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INTRODUCTION

This handbook is written for interns (student teachers), cooperating teachers, principals, and university supervisors. The purpose of the handbook is to describe the process of the internship at Briar Cliff University.

The intent of this guide is to help the intern define purposes, gain information and skill concerning the internship experience, and provide assistance in planning goals and direction for a career in teaching.

The contents of the handbook have been developed over a period of years and revised annually. It is by no means complete or exhaustive. Comments and suggestions for future changes are welcome.

Education Department
Briar Cliff University
Sr. Ruth Schock, Ed.D. Chairperson 279-5556
BRIAR CLIFF UNIVERSITY
MISSION STATEMENT

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students, combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

Identity

Briar Cliff University is a vibrant living/learning community located on the rolling Loess Hills in Sioux City, Iowa. It is a coeducational, private university offering a strong, values-based, liberal arts education as well as quality career preparation. Its Catholic and Franciscan roots support peace making and service to others. It is a small, close-knit community offering students a safe and supportive environment. Respect for others is evidenced by the collegial relationships that characterize curricular and cocurricular life.

Values

Our Catholic Franciscan identity
enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

Our challenging academic environment
which includes a liberal arts education, career preparation, academic integrity and academic freedom

Our focus on the student
which promotes academic success and extra/cocurricular experiences

Our culture of service
to our constituents, to the Siouxland community and beyond

Our appreciation of diversity and our respect for each person

Our commitment to shared governance and collaborative decision making

Our innovative response to change
which envisions a promising and confident future
Teacher Preparation Program  
(TPP)

PHILOSOPHY

• The internship affords the future teacher an opportunity to utilize the intern’s personal, academic, and pre-professional experiences in an actual classroom setting. The intern is a professional; therefore, ethical trust is placed in the intern by the University and the school officials.

• Classroom teachers who accept interns are partners in the Teacher Preparation Program. They work with Briar Cliff University in preparing future teachers for the profession of teaching.

• Teamwork exists through the collaborative effort of the cooperating teacher, intern, school principal, and University supervisor who work together to prepare the intern for entry into the teaching profession.

• The internship should be regarded as a privilege and accepted with a deep sense of responsibility.

TPP Theme Statement

In the Franciscan tradition, the Briar Cliff University education program prepares professional educators through community and service.

Key Values and Beliefs of the Teacher Preparation Program:
• Franciscan tradition—an appreciation of diversity and respect for each person
• Professionalism—a comprehensive preparation program emphasizing dispositions, dress, speech, writing, and academic excellence
• Community—creating a climate that encourages dialogue and caring relationships, both within and beyond the classroom
• Service—a reciprocal action, coupled with reflection, that empowers through experiences
TEACHING RESPONSIBILITIES
In consultation with the cooperating teacher and the University supervisor, the intern will begin assuming his/her teaching responsibilities during the first week of the internship experience. The assumption of teaching responsibilities should be a gradual process and may follow the guidelines below:

(Please consult with the university supervisor if you need to adapt these guidelines)

<table>
<thead>
<tr>
<th>Guidelines for One Internship Placement</th>
<th>Guidelines for Two Internship Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Week:</strong> Begin taking attendance, accompanying students to lunchroom, restroom, library, etc. At the elementary level, assume responsibility for such areas as the opening exercises, story time, spelling, penmanship. At the middle and secondary levels, assume responsibility for one class in a content area.</td>
<td><strong>First Week:</strong> Begin taking attendance and assist the cooperating teacher in any way possible. Assume responsibility for one class period.</td>
</tr>
<tr>
<td><strong>Second Week:</strong> At the elementary level, assume responsibility for one of the major content areas. At the middle and secondary levels, assume responsibility for an additional class.</td>
<td><strong>Second Week:</strong> Assume responsibility for two to three more class periods.</td>
</tr>
<tr>
<td><strong>Third/Fourth/Fifth Weeks:</strong> Continue assuming teaching responsibilities.</td>
<td><strong>Third and Fourth Week:</strong> Continue assuming teaching responsibilities.</td>
</tr>
<tr>
<td><strong>Seventh Week:</strong> Normally, the intern has assumed the entire teaching load and is responsible for all classes and professional responsibilities.</td>
<td><strong>Fifth/Sixth/Seventh Week:</strong> Normally, the intern has assumed the entire teaching load and is responsible for all classes and professional responsibilities.</td>
</tr>
<tr>
<td><strong>Fifteenth Week:</strong> The intern begins returning the teaching responsibility to the cooperating teacher. When not teaching, the intern is encouraged to use the time to observe classes in this, or other, classroom settings and to prepare professional materials.</td>
<td>Repeat the above for the second placement.</td>
</tr>
</tbody>
</table>
REQUIRED ADDITIONAL EXPERIENCES:
- Attend faculty meetings, workshops, and in-service gatherings
- Participate in Parent-Teacher-Student conferences—with the cooperating teacher present
- Accompany the class on field trips, assemblies, concerts—with the cooperating teacher present
- Help with any extra curricular activities and/or duties expected of the cooperating teacher (e.g. bus duty, cafeteria duty, recess, play practice, coral contests, hall duty, etc.)

