
College of Education

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



BLACK HILLS

STATE UNIVERSITY

Pre-Student Teaching Practicum Student Handbook

Spring 2025

“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 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 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 do 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 is designed to provide a variety of field experiences for you, as a prospective teacher. These experiences, coordinated with coursework, provide you with the education and experience necessary to develop as a competent, confident, and caring educator.

SEED 495 Pre-Student Teaching Practicum Course Information

Term/Year: Spring 2025

When & Where: Tuesdays 11 – 12:15; Jonas 209. We will meet these 5 Tuesdays: Jan. 14, Jan. 21, Feb. 4, Mar. 18, & Apr. 29.

Credit Hours: 1 Credit Hour

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 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 to be reflected upon during this practicum.

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.

Course Prerequisite: Admission to the Professional Teacher Preparation Program.

Course Co-requisite: SEED 495 and SEED 408 are Co-requisites (except PE majors)

Required Textbooks: None.

Last Day to Add/Drop Course without transcript entry – January 22nd

Last Day to Drop Course with an automatic “W” – April 7th

IDEA Surveys administered – April 14th – May 2nd

Dr. Sailor's Contact Information

Office: Jonas 221. My office hours are as follows: Mondays 1-2; Tuesdays & Thursdays 10-11; Wednesdays 11-12. Email is great way to reach me.

Office phone number: 605-642-6196	Email address: Johanna.Sailor@bhsu.edu
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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 you will be in the field and immersing yourself in a school community and classroom this semester. As we look at these standards more closely this semester, I will ask you to consider the learning progressions for each standard. In education, it's important to recognize that we all have a starting point, and we always have next steps. Mastery of each of these standards is not the goal this semester. Instead, your goal is to identify your next steps as you move into student teaching.

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

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

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

Standard #7 Planning for Instruction: “The Teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of 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.”

Description of Instructional Methods

While I will provide information at times, my role is to serve as a facilitator since this course is designed to immerse you in experiential learning. Your role is to take every opportunity to deepen your understanding of teaching practices and experiment with the knowledge you’ve gained through your coursework, collaboration, lived experiences, and ongoing field experiences.

InTASC standards 9 & 10 serve as a foundation for our work in SEED 495. To fully benefit from this course, you must reflect on your own practice and seek out learning opportunities to grow and develop your skills as an educator. Observe, ask questions, seek resources from all you encounter during your field experience including your clinical educator and other school personnel, BHSU faculty and peers, field experience K-12 students and their families. Become immersed in the learning community available to you to achieve your own goals this semester.

Student Responsibilities

Attend Class

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

That said, I understand that emergency situations arise, and we all get sick sometimes. As a matter of professionalism, if you need to miss a class, please do all that you can to contact me ahead of time. You will be required to complete an assignment to make-up the missed class. ***If absences are deemed excessive, I will recommend that you withdraw from SEED 495 and complete the course next semester. This may delay your graduation.***

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

Additional Notes on Attendance:

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

You can reach BHSU Student Health Services at [605.642.6520](tel:605.642.6520) or [605.642.6406](tel:605.642.6406) if the first line is busy.

Practicum: Complete 45 Hours in the Field

You must complete forty-five (45) hours in your practicum field experience. All hours must be completed on or before the final day of the semester. You are expected to adhere to a mutually agreed upon schedule, developed in conjunction with your clinical educator (CE).

BHSU classes are not to be missed because of your practicum. Evidence of schedule conflicts must be documented and signed by the CE, BHSU course professor, and SEED 495 professor.

Prior to completing any hours, there are tasks you must complete. These are to be completed during the “**Prepare**” Stage during weeks 1 – 4 in the semester.

During weeks 5 – 9, you will complete about 25 – 30 of your hours during the “**Immersion**” Stage. Tasks include observing, shadowing, assisting with direction, co-planning, asking questions, learning about the students and families. You will have assignments to complete for SEED 495 and SEED 408 (except PE majors) during this time.

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

You must notify your CE for any absence. If the student is unable to contact the clinical educator, the student must continue calling the school until someone is reached.

