intern with planning and co-teach the lesson. (Resources for co-planning and co-teaching are provided in this handbook.) Following the lessons, you will provide feedback and review your thoughts with the intern. Please use the enclosed "Clinical Educator's Formative Feedback Form" to record your feedback for each lesson. The intern will submit the forms to the university instructor. The feedback forms and final paperwork will provide BHSU faculty with insight about the BHSU intern's progress, growth, and readiness for student teaching.

Mentoring: Throughout your time together engage in reflective conversations with the student intern about all that goes into having success and loving what you do as an educator. Students are encouraged to use this field experience to grow and develop their skills through observation, collaboration, and experiential learning. Your mentorship will be invaluable as they move forward.

Documenting Hours: The BHSU student is required to complete at least 45 hours of field experience. They must document the hours on a time log provided in their student handbook. Please verify the information and sign their time log after each visit. The time log also requires a signature once all the hours have been completed.

Evaluation: At the completion of the Pre-Student Teaching Practicum, please complete and sign the following:

- Final Evaluation that indicates their success. This form is a paper copy (located at the end of this handbook). They are also required to sign this evaluation and are responsible for returning this form to the university instructor.
- Professional Dispositions Assessment (PDA) This form is online.
https://form.bhsu.edu/BH_FieldExperience/PDA.aspx

Additional Notes:

Please remember, you have every right to expect that the BHSU student will complete the required hours of field experience and adhere to a mutually agreed upon schedule. If the BHSU student is going to be absent, he/she must contact you. BHSU Pre-Student Teaching Practicum students should always be under supervision.

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

Pre-Student Teaching Practicum Structure

There are three stages to the Pre-Student Teaching Practicum field experience. Each give our students a particular focus which they will need assistance with. Each stage is briefly described below as well as what you can do to best support the student intern.

Preparing Stage

This occurs during the first few weeks of our BHSU semester. The Office of Field Experience matches student interns with clinical educators as quickly as possible. Sometimes, placements are later in the semester which is fine. We just adjust the timeline as needed.

Student interns must reach out to clinical educators right away for introductions and set up an initial meeting. The goal of the initial meeting is to complete the following:

- Get to know each other
- Learn the responsibilities and expectations of the clinical educator and building administration
- Plan the Practicum Hours Schedule (Some additional guidance below)
- Complete the "Intern Initial Interview with Clinical Educator"

The student intern must also begin the background check process if one is required. They will also start tracking their hours on the Time-Log at the initial meeting.

How you can help?

Provide an electronic or printed copy of your class schedule and bell schedule for the student intern. Assist them in developing a schedule to complete 45 hours. There can be some fluidity to the schedule and adjustments can be made. However, there should be a pretty well-thought out plan that identifies how many hours a week the student will be on site as well as what days and times they will be able to attend. As you move forward during the semester, you will continue to revisit the schedule and set responsibilities. Students must complete a “Schedule” assignment and submit it to me as one of their assignments.

Students have been given this guidance for planning out their hours:

- **Immerison stage: Weeks 5 – 9**
 - During this time, students complete about 25 – 30 of hours. Tasks would be observing, shadowing, assisting with direction, tutoring, co-planning, asking questions, learning about the students and families.
- **Co-Teach stage: Weeks 10 – 14**
 - During this time, students remaining hours (minimum 45 hours) will focus on co-planning and co-teaching different lessons. This time is also for reflective conversations about the lesson and the student intern’s performance.
- **Important considerations:**
 - Classes cannot be missed to complete practicum hours.

Immersion Stage

During this time the student intern will start in information collection mode and shift to become immersed and part of the classroom community. This occurs during weeks 5 – 9.

There are 2 assignments the students need to complete for the Pre-Student Teaching Practicum course during this stage. One assignment draws their attention to your teaching style and effective teaching practices. The other requires the intern to engage the K-12 students in an activity that allows for them to get to know them as individuals and as learners.

Most of the student interns are also enrolled in a course where we focus on teaching in a diverse classroom. For this course, they will be collecting even more information about the students, the school and community at large.

By the end of this stage, the student intern should know how the classroom and school operate and have a strong sense of the culture. They should have some rapport with students as well as have some understanding of their individual academic abilities and interests. Doing so, will set them up for success as you move into the co-teaching stage.

How you can help?