Change In Schedule
In order to facilitate the University supervisor’s ability to observe the intern while he/she is actually teaching, the intern is expected to keep the supervisor informed of all changes in the teaching schedule (assemblies, field trips, professional days, late starts and early dismissals, etc.) In addition, the intern is expected to notify the supervisor as each new teaching responsibility is added to her/his teaching schedule.

School Policy
In accordance with the professionalism expected of the intern, he/she is expected to follow all policies of the school in which the internship takes place.

Arrival and Dismissal
The intern is expected to follow the arrival and dismissal policies set by the school for the faculty. However, the cooperating teacher is asked to make it possible for the intern to attend the weekly seminar held at Briar Cliff University during the internship experience.

Absences
The intern is expected to show professional courtesy and responsibility to inform the 1). cooperating teacher, 2). school principal, and 3). University supervisor if she/he is ill, is going to be late, or needs to leave early.

*The intern is to be sure that the cooperating teacher receives copies of teaching plans, any materials belonging to the school, and/or materials needed for the teaching of lessons in his/her absence.*

Any time missed during the internship experience must be made up at the discretion of the University supervisor.
[See Standards for Practitioner Preparation Programs, 281-79.14(10)a]

It is the intern’s responsibility to have the phone numbers of the persons to be notified and to know the school's procedure/guidelines for notification of his/her absence. Voice mail or e-mail may be used to notify the University supervisor.
Professionalism

The faculty of the Education Department emphasizes professionalism in all areas. Some of these areas are listed below:

a. **Dispositions**—the intern is expected to be enthusiastic about teaching and its responsibilities, and willing to learn from the cooperating teacher, the principal, and the University supervisor. The intern is expected to team with the cooperating teacher whenever possible to formulate and implement instructional plans, prepare seating charts and class schedules, prepare bulletin boards and/or learning centers, and attend school functions.

b. **Instructional Planning**—the intern is expected to do the planning of a teacher (unit plan, lesson plans, etc.). In addition, the intern is expected to prepare written, detailed lesson plans for every class he/she teaches.

c. **Professional Manner**—the intern is expected to dress professionally at all times (exceptions are made for days of “special dress” in a school). The intern is expected to communicate, both orally and in writing, using standard English. The intern is expected to maintain the confidentiality required of a professional. This includes maintaining confidentiality concerning a student’s grades, classroom behavior, test scores, family backgrounds, etc.

The intern is expected to place a priority on the internship experience. All other activities must not interfere with her/his teaching responsibilities. This includes work schedules, job interviews, and personal trips. If a previous Briar Cliff University commitment such as the choir tour or basketball tournament interferes with the internship, the intern is expected to inform his/her university supervisor ahead of time.

EXPECTATIONS OF THE PRINCIPAL
The faculty of the Education Department is grateful for the role the principal plays in the selection of the cooperating teacher, who will play such an important role in the final formation of the teaching intern. As the instructional leader of the school, the principal is an important resource person for the intern. Because the principal provides leadership in the school setting, the following expectations are made:

- include the intern in faculty meetings, workshops, and in-service opportunities
- provide the intern with feedback concerning his/her instruction and classroom management
- encourage the intern to strive for professionalism and academic excellence