Prepare Stage Tasks (Weeks 1 – 4)

Checklist:

- Liability Insurance - \$33
- Background Check - \$0 - \$60
- Mandatory Reporting Certificate
- SD Code of Ethics
- Interview Clinical Educator
- Schedule
- Time-log

Liability Insurance: All Pre-Student Teaching Practicum students are responsible for having a \$1,000,000 personal liability insurance policy. The policy may be purchased from your insurance agent or through SDEA/NEA at [NEA - Student Enrollment Form Page](#). It is your responsibility to obtain liability insurance. Once you have your insurance upload verification to D2L and email it to Kellie.Hatch@bhsu.edu in the Field Experiences office. **The cost is \$33. Please plan for this cost in the first week of the semester.**

Background Check: All Pre-Student Teaching Practicum students must submit to a criminal background check. It is your responsibility to 1) obtain the criminal background check, 2) pay for the criminal background check, and 3) forward the background check to the school district where the field experience will be completed. Contact your field experience school to find out their procedure as it varies by the school district. This procedure should be started immediately after you are placed for your field experience. Criminal background checks take 7 – 10 days to process. **The cost can range \$0 to \$60. Please plan for this expense in the first few weeks of the semester. You must submit your background check within 1 week of receiving your placement.**

Mandatory Reporting Training: Educators have a significant role in advocating for the young people we work with. If we have a concern about a student, we are required to report what is occurring. Given this important role, educators need to be trained annually on mandatory reporting. Please follow the link provided and watch the training video. You will receive a completion certificate that you will upload to D2L. (5 points) Highlights will be discussed during our 3rd class meeting. This assignment cannot be submitted late for credit.

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

SD Code of Ethics: South Dakota has set forth rules that set forth professional obligations for teachers. You will read through and reflect on these professional obligations and engage in a discussion on D2L. (5 points) Questions about the code of ethics will be addressed during our 3rd class meeting. This assignment cannot be submitted late for credit.

Interview of Clinical Educator: Once you receive your placement information, your first step is to contact your Clinical Educator and set up a time to meet. You must contact your CE within 48 hours of receiving your placement. During this first meeting you will complete the "Intern Initial Interview with Clinical Educator" online form. Confirmation that this interview has been completed will be submitted on D2L.

Schedule: During your first meeting with your CE, you will develop a schedule for when you will be in the field. A copy is included in the appendix and D2L. This assignment will be submitted to the Dropbox in D2L. You must submit this assignment within 3 weeks of receiving your placement.

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

Schedule

During your initial meeting where you complete the “Initial Interview with the CE”, you will develop a mutually agreed upon schedule. Fill in the dates and times agreed upon using the schedule below. You will submit this schedule to the Dropbox in D2L. ***This must be complete within 3 weeks of receiving your placement at the latest.***

You and/or your CE can adjust as needed. Be sure that you are clearly communicating any adjustments in advance with your CE. You must treat this experience as you would a paid employment position.

If the schedule changes in such a way that you will not be completing your hours and assigned tasks prior to week 15, you must schedule a meeting with me. Not completing Practicum may delay Student Teaching and graduation.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Prepare Stage		Immersion Stage		Co-Teach Stage
Weeks 3 - 4					
Week 5 (Feb. 10)					
Week 6 (Feb. 17)					
Week 7 (Feb. 24)					
Week 8 (Mar. 3)					
BHSU Spring Break Mar 10-14					
Week 9 (Mar. 17)					
Week 10 (Mar. 24)					
Week 11 (Mar. 31)					
Week 12 (Apr. 7)					
Week 13 (Apr. 14)					
Week 14 (Apr. 21)					
May 9 – Semester Ends					

Immersion Stage (Weeks 5 – 9)

Checklist:

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

Observing the Clinical Educator in a School Setting

When you enter the classroom for the very first day of your Pre-Student Teaching Practicum, your clinical educator (CE) will introduce you to the class. From there, you will observe to get a “feel” of the classroom, learn the general procedures of the class, pick up on the Clinical Educator’s style, learn about the students, and eventually become part of the learning community.