We encourage students to start building relationships with students day one which starts with learning student names. Please provide the intern with seating charts at your initial meeting so that they can review and study these. The student intern will also benefit from learning how you learn about your students academic strengths and areas of need as well as their interests. Also, how you engage families and learn about your students from interacting with their parents. During the semester, we'll be studying how we use this information to inform our instructional practices.

Co-Teach Stage

During this final stage, the student intern will move into co-planning and co-teaching lessons. They must co-plan and co-teach a minimum of 3 lessons. The lesson plans must follow the BHSU lesson plan template. One of the lessons is to be recorded. They will not share the recording with anyone else. It is only for them to view and use to reflect on their teaching.

After each lesson, the student intern will complete a self reflection, you will complete a formative feedback form, and engage in a reflective conversation about your findings with the student intern. The student intern must turn in paper copies of the lesson plans, self reflections, and your formative feedback form.

How you can help?

Please review the co-teaching strategies included in this handbook with the student intern and identify those that you both feel comfortable with implementing. Be open to the student intern's ideas for instructional strategies and activities for lessons while also supporting them in crafting a well designed lesson.

In summary, checklist of items to complete:

- "Intern Initial Interview with Clinical Educator" - Completed online by student intern
- Practicum Hours Schedule – Plan created together
- Clinical Educator Formative Feedback Form x 3 – Paper copies reviewed with student intern & student intern turns in to university instructor
- Final Evaluation Form – Paper copy reviewed with student intern & student intern turns in to university instructor
- Professional Dispositions Assessment (PDA) – Completed online
https://form.bhsu.edu/BH_FieldExperience/PDA.aspx
- Time Log – Paper copy completed by student intern & signed by clinical educator

Appendix

Clinical Educator's Formative Feedback Form – page 10

Pre-Student Teaching Practicum Final Evaluation Form – page 13

Mentoring Interns and Co-Teaching Strategies – page 15

Clinical Educator's Formative Feedback Form

Student Intern Name: _____

Clinical Educator Name: _____

Date of Lesson: _____

Lesson (please circle one): 1 2 3

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

1. What were the observed strengths?

2. What suggestions do you have for future lessons?

3. How was technology used to support instruction and/or student learning?

4. What suggestions do you have for incorporating technology in future lessons?

Clinical Educator's Signature

BHSU Student's Signature

Clinical Educator's Formative Feedback Form

Student Intern Name: _____

Clinical Educator Name: _____

Date of Lesson: _____

Lesson (please circle one): 1 2 3

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1. What were the observed strengths?

2. What suggestions do you have for future lessons?

3. How was technology used to support instruction and/or student learning?

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Clinical Educator's Signature

BHSU Student's Signature

PRE-STUDENT TEACHING PRACTICUM FINAL EVALUATION

Student Intern Name: _____

Clinical Educator Name: _____

Date Completed: _____

School/District: _____

1. **Demonstrates Effective Interpersonal Skills:** How well did he/she relate to PK-12 students? Was a caring, open, positive and flexible attitude displayed when communicating with PK-12 students, teachers, administrators and (if applicable) parents?
2. **Uses a Variety of Instructional Strategies:** Some possibilities might include: gradual release of responsibility model, small group reading instruction, interactive writing, cooperative learning, using math manipulatives, project approach, inquiry, collaborative or team teaching, KWL, etc. (Describe methods used.)
3. **Demonstrates Knowledge of Content and Pedagogy:** Displays a working knowledge of the content to be taught both in breadth and depth and is aware of the content requirements for the grade level being taught as per the state content standards and/or common core standards.
4. **Demonstrates Effective Management While Teaching:** This includes classroom procedures and routines, discipline, transitions, and interactions with PK-12 students.

5. **Displays Professional Characteristics:** Reflects on practice, sets goals for improvement, dress, manner, dependability, confidentiality, language, enthusiasm for teaching, confidence.
6. **Responds to Individual Differences:** Ethnicity, gender, age, religion, special needs, etc.
7. Is Aware of the Duties and Responsibilities of the Teaching Profession:
8. Please comment as to the BHSU student's readiness for student teaching.