See Appendix A

EXPECTATIONS OF THE COOPERATING TEACHER

The faculty of the Education Department is grateful for the role the cooperating teacher plays in the final formation of the teaching intern. We recognize the risk being taken when agreeing to allow a novice to share physical and professional space during the internship experience. Because the cooperating teacher’s role is so crucial, the following expectations are made:

a. Experience—the cooperating teacher must be properly licensed, have a minimum of three (3) years teaching experience, and is recommended by the principal/superintendent.

b. Orientation—the cooperating teacher is expected to attend an orientation session for teachers and interns held at Briar Cliff University.

c. Professionalism—the cooperating teacher is expected to:
   - model creative, effective teaching
   - continue the responsibility of contacting parents
   - orient the intern to the school environment
     --introduce him/her to the administration, faculty, staff, and students
     --acquaint him/her with the policies and procedures followed by the school
     --explain grading procedures, how to order AEA materials, times for faculty meetings, how to get materials copied, etc.
• provide the intern with the necessary materials and guidance to plan for instruction, and preview the lesson plans prior to each class
• formally evaluate the intern’s performance in instruction and classroom management using the forms provided by Briar Cliff University
• discuss daily with the intern the events of the day, emphasizing her/his successes and asking the intern to name the ways she/he could improve
• allow the intern to take risks and discuss together the results of the intern’s decision
• gradually allow the intern time alone in the classroom so that he/she develops the necessary independence and skill of instruction and classroom management
• periodically meet with the University supervisor to discuss the intern’s progress
• allow the intern time to meet with the University supervisor to discuss the intern’s progress
• report immediately to the University supervisor any concerns or problems that need attention concerning the performance or actions of the intern
• Discuss weekly seminar/assignment topic.

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EXPECTATIONS OF THE UNIVERSITY SUPERVISOR

The University supervisor works with the cooperating teacher and school principal to support the intern in his/her teaching experience. An emphasis will be placed on professionalism, positive reinforcement of the teaching experience, and regular meetings to evaluate with the intern his/her growth in instruction and classroom management. Because the University supervisor’s role is so important, the following expectations are made:

• provide an orientation session for the intern and her/his cooperating teacher
• visit the intern in the classroom a minimum of once every ten school days, making direct observation of his/her teaching as frequently as possible
• work with the intern, the cooperating teacher, and the principal to answer questions, implement the instructional responsibilities, and when necessary, facilitate the solving of problems
• meet with the intern after an observation of teaching has occurred to evaluate the lesson for the effective teaching methods utilized and together explore ways in which the intern might improve
• utilize a variety of evaluation measures to assign the intern’s final grade. These evaluation measures will include:
  --the formative and summative evaluations of the cooperating teacher
  --the observation reports filled out by the University supervisor
  --the intern’s participation in the weekly seminar

Reassignment and/or Termination of Student Teaching Internship

From the Briar Cliff University Student Teacher Agreement with the cooperating school:
Failure on the part of the student teacher to meet the responsibilities in a manner satisfactory to the cooperating teacher or the administrator in charge will be sufficient cause for her/his removal from the assignment. Removal will be made by the Briar Cliff Teacher Preparation Program Chairperson upon the recommendation of the cooperating school officials. If after a period of six to eight weeks the student teacher has not reached an acceptable level of teaching proficiency, removal from the assignment is mandatory.
Reassignment will be made by the Briar Cliff Teacher Preparation Program Chairperson or her/his designated representative if the student teacher and the cooperating teacher are not compatible.

BCU Process for Reassignment and/or Termination of a Student Teaching Internship:
1. A concern is raised by the student teacher, the cooperating teacher, the school administrator in charge and/or by the university supervisor.
2. If the concern appears valid, initial remediation is attempted by the university supervisor in conjunction with the parties involved (for example: conference with the parties involved, modeling the expected behavior, begin a plan for improvement).

If the concern continues or another concern arises:
1. Another member of the BCU Department of Education will conduct at least one supervisory visit to verify the concern(s).
2. If the concern(s) is valid, a conference will again be held with the parties involved to create a formal program for improvement. The program for improvement will identify each concern raised, specific ways in which to remediate the concern, and identify a timeline for when success must be achieved. The program for improvement must be signed and dated by all parties involved.
3. If the formal program for improvement is not met in a satisfactory manner, the parties involved will determine whether to:
   a. Continue remediation, setting a new timeline for success following the guidelines stated above, which may require extending the length of the internship.
   b. Refer the situation to the Chairperson of the Briar Cliff Teacher Preparation Program (see #4 below).