Before your first observation, it is helpful if you have a chance to gain some preliminary information, such as the class schedule, bell schedule, and seating charts. Seating charts because it will help you learn student names faster. Learning students’ names is extremely important for developing rapport and maintaining classroom control. This will be invaluable when you move to the co-teaching stage.

Your goal the first few weeks of your practicum placement is to become immersed in the learning community. This assignment, “Observing the Clinical Educator in a School Setting,” is meant to assist you in this work. For this assignment, there are two parts:

1. **Observation Guide:** The observation guide is meant to pull your attention to effective teacher behaviors and evidence of productive learning environments.
2. **Observation Questions:** Once you have had a chance to complete the observation guide, consider the observation questions. The title might be misleading though. If you cannot answer a question from observation alone, please ask your Clinical Educator.

You can use this printed copy of the assignment to collect notes and your thinking. ***You must type your responses to the questions and submit these to the Dropbox on D2L.***

Observing the Clinical Educator in a School Setting: Observation Guide

Observation Guide: The observation guide is meant to pull your attention to effective teacher behaviors and evidence of productive learning environments.

OBSERVATION GUIDE			
<i>Please use this checklist to guide you during your observations.</i>			
THE BUILDING			
	Yes	No	N/A
Did you visit the:			
a. School Library			
b. School Office			
c. Nurse's Office			
d. Principal's Office			
e. Teachers' Workroom			
f. Faculty Lounge			
g. Computer Lab or Technology Services Center			
Did you read and/or discuss:			
a. The school's policy/procedure manual			
b. Discipline procedures with your clinical educator			
c. Dress code policy			
d. The philosophy of the school			
e. Special emergency drill procedures			
f. What the different bell signals mean			
g. What provisions are made for lunch			
h. School handbook for new and experienced teachers			
i. Other (identify)			

THE CLASSROOM			
	Yes	No	N/A
Look around the classroom – do you see:			
a. Classroom rules posted so the PK-12 students can see them?			
b. Bulletin boards used?			
c. Your clinical educator keeps lesson plans in an organized book?			
d. A substitute information folder?			
e. A grade book to refer to?			
f. A grading system being used?			
g. Evidence of technology components?			

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

MANAGEMENT TECHNIQUES			
	Yes	No	N/A

Your clinical educator will use several techniques to keep participation at a high level, and problems to a low level – Watch to see if he/she:			
a. Uses a variety of techniques			
b. Moves around the room and monitors PK-12 students’ progress and behavior			
c. Has a system of rules/consequences			
d. Has a technique for keeping a record of assignments turned in			
e. Consistently applies techniques that prevent problems from occurring			
f. Uses procedures and routines in the operation of the classroom.			
g. Shows evidence of flexibility.			

Observing the Clinical Educator in a School Setting: Observation Questions

Directions: Answer the following questions. In your responses, you need to explain the what the Clinical Educator has done to support student learning and explain why the actions of the Clinical Educator have been effective. Each response needs to include specific evidence/examples you observed or discussed with your Clinical Educator.

I provided an example within the first question.

- The portion highlighted yellow is the example from the classroom.
- The portion highlighted green is where I explain why the actions were effective.

1. How has the Clinical Educator created a positive learning environment for all students? In your response to this question, consider each of the following areas listed below (identified with letters a - e). Explain what the CE has done and why it was effective in creating a positive learning environment for all students.

a. Physical space and/or equipment and materials support student learning:

EXAMPLE: I noticed the Clinical Educator arranged the tables in pods of 4 to 6 students. The pods were arranged in a way that the teacher could easily check in and conference with each pod and make frequent passes for active supervision. The arrangement of the tables in this manner helped support the positive learning environment because it allowed for students to support one another and the teacher to easily monitor student behavior and support student learning.

b. Establishment of routines, classroom norms or expectations:

c. Social and Emotional Learning:

d. Student-to-Student Relationships:

e. Student-to-Teacher Relationships:

2. How does the Clinical Educator get students excited and engaged in their learning? Explain 3 specific strategies you observed or discussed and explain why these strategies were effective.