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

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

Clinical Educator's Signature

Date

BHSU Student's Signature

Date

Mentoring Interns: Co-Teaching

The BHSU Educator Preparation Program implements co-teaching as the model for student teaching internships. While interns must still demonstrate their ability to do ‘solo’ teaching during the internship, research informs us that there are effective co-teaching strategies that, if used effectively and reasonably often during the internship, facilitate substantial P-12 student academic growth.

Co-teaching is defined as two co-teachers (clinical educator and intern) working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Rather than having an intern ‘take over’ one class or subject at a time on his or her own, both teachers collaborate to teach lessons much (but not all) of the time. The key difference is in who has the leadership role in the teaching. At first, the clinical educator will take on the leadership role in planning lessons with the intern helping with planning and instruction during lessons. As the semester progresses the leadership role in planning and instruction shifts to the intern and the clinical educator assists in planning and instruction.

Benefits of Co-Planning and Co-Teaching

Co-teaching is a research-based and highly effective way to induct and mentor interns into the teaching profession. It also provides support and professional development for clinical educator and better meets the needs of P-12 learners. Specifically, co-teaching:

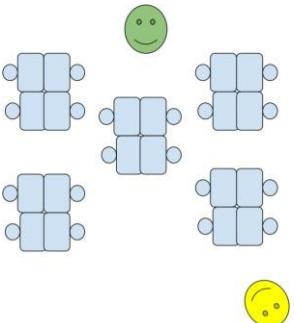
- improves the academic performance of students in the classroom
- increases instructional options for all students
- addresses the diversity and class size issues in today’s classrooms
- enhances classroom management
- provides effective mentoring and guidance throughout the experience
- creates an opportunity to plan, teach, and evaluate as a team
- helps interns develop knowledge, skills, and dispositions for teaching

Co-teaching is not a less rigorous internship or easier for interns. It differs from traditional approaches to student teaching in that co-teaching is not one-person solo teaching a subject or period followed by another who teaches a different subject or period. It is not one person teaching while another person prepares instructional materials or sits and watches. It is a collaborative process in which the clinical educator and intern together plan what will be taught, how it will be taught, and how it will be assessed. Leadership for planning and instruction shifts from clinical educator to intern across the semester.

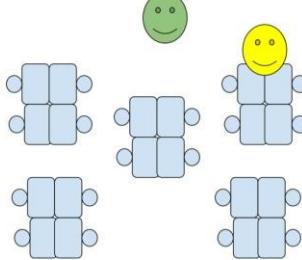
Co-Teaching Strategies

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

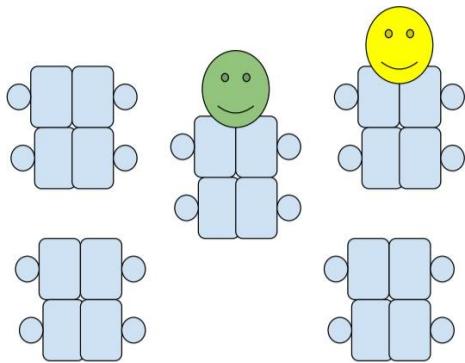
Co-Teaching Strategy 1: One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a *focus* for the observation.

<p>One Teach, One Observe works well for lessons in which data on a particular attribute of student/teacher behavior can inform the future planning and instruction by co-teachers. It can be used to help one teacher zoom in on an area in which instruction may be improved and/or give insight on instruction, student behavior, etc.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none">▪ Leads lesson co-planning and instruction	<p>Intern</p> <ul style="list-style-type: none">▪ Observes specific behaviors of student(s)<ul style="list-style-type: none">○ Focus on one, a group, or all students for time-on-task, response to instructional strategy used by teacher, behavior, etc.○ Focus on teacher behavior for management of class time, transitions, response to student behavior, equity in student responses, etc.○ Report data and results to clinical educator after lesson for debriefing and reflection
As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator does the purposeful observations.	

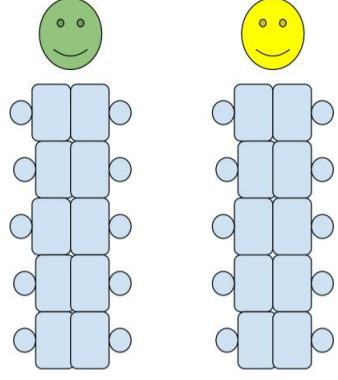
Co-Teaching Strategy 2: One Teach, One Assist – one teacher has primary instructional responsibility while the other teacher assists small groups of students or individuals with their work.