4. The Chairperson of the Briar Cliff Teacher Preparation Program, in consultation with the university supervisor will decide whether to:
   1). Remove the student teacher from the placement for reassignment to a new placement.
   2). Terminate the student teaching experience.
   3). Other.

5. The Chairperson of the Briar Cliff Teacher Preparation Program will give the student teacher specific reasons in writing for the reassignment in or the removal from the internship experience. The student teacher will be notified of the appeal procedure found in the internship handbook.

Appeal Procedure
The student teacher will be notified of the appeal procedure as stated in the Briar Cliff University’s *Student Teaching Internship Handbook*. The appeals procedure is as follows:

1. Discuss the concern with the Briar Cliff University supervising teacher involved.

2. Appeal to the department chairperson in writing within three working days of discussing the grievance with the faculty member involved. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the chairperson. The student will be notified in writing of the chairperson’s decision.

3. Appeal to the academic dean in writing three working days of notification by the chairperson. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the academic dean. The student will be notified in writing of the academic dean’s decision.

4. In all cases, the decision of the academic dean is final.
LESSON PLAN FORMAT

Name__________ Grade Level ________ Subject ____________ Date ________

I. District Content Standard:
   A. COGNITIVE: District benchmark/learning outcome, core indicator
      1. 
      2. 
   B. AFFECTIVE
      1. 
      2. 
   C. PSYCHOMOTOR
      1. 
      2. 

II. MATERIALS (LIST)

III. LIST KEY CONTENT EVERY STUDENT MUST KNOW

IV. LIST PLACES IN THE LESSON WHERE CLASSROOM MANAGEMENT MAY BE A CONCERN. (Be sure to solve them in the Teaching Strategies section of the lesson plan.)

V. TEACHING STRATEGIES & ACTIVITIES, WITH TIME CONSIDERATIONS
   A. Introduction (review of previous learning needed for new learning, stating objective for new learning, motivating for new learning)
   B. Teach/model new learning
   C. Guided practice of new learning
   D. Activity to practice new learning independently
   E. Closure (review of new learning in this lesson, explanation of how new learning will be drawn upon in future lessons)

VI. Formative Assessment of Learning
   List the activities in this lesson plan that would enable students to demonstrate to you whether they understood the concept/procedure/skill you were teaching:

VII. POST ASSESSMENT (SELF)—to be filled out after you have taught the lesson
   Self:
   • What went well when you taught this lesson and what did you do to make that happen?
   • What would you do differently the next time?

VII. Reference(s)
Lesson Plan Form for K-12 PE Majors

| Teacher: | Location of learning environment: |
| School: | Safety considerations: |
| Unit: | Equipment needs: |
| Lesson #: | |
| Lesson Length: | |

**NASPE Content Standards**
- 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 3. Participates regularly in physical activity.
- 4. Achieves and maintains a health-enhancing level of physical fitness.
- 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<table>
<thead>
<tr>
<th>Cognitive Outcomes Knowledge/Problem Solving</th>
<th>Psychomotor Outcomes Skills Technique</th>
<th>Affective Outcomes Social/Emotional Behavior</th>
</tr>
</thead>
</table>

**Personal Fitness and Wellness**

<table>
<thead>
<tr>
<th>Cardiovascular Endurance</th>
<th>Health Related Fitness</th>
<th>Muscular Strength and Endurance</th>
<th>Performance Related</th>
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</thead>
<tbody>
<tr>
<td>_____ 0-5</td>
<td>_____ Upper body</td>
<td>_____ Upper body</td>
<td>_____ Balance</td>
</tr>
<tr>
<td>_____ 6-10</td>
<td>_____ Midsection</td>
<td>_____ Midsection</td>
<td>_____ Coordination</td>
</tr>
<tr>
<td>_____ 11-20</td>
<td>_____ Lower body</td>
<td>_____ Lower body</td>
<td>_____ Agility</td>
</tr>
<tr>
<td>_____ 21 and up</td>
<td></td>
<td></td>
<td>_____ Reaction Time</td>
</tr>
</tbody>
</table>

<p>| _____ | | | _____ Speed |
| | | | _____ Power |</p>
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Skill Cues</th>
<th>Organization</th>
<th>Safety Cues &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up activity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fitness activity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lesson Focus</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Closing Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MATH 440 LESSON PLAN FORMAT

Name______________________ Grade Level________ Subject __________________

Date________

I. Content Standard:

_____________________________________________________________________

A. COGNITIVE: District benchmark/learning outcome, core indicator

1. 