3. How does the Clinical Educator assess student learning (formative and summative)? Explain three ways the CE gathers data and why these methods are effective.

4. How does the Clinical Educator differentiate their instruction for individual students? Explain three ways the CE differentiates their instruction and why these methods are effective.

Observing the Clinical Educator in a School Setting Rubric				
Descriptors	Met	Not Yet	Feedback	Points
Completed classroom observation guide				
Response to the observation questions includes clear main points that show evidence of critical thinking and personal reactions.				5
Main points of analysis are supported with sufficient evidence/examples. For example, if a question asks for 2 examples, 2 examples are provided.				5

Total ___/10

***Please note that this assignment will not be accepted for credit after Week 10.**

“Getting to Know Students” Assignment

Knowing who you are teaching is just as important as knowing what you are teaching. Building relationships and being relatable is a critical attribute of successful educators. Through this assignment, you will research your students to determine their likes/dislikes, interests, how they learn best, etc.

Directions:

Step 1: Create an assessment to help get to know your students. You’ll want to ask questions that allow you to learn about each student’s interests/lives outside of school and inside school as well as their learning styles, likes/dislikes in the classroom.

Step 2: Ask your CE to review your assessment and give you feedback prior to giving the assessment.

Step 3: Have students complete your “Getting to Know You” assessment.

Step 4: Upload a blank copy of “Getting to Know You” activity to D2L.

Step 5: Bring student artifacts (remove identifying information) and engage in conversations with peers about the assessment, the results, and what you are learning about the diversity of the classroom.

Step 6: Use the information collected to inform instruction during your field experience to build rapport with students and build lesson plans. This information will be used for assignments in SEED 408.

	Met	Not Met	Points
Created an assessment & uploaded blank copy to D2L			
Information gained can be used to build relationships			3
Information gained can be used to develop or modify lesson plans			3
Student brings artifacts to class & engages in discussion OR arranges alternative with Professor			4

Total ____/10

***Please note that this assignment will not be accepted for credit after Week 10.**

Co-Teaching Stage (Weeks 10 – 14)

Checklist:

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

Co-Plan & Co-Teach 3 Lessons: This is where you get a chance to try teaching with the full support of your clinical educator. Included in this handbook are different examples of co-teaching models. As you and your CE are co-planning, you will also discuss your comfort level in executing the lesson. This will allow for you two to determine which co-teaching model will best serve you and the students.

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

- Lesson plan using BHSU lesson plan template x 3
- Clinical Educator Formative Feedback Form x 3
- Self-Reflection x 3
- Record one of your lessons; watch the lesson and use the evidence to complete one of the Self-Reflections

Paper copies must be turned in because they are retained by the Office of Field Experience. The lesson plan template and self-reflection forms are included in appendix of this document and online in D2L. The CE Formative Feedback Form is in the CE Handbook and online in D2L.

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

Paper copies must be turned in because they are retained by the Office of Field Experience. The CE Final Evaluation form is in the CE Handbook and online in D2L.

Professional Dispositions Assessment (PDA): Three people complete a Professional Disposition Assessment (PDA): the student intern, the clinical educator, and the course instructor. The PDAs are aligned with the InTASC standards. These are submitted online and review by the Office of Field Experience. The PDA can be found here:
https://form.bhsu.edu/BH_FieldExperience/PDA.aspx

Course Schedule

Week	Meeting Dates	Course Focus	Assignment
Week 1	Jan. 14	Practicum Paperwork	<input type="checkbox"/> Practicum application to Field Experience
Week 2	Jan. 21	Semester Overview; Preparing for Clinical Educator Introduction; Initial Interview; Schedule; Time Log	<input type="checkbox"/> Liability Insurance <input type="checkbox"/> Mandatory Reporter Training <input type="checkbox"/> SD Code of Ethics <input type="checkbox"/> Background Check <input type="checkbox"/> Initial CE Interview <input type="checkbox"/> Schedule
Week 4	Feb. 4	Preparing for Classroom Observations & Gathering Information about Students	<input type="checkbox"/> Work with CE to develop a schedule where you will spend 25 – 30 hours at the school during weeks 5 - 9. This is all in the immersion stage where you will be observing, shadowing, assisting with direction, co-planning, asking questions, learning about the students and families. <input type="checkbox"/> Classroom Observation Assignment
Week 9	Mar. 18	Preparing for Co-Teaching Lessons	<input type="checkbox"/> Work with CE to fine tune your schedule where you will spend your remaining hours at the school during weeks 10 – 14 co-planning and co-teaching. This is the <u>co-teach</u> stage where you will be co-planning and co-teaching lessons with your CE providing guidance and feedback. <input type="checkbox"/> 3 Lesson Plans <input type="checkbox"/> 3 CE Feedback Forms <input type="checkbox"/> 3 Self Reflection Forms