<p>One Teach, One Assist works well for large group instruction where an instructional assistant would be helpful to support student learning and classroom management.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines what the co-teaching assistant will do during the lesson 	<p>Intern</p> <ul style="list-style-type: none"> Assists with instruction, working directly with individual students or small groups of students Role is similar to an instructional assistant
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator provides instructional assistance.</p>	

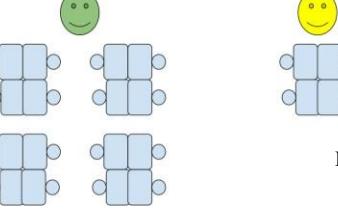
Co-Teaching Strategy 3: Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent workstation will be used.

<p>Station Teaching works well with lessons that have discrete parts while utilizing small group instruction. Both co-teachers work with small groups of students at learning stations.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines stations for each co-teacher and which students will work with which co- teacher Provides instruction at one (or more) stations 	<p>Intern</p> <ul style="list-style-type: none"> Provides instruction at one (or more) stations
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles, determining stations and which co-teacher will provide instruction at which station.</p>	

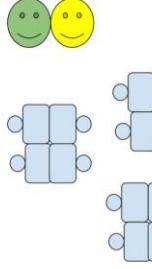
Co-Teaching Strategy 4: Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and may present the lesson using the same teaching strategy.

<p>Parallel Teaching works well with whole group lessons in which it is useful to have lower student/teacher ratios.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines lesson and teaches one half of the class 	<p>Intern</p> <ul style="list-style-type: none"> Teaches the same lesson to one half of the class
<p>As the internship progresses, the intern takes on co-planning and instructional leadership roles, determining the lesson plans.</p>	

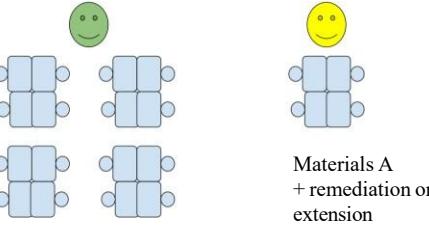
Co-Teaching Strategy 5: Alternative/Differentiated Teaching – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different.

<p>Alternative/Differentiated Teaching works well with instructional strategies and lessons that can be tailored to meet the needs of diverse learners. Also reduces teacher/student ratio for opportunities to pre-teach, re-teach, or enrichment.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines student grouping and the two different instructional strategies based on learner strengths and needs Teaches one group of students using one strategy 	<p>Intern</p> <ul style="list-style-type: none"> Teaches one group of students using the second strategy
<p>As the internship progresses, the intern takes on co-planning and instructional leadership roles.</p>	

Co-Teaching Strategy 6: Team Teaching – Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

<p>Team Teaching works well with instructional strategies and lessons that can be tailored to meet the needs of diverse learners. Also reduces teacher/student ratio.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Shares instruction during same lesson with co-teacher 	<p>Intern</p> <ul style="list-style-type: none"> Shares instruction during same lesson with co-teacher
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles.</p>	

Co-Teaching Strategy 7: Supplemental Teaching – This strategy allows one teacher to work with students at their expected performance level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

<p>Supplemental Teaching works well with lessons that need remediation or extension for a group of students. Allows diverse groups of students to have instruction better meeting their individual needs. Also reduces teacher/student ratio for opportunities to pre-teach, re-teach, or enrichment.</p>	
<p>Clinical Educator</p> <ul style="list-style-type: none"> Leads lesson co-planning and instruction Determines student grouping Teaches lesson to majority of students 	<p>Intern</p> <ul style="list-style-type: none"> Teaches the lesson to students who either need remediation or need extended challenges
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles.</p>	

Clearly, co-teaching cannot happen without careful planning. Clinical educator and interns need to designate a daily co-planning time to determine what co-teaching strategies will be used and how they will teach collaboratively. Dedicated co-planning time is a necessity! Over the course of the co-teaching phase, each of the co-teaching strategies above should be attempted at least once.

Particularly effective strategies may be utilized more regularly based on the clinical educator's and intern's needs. As co-planning occurs, adjust which partner has the lead role in a lesson. Typically, in the early experience the lead role is the clinical educator. The leadership role shifts to the intern as the experience progresses.