2. 

B. AFFECTIVE

1. 

2. 

C. PSYCHOMOTOR

1. 

2. 

II. MATERIALS / EQUIPMENT (LIST)

III. LIST MATH TOPIC(S) AND KEY CONTENT AND VOCABULARY

IV. LIST PLACES IN THE LESSON WHERE CLASSROOM MANAGEMENT MAY BE A CONCERN.

(Be sure to solve them in the Teaching Strategies section of the lesson plan.)

V. TEACHING STRATEGIES & ACTIVITIES, WITH TIME CONSIDERATIONS

A. Introduction

1. Review of previous learning needed for new learning. (Collection/correction of math homework.)

2. State objectives for new learning

3. Motivation for new learning

B. Teach/model new learning. Include sample math problems.

C. Guided practice of new learning

D. Activity to practice new learning independently

E. Closure (review of new learning in this lesson, explanation of how new learning will be drawn upon in future lessons)

F. Assessment – formal and/or informal

G. Differentiated instruction

H. Assigned homework

I. If time...

VI. POST ASSESSMENT (SELF AND STUDENTS) – to be completed after you have taught the lesson

A. Self

1. What went well when you taught this lesson and what did you do to make this happen?

2. What would you do differently the next time?

B. Students

C. VII. REFERENCE(S)
The formative and summative evaluations are completed during the 5th, 10th, 7.5th and 15th weeks of the student teaching internship by the student and the cooperating teacher (5th, 10th, and 15th weeks) and university supervisor (7.5th and 15th week). This document is kept in the intern’s permanent file. Each item is identified with criterion used to establish competency in the BCU Teacher Preparation Program Standards. These standards and criterion are based in the INTASC Standards and the Iowa Department of Education Teacher Preparation Program Standards.

Use the scale below for your responses.
NOTE: Individual items may not apply or have not been observed in every internship.