			<input type="checkbox"/> 1 Lesson must be recorded <input type="checkbox"/> CE Final Evaluation Form <input type="checkbox"/> Self PDA <input type="checkbox"/> CE PDA <input type="checkbox"/> Sailor PDA <input type="checkbox"/> Time Log
Week 15	April 29	Final Meeting	<input type="checkbox"/> All paperwork collected

Grades

- Each assignment will be explained in class. Descriptions and rubrics are available in this handbook and in D2L.
- Due dates are also posted in D2L.
- SDBOR guideline - Generally, an equivalent of forty-five (45) hours of work by a typical student is required for each credit hour. <https://www.sdbor.edu/policy/Documents/2-32.pdf>

To progress to Student Teaching, you must maintain a GPA of 2.7 or higher and earn a “C” in all education courses among other requirements. The Office of Field Experience requires the following to be completed:

SEED 495	
Liability Insurance Background Check Interview Clinical Educator Schedule Lesson 1 Tasks Lesson 2 Tasks Lesson 3 Tasks Time Log Final Evaluation PDA – Self	
Total	140

Completing these assignments is 70% of your grade for this course. If these are not completed or completed in a satisfactory manner, you will not receive a 70% or a “C”. This means you will not progress to Student Teaching and do so you will need to retake the course the following semester.

Again, you must complete the assignments above to earn a “C”.

To earn a grade higher than a “C”, you must do the following for additional points:

SEED 495	Points:
Class Participation	25
Mandatory Reporting Certificate	10
SD Code of Ethics	5
Classroom Observation Assignment	10
Get to Know You Assignment	10
Total	60

Grading Scale:

A 90-100% B 80-89% C 70-79% D 60-69% F <60%

Feedback and Grades: You will receive feedback and grades within two weeks of the assignment due date.

Other Notable Information

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

Additional information can also be found at:

<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: 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.

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

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.

This syllabus is tentative and subject to change.
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Appendix

SEED 495 Pre-Student Teacher Practicum Time Log – page 24

Lesson Plan Template – page 26

Student Intern Reflection Form – page 35

Clinical Educator’s Formative Feedback Form – page 38

Pre-Student Teaching Practicum Final Evaluation Form – page 41

Mentoring Interns and Co-Teaching Strategies – page 43

Black Hills State University: Planning for a Lesson – LESSON 1

Your Name: _____

Foundational Elements (essential features of all lesson plans)

Lesson Title

Subject/Content Focus and Grade Band (unit title; unit focus)

Standards (state, Common Core, and/or other; performance indicators/skills)

Learning Objectives (learning outcome; learning target; learning focus; IEP goals/skills addressed)

Assessment/Evaluation (types of assessments used throughout the lesson: formative, summative, other; description of how student learning will be evaluated)

Lesson Structure, Learning Activities, and Instructional Strategies (step-by-step plans and time allotted for each step, including introduction, learning activities, and close/reflection/debrief; lessons may follow different structures such as Three-Phases of a Problem-Based Lesson, Five Es of 3D Science, Gradual Release of Responsibility, Direct Instruction/Teaching, or other structures/learning models)

Building Elements (additional elements that are meant to be adapted and used/not used relative to specific grade bands, content areas of study, and/or lesson plans and units)

Learner Characteristics (# of students; gender; IEP information)

Instructional Set-Up (classroom layout; learner habitat)

Resources, Materials, and Equipment (list or include essentials to complete the lesson)

Essential Questions (vital questions that propel students through the learning experience; questions that prompt exploration and open discovery)

Key Vocabulary (terms, concepts, and/or events)

Prior Knowledge/Skills Needed for Lesson (essential knowledge and skills needed by students to effectively participate in the learning activities)

Technology (tools used by students and/or tools used by teacher)

Equity and Accessibility (universal design for learning features; culturally responsive teaching characteristics)

Differentiation (accommodations; modifications; increase in rigor)

Follow-up Activity/Homework/Extension (further activity around the aims of a lesson; additional or different forms of practice to deepen learning or practice skills)

Classroom Management Considerations

Black Hills State University: Planning for a Lesson – LESSON 2

Your Name: _____

Foundational Elements (essential features of all lesson plans)

Lesson Title

Subject/Content Focus and Grade Band (unit title; unit focus)

Standards (state, Common Core, and/or other; performance indicators/skills)

Learning Objectives (learning outcome; learning target; learning focus; IEP goals/skills addressed)

Assessment/Evaluation (types of assessments used throughout the lesson: formative, summative, other; description of how student learning will be evaluated)

Lesson Structure, Learning Activities, and Instructional Strategies (step-by-step plans and time allotted for each step, including introduction, learning activities, and close/reflection/debrief; lessons may follow different structures such as Three-Phases of a Problem-Based Lesson, Five Es of 3D Science, Gradual Release of Responsibility, Direct Instruction/Teaching, or other structures/learning models)

Building Elements (additional elements that are meant to be adapted and used/not used relative to specific grade bands, content areas of study, and/or lesson plans and units)

Learner Characteristics (# of students; gender; IEP information)

Instructional Set-Up (classroom layout; learner habitat)

Resources, Materials, and Equipment (list or include essentials to complete the lesson)

Essential Questions (vital questions that propel students through the learning experience; questions that prompt exploration and open discovery)

Key Vocabulary (terms, concepts, and/or events)

Prior Knowledge/Skills Needed for Lesson (essential knowledge and skills needed by students to effectively participate in the learning activities)

Technology (tools used by students and/or tools used by teacher)

Equity and Accessibility (universal design for learning features; culturally responsive teaching characteristics)

Differentiation (accommodations; modifications; increase in rigor)

Follow-up Activity/Homework/Extension (further activity around the aims of a lesson; additional or different forms of practice to deepen learning or practice skills)

Classroom Management Considerations

Black Hills State University: Planning for a Lesson

– LESSON 3

Your Name: _____

Foundational Elements (essential features of all lesson plans)

Lesson Title

Subject/Content Focus and Grade Band (unit title; unit focus)

Standards (state, Common Core, and/or other; performance indicators/skills)

Learning Objectives (learning outcome; learning target; learning focus; IEP goals/skills addressed)

Assessment/Evaluation (types of assessments used throughout the lesson: formative, summative, other; description of how student learning will be evaluated)

Lesson Structure, Learning Activities, and Instructional Strategies (step-by-step plans and time allotted for each step, including introduction, learning activities, and close/reflection/debrief; lessons may follow different structures such as Three-Phases of a Problem-Based Lesson, Five Es of 3D Science, Gradual Release of Responsibility, Direct Instruction/Teaching, or other structures/learning models)

Building Elements (additional elements that are meant to be adapted and used/not used relative to specific grade bands, content areas of study, and/or lesson plans and units)

Learner Characteristics (# of students; gender; IEP information)

Instructional Set-Up (classroom layout; learner habitat)

Resources, Materials, and Equipment (list or include essentials to complete the lesson)

Essential Questions (vital questions that propel students through the learning experience; questions that prompt exploration and open discovery)

Key Vocabulary (terms, concepts, and/or events)

Prior Knowledge/Skills Needed for Lesson (essential knowledge and skills needed by students to effectively participate in the learning activities)

Technology (tools used by students and/or tools used by teacher)

Equity and Accessibility (universal design for learning features; culturally responsive teaching characteristics)

Differentiation (accommodations; modifications; increase in rigor)

Follow-up Activity/Homework/Extension (further activity around the aims of a lesson; additional or different forms of practice to deepen learning or practice skills)

Classroom Management Considerations

Student Intern Reflection Form

Student Intern Name: _____

Clinical Educator Name: _____

Date of Lesson: _____

Lesson (please circle one): 1 2 3

Grade/Content: _____

1. What were the strengths of the lesson, such as your delivery, use of instructional strategies/activities, student engagement, etc.?