K = Knowledge, D = Dispositions, P = Performance

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Subject Matter</th>
<th>1 = low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1.11</td>
<td>Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are in his/her discipline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>K1.13</td>
<td>Is able to relate own disciplinary knowledge to other subject areas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D1.23</td>
<td>Has enthusiasm for the discipline(s) and sees connections to every day life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P1.31</td>
<td>Uses multiple representations of key concepts, links them to students’ prior understandings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P1.32</td>
<td>Uses differing viewpoints, theories, and methods of inquiry in teaching subject matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Student Learning</th>
<th>1 = low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2.11</td>
<td>Understands how learning occurs, how students construct knowledge, and how to use instructional strategies that promote student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>K2.12, P2.31</td>
<td>Understands and assesses physical, social, emotional, moral, and cognitive development and addresses these factors when making instructional decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D2.21</td>
<td>Shows respect for the diverse talents of all learners</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P2.32</td>
<td>Stimulates student reflection on prior knowledge, links new ideas to already familiar ideas, provides opportunities for active engagement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Diverse Learners</th>
<th>1 = low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3.11</td>
<td>Is able to identify differences in learning styles and design instruction that is built on students’ strengths</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>K3.12</td>
<td>Knows about areas of exceptionality in learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D3.21</td>
<td>Believes that all children can learn and persists in helping all children achieve success</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D3.23, P3.35</td>
<td>Respects students as individuals and uses students’ family, culture, and community information as a basis for connecting instruction to students’ experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P3.32</td>
<td>Uses teaching approaches that are sensitive to the</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Classroom Environment/Management</td>
<td></td>
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</tr>
<tr>
<td>P3.34</td>
<td>Is able to identify when and how to access appropriate services or resources to meet exceptional learning needs</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>K4.11</td>
<td>Is able to use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work</td>
<td></td>
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</tr>
<tr>
<td>K4.14</td>
<td>Is able to use a range of strategies to promote positive relationships, cooperation, and purposeful learning</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D4.21</td>
<td>Takes responsibility to establish and maintain a positive climate in the classroom and in the school as a whole</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4.31</td>
<td>Creates a smoothly functioning learning community where students work collaboratively and independently in purposeful learning activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>K5.12</td>
<td>Understands how cultural and gender differences can affect communication in the classroom</td>
</tr>
<tr>
<td>K5.14</td>
<td>Knows how to use effective verbal, nonverbal, and media communication techniques</td>
</tr>
<tr>
<td>D5.22</td>
<td>Encourages many modes of communication in the classroom</td>
</tr>
<tr>
<td>P5.33</td>
<td>Asks questions and stimulates discussion for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting problem-solving)</td>
</tr>
<tr>
<td>P5.35</td>
<td>Uses a variety of media communication tools to enrich learning opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6</th>
<th>Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>K6.11</td>
<td>Knows how to use learning theory, subject matter, curriculum development, and student development in planning instruction to meet curriculum goals</td>
</tr>
<tr>
<td>K6.12</td>
<td>Knows how to plan instruction that connects curriculum goals and students’ experiences</td>
</tr>
<tr>
<td>D6.22</td>
<td>Is open to adjustment and revision of plans based on student needs</td>
</tr>
<tr>
<td>P6.31</td>
<td>Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction</td>
</tr>
<tr>
<td>P6.32</td>
<td>Recognizes and addresses variation in learning styles and performance modes</td>
</tr>
<tr>
<td>D6.21, P6.34</td>
<td>Values and creates short-range and long-term plans that are linked to student needs and performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>K7.11, D7.21</td>
<td>Understands and values the cognitive processes associated with various kinds of learning (e.g. critical thinking, independent problem solving, and performance skills)</td>
</tr>
<tr>
<td>K7.12</td>
<td>Knows advantages and limitations associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction)</td>
</tr>
<tr>
<td>K7.13</td>
<td>Knows how to enhance learning through the use of a</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>D7.22</td>
<td>Values flexibility and adapts instruction to student responses, ideas, and needs</td>
</tr>
<tr>
<td>P7.32</td>
<td>Uses multiple teaching and learning strategies to engage students in active learning that promotes critical thinking, problem solving, and performance skills</td>
</tr>
<tr>
<td>P7.36</td>
<td>Uses educational technology to deliver instruction</td>
</tr>
<tr>
<td><strong>Standard 8</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>K8.12</td>
<td>Knows how to select, construct, and use assessment strategies appropriate to the learning outcomes being evaluated and for diagnostic purposes (e.g. criterion-referenced and norm-referenced instruments, standardized and performance-based tests, observation instruments and assessments of student work)</td>
</tr>
<tr>
<td>K8.13</td>
<td>Understands assessment-related issues (e.g. validity, reliability, bias, scoring concerns)</td>
</tr>
<tr>
<td>D8.21,</td>
<td>Values ongoing assessment as essential to the instructional process, using assessment to identify student strengths and promote student growth</td>
</tr>
<tr>
<td>D8.22</td>
<td></td>
</tr>
<tr>
<td>P8.31</td>
<td>Appropriately uses a variety of formal and informal assessment techniques to evaluate student progress and performance, and modify teaching and learning strategies</td>
</tr>
<tr>
<td>P8.36</td>
<td>Maintains useful records of student work and performance and provides appropriate feedback</td>
</tr>
<tr>
<td><strong>Standard 9</strong></td>
<td><strong>Foundations, Reflection, and Professional Development</strong></td>
</tr>
<tr>
<td>K9.12</td>
<td>Understands a variety of self-assessment and problem solving strategies for reflecting on his/her practice</td>
</tr>
<tr>
<td>K9.13</td>
<td>Is aware of major areas of research on teaching and of resources available for professional learning</td>
</tr>
<tr>
<td>D9.22</td>
<td>Is committed to critical thinking, reflection, assessment, and learning as an ongoing process</td>
</tr>
<tr>
<td>D9.23</td>
<td>Is willing to give and receive help to grow professionally</td>
</tr>
<tr>
<td>P9.31</td>
<td>Uses a variety of sources for evaluating the outcomes of teaching and learning to reflect upon and revise practice</td>
</tr>
<tr>
<td><strong>Standard 10</strong></td>
<td><strong>Collaboration, Ethics, and Relationships</strong></td>
</tr>
<tr>
<td>K10.12</td>
<td>Understands how factors in the student’s environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence the student’s life and learning</td>
</tr>
<tr>
<td>D10.22</td>
<td>Is concerned about all aspects of the student’s well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties</td>
</tr>
<tr>
<td>D10.23</td>
<td>Respects the privacy of students and confidentiality of information</td>
</tr>
<tr>
<td>P10.34</td>
<td>Establishes respectful relationships with parents, guardians, and community resources, seeks to develop cooperative partnerships in support of student learning and well being</td>
</tr>
</tbody>
</table>
Cooperating Teacher