2. What are your next steps or goals?

3. What were the strengths of your use of technology?

4. What ways could you increase your use of technology to benefit your instruction or student learning/engagement?

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

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

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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

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

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:

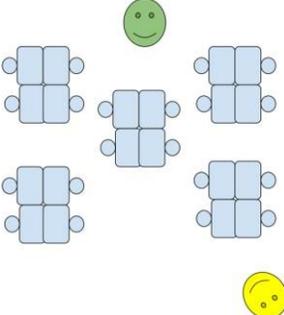
- improves the academic performance of students in the classroom
- increases instructional options for all students
- addresses the diversity and class size issues in today’s classrooms
- enhances classroom management
- provides effective mentoring and guidance throughout the experience
- creates an 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.

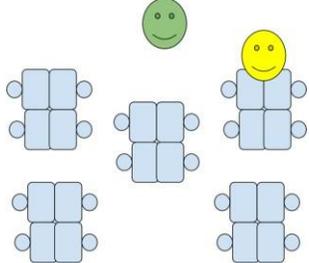
Co-Teaching Strategies

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

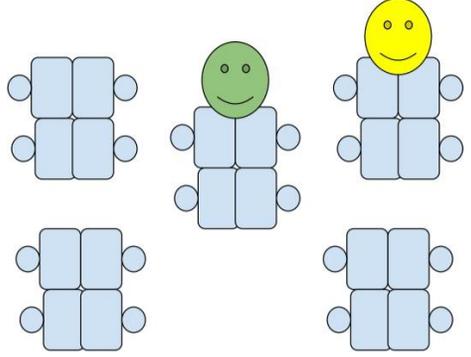
Co-Teaching Strategy 1: One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a *focus* for the observation.

<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
<p>As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator does the purposeful observations.</p>	

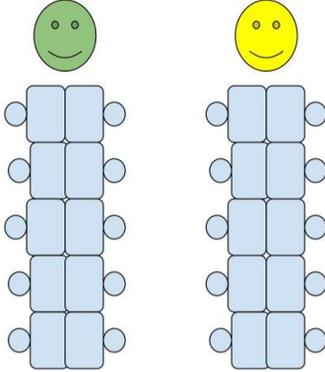
Co-Teaching Strategy 2: One Teach, One Assist – one teacher has primary instructional responsibility while the other teacher assists small groups of students or individuals with their work.

<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>	

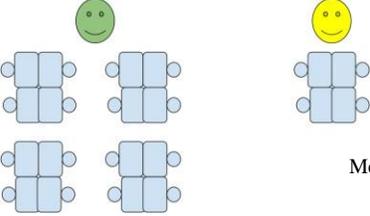
Co-Teaching Strategy 3: Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent workstation will be used.

<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>	

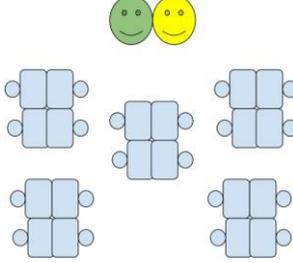
Co-Teaching Strategy 4: Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and may present the lesson using the same teaching strategy.

<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>	

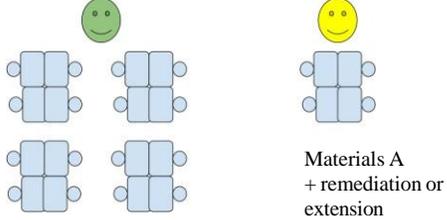
Co-Teaching Strategy 5: Alternative/Differentiated Teaching – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different.

<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>Method 2</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.