Intern

University Supervisor

Summative Evaluation
For 7.5th and 15th week only

Date

Suggested Grade

Date

Suggested Grade

Date -

Suggested Grade

18
Professional

Credentials

Self Managed by
AFTER THESE CREDENTIALS HAVE SERVED THEIR INTENDED PURPOSE, PLEASE DESTROY THEM

Self-Managed Credential Files

What’s included?
- Cover sheet
- Cover Letter
- Resume
- Reference Letters (3-4)
- Transcript
  - Unofficial is a copy
  - Official is an original copy stamped and sealed from the Registrar’s Office
- Copies of your teaching license/certificate

Optional
- Teaching Philosophy

What does Self-Managed mean?
- You send credential files to the school
- Include the Cover Page indicating that you are self managing the file

Sending closed letters of reference
- Have the person send it directly to the school or

- Have the person seal it in an envelope and sign across the seal. You can have them make multiple copies at once so you’re not asking them for a reference every time you apply for a position
The Mock Evaluation of Student Teachers on the Iowa Teaching Standards will be discussed in the student teaching seminar. Cooperating teachers are also asked to discuss it with the student teachers.

House File 549 (Spring 2003) mandated that Iowa's Teacher Preparation Programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

Student Teacher: _____________________________________________________________Date: __________________________

Grade Level(s): ____________________________ Subject(s): _________________________________

Sponsoring Institution: ________________________ School District: ____________________________

Cooperating Teacher: ____________________________ School: ____________________________

This form was completed by:

____ Student Teacher    ____ Cooperating Teacher/Designee    ____ Other: ____________________

Directions:
Students should complete this form, as a self-assessment, during the end of the student teaching semester. Cooperating teachers will complete the same form, and prior to the end of the semester the student teacher and cooperating teacher will compare and discuss their perceptions. This form is for the student teacher's use only. The sponsoring institution will not receive a copy.

I. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

a. Provides evidence of student learning to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

Strengths:

Areas for Improvement:

II. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION

Teacher:
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

Strengths:

Areas for improvement:

III. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:
  a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
  b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
  c. Uses student developmental needs, background, and interests in planning for instruction.
  d. Selects strategies to engage all students in learning.
  e. Uses available resources, including technologies, in the development and sequencing of instruction.

Strengths:

Areas for Improvement:

IV. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE NEEDS OF STUDENTS.

The teacher:
  a. Aligns classroom instruction with local standards and district curriculum.
  b. Uses research-based instructional strategies that address the full range of cognitive levels.
  c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
  d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
  e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.
  f. Uses available resources, including technologies, in the delivery of instruction.

Strengths:

Areas for improvement:

V. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:
  a. Aligns classroom assessment with instruction.
  b. Communicates assessment criteria and standards to all students and parents.
  c. Understands and uses the results of multiple assessments to guide planning and instruction.
  d. Guides students in goal setting and assessing their own learning.
  e. Provides substantive, timely, and constructive feedback to students and parents.
  f. Works with other staff and building and district leadership in analysis of students’ progress.

Strengths:
Areas for improvement:

VI. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.
The teacher:
   a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
   b. Establishes, communicates, models and maintains standards of responsible student behavior.
   c. Develops and implements classroom procedures and routines that support high expectations for learning.
   d. Creates a safe and purposeful learning environment.
   e. Creates a safe and purposeful learning environment.

Strengths:

Areas for Improvement:

VII. ENGAGES IN PROFESSIONAL GROWTH.
The teacher:
   a. Demonstrates habits and skills of continuous inquiry and learning.
   b. Works collaboratively to improve professional practice and student learning.
   c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
   d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Strengths:

Areas for Improvement:

VIII. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.
The teacher:
   a. Adheres to board policies, district procedures, and contractual obligations.
   b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
   c. Contributes to efforts to achieve district and building goals.
   d. Demonstrates and understanding of and respect for all learners and staff.
   e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Strengths:
Appendix A

Professionalism

The student teacher is expected to uphold the ethics, policies and procedures of the school district and/or diocese to which he/she is assigned.

For example:

The standards of professional conduct and ethics are described in Chapter 25 of the Iowa Administrative Code. Standards cover the following areas:

- **Standard I** – conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse.
- **Standard II** – alcohol or drug abuse.
- **Standard III** – misrepresentation, falsification of information.
- **Standard IV** – misuse of public funds and property
- **Standard V** – violations of contractual obligations
- **Standard VI** – unethical practice toward other members of the profession, parents, students, and the community.
- **Standard VII** – compliance with state law governing student loan obligations and child support payments.
- **Standard VIII** – incompetence. (282 – 25.3(1-8))

For additional information, please see the Iowa Administrative Code at the Iowa Department of Education website. ([http://www.legis.state.ia.us/Rules/Current/iac/282iac/28225/28225.pdf](http://www.legis.state.ia.us/Rules/Current/iac/282iac/28225/28225.pdf))

The following statements are from the Sioux City Diocesan Board of Education:

Teaching or living a life-style in contradiction to the teachings of the Church can disqualify one as an employee of our educational system, at least for a time, particularly when this is done deliberately, publicly, without contrition, and/or an openness to repair any scandal resulting from these actions. (4119.6)

Actions that are considered moral grounds and may be judged as cause for dismissal include, but are not limited to the following:

1. Violations of criminal law considered as aggravated misdemeanors and felonies.
2. Teaching or publicly advocating principles contrary to the dogmatic and moral teaching of the Church and the judgment of the Bishop. If there is a conflict as to the teaching of the Church, the judgment of the Bishop shall be the final arbiter.

3. Violations of the teachings of social justice as taught and commonly viewed by the Catholic Church, with the judgment of the Bishop as final arbiter.

4. The continued abuse of alcohol or other chemical substances when proper treatment has been refused or has been unsuccessful and the functioning of the person is impaired; advocating the use of alcohol or other chemical substances in an abusive manner.

5. Public violations or publicly advocating violations of the stands of sexual morality taught by the Catholic Church, with the judgment of the Bishop as final arbiter. (4119.6c)

Professionalism

I have received and read a copy of the statement regarding ethics, policies and procedures.
Name ______________________         Date _________________
BCU Education Department, Spring 2005

Appendix B

Praxis II

The Federal Department of Education (FDE) requires all elementary education majors take a standardized test in all content areas (reading, math, science, social studies, art, music, p.e., etc.) prior to completing their teacher preparation program and being recommended for their teaching license. In Iowa, K-12 and secondary education majors are not tested because they major in the discipline they will teach.

Praxis II can be taken online or as a paper and pencil test. Teacher education candidates may choose either of two Praxis II tests:

- Elementary Education: Curriculum, Instruction & Assessment: Content Knowledge (10011 for paper version of test, 5011 for online version of test) Cut score of 151.
- Elementary Education: Content Knowledge (10014) for paper version of test, 5014 for online version of test) Cut score of 142.

The code to use when requesting test scores to be sent to Briar Cliff:
RA6046 Briar Cliff

Information regarding the tests can be found at www.ets.org. The website includes “Test at a Glance” documents that provide sample questions of each test.
You must register for the test on-line at www.ets.org, providing a credit card number to pay for the test.

If you plan to move to another state, check the ETS website to find out which test they require. Requirements of other states can be found at www.ets.org.
Appendix C

EDUC 14IR  Electronic Portfolio and Seminar

Description of Seminar: This seminar is taken concurrently with the student teaching internship. It is a mandatory requirement for all candidates enrolled in the internship experience. The interns will practice professional reflection on the internship experience while preparing for the interview process.

EDUC 14IR Course Description: This course prepares education majors in how to create the electronic portfolio used to demonstrate the candidate’s competency in meeting each of the Iowa Teaching Standards. This course must be taken in conjunction with EDUC 410/412/415 Student Teaching Internship. (2 semester hours)