

Teacher Preparation Program Handbook

Briar Cliff University EDUCATION DEPARTMENT SIOUX CITY, IOWA

ACKNOWLEDGEMENT

*The Teacher Preparation Program
acknowledges
the contribution to the field of education
in the Education Department at Briar Cliff University
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*Their excellence and dedication in the field of education lives on in the practice of the students they prepared for
service in the elementary and secondary schools.*

TABLE OF CONTENTS

Introduction, Statement of Purpose	3
Briar Cliff University Mission Statement, Identity, Values	3
Conceptual Framework Theme Statement, Values, Beliefs, Mission, Philosophy	4
Teacher Preparation Program Standards	5
Admission to the Teacher Preparation Program	6
Declaration of a Major	
Criteria for Admission	
Transfer students	
Teacher Education Advisory Committee Recommendations	
Readmission to Teacher Preparation Program	
Grades	8
Admission to the Internship.....	8
Placement Policy	
Recommendation for Certification and Licensure	9
Notification of Teacher Education Policies	9
General Education Requirements	9
Elementary Education Certification Courses.....	10
General Education Course Requirements	
Elementary Education Content Courses	
Professional Education Core Courses	
K-12 (art, music) and Secondary Education Certification Courses	11
General Education Course Requirements	
Professional Education Instruction Core	
Required Supporting Courses	
Field Experiences	11
Endorsements	12
Advising	13
Attendance.....	13
Late Work.....	13
Appealing Grades and Other Academic Matters	13
Education Club	13
Candidate Records.....	14
Computer and Word Processing	14
Academic Integrity	14
Student Development	14
Appendix (A) Program Dispositions Explanation	15
Appendix (B) APA Style of Writing	16
Appendix (C) Chart of Field Experiences	16
Appendix (D) Handbook for Practicums	17
Appendix (E) Professionalism and Ethics	25
Appendix (F) Application for Licensure	26
Appendix (G) National Association for Professional Development Schools Standards	26
Appendix (H) Teacher Preparation Program Standards and Learning Outcomes	26
Appendix (I) Candidate and Program Assessment Plan	30
Disposition Assessment Plan	
Appendix (J) Praxis II Information	34
Appendix (K) BOEE Denial of Initial License	35

Introduction

This handbook has been prepared to assist teacher candidates with the requirements of the Teacher Preparation Program leading to licensure as elementary, secondary, and K-12 (art, music) teachers.

It is required that all candidates pursuing licensure in elementary, middle and/or secondary teaching read the material in this handbook. The handbook outlines information pertinent to a career in education. In addition to the information in this handbook, the information in the Briar Cliff University Catalog applies to all education students.

Candidates in the Teacher Preparation Program are to become knowledgeable about the program requirements and policies used in decision-making regarding admission, progression, graduation, and licensure.

Candidates will be asked to sign a form acknowledging the review of this document. **The signed form will be placed in the candidate's permanent file in the Education Department. It is the candidate's responsibility to become familiar with the contents of the handbook.**

If changes in the handbook occur, they will be announced in an official posting on program bulletin boards, announced in classes, and sent via campus e-mail.

Statement of Purpose:

The purpose of the Teacher Preparation Program assessment plan is to protect the public from unqualified practitioners by determining whether the candidates assessed have demonstrated the essential competencies (knowledge and skills), as well as display the necessary dispositions, as defined in the standards of the Briar Cliff University Teacher Preparation Program. These competencies are necessary for safe and appropriate practice and certification in the state of Iowa.

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 peacemaking 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 co-curricular 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/co-curricular 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

Conceptual Framework Theme Statement of the Teacher Preparation Program

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

Values and Beliefs of Teacher Preparation Program

Franciscan tradition – an appreciation of diversity and respect for each person

Professionalism—a comprehensive preparation program emphasizing dispositions; and professionalism in 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

See Appendix A: Program Dispositions Explanation

Mission

The mission of the Teacher Preparation Program is to develop quality educators whose professional practice is informed by a strong liberal arts education, current research, and the Catholic/Franciscan tradition of the University.

Philosophy

The philosophy of the Teacher Preparation Program of Briar Cliff University flows from the Mission Statement of the University and the mission of the program. Components of this relationship are in the document submitted to the faculty for the Briar Cliff Education major (1991) and in the Institutional Report for the State of Iowa Department of Education (2012, 2007, 2001).

Serving traditional and non-traditional students from diverse backgrounds in the Catholic/Franciscan tradition of openness, caring, and service, candidates in the Teacher Preparation Program are prepared to

be reflective practitioners through a variety of pre-service growth experiences. Those teaching in the Teacher Preparation Program emphasize subject area content, values education, research, and personal modeling of the various methodologies currently being used in the field. A variety of assessments are taught and modeled through the use of diverse reading, writing, speaking, listening, and hands-on activities.

Candidates learn to utilize various methodologies, collaborative learning, large and small group discussion, and to build professional relationships. Candidates are expected to observe, plan, and practice the necessary skills and competencies for becoming an effective teacher. The candidates become critical thinkers through diversity awareness education, analysis of curriculum materials and of issues affecting education today. They are expected to reflect upon their classroom experiences and to become skilled at incorporating technology into the school curriculum. Candidates in the Teacher Preparation Program are also expected to work for a just and equitable educational system.

Standards of the Teacher Preparation Program

The Teacher Preparation Program prepares candidates to be generalists in elementary education with an endorsement in reading. These candidates may earn additional endorsements. The program also prepares candidates to teach at the secondary level in specific endorsement areas. In addition, the program prepares candidates to teach in K-12 endorsement areas (Art, Music).

The standards of the Briar Cliff University Teacher Preparation Program are taken from the Interstate Teacher Assessment and Support Consortium (InTASC), adopted Aug. 23, 2011. Candidates are prepared in:

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 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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 areas, 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.

Admission to the Teacher Preparation Program

Declaration of a Major

Normally, candidates declare their major(s) at the end of their first year at the University. When the Education major is declared, the candidate's advising records will be transferred to the education program. The candidate will then be assigned an Education advisor by the program Chairperson. **Late application for a major and/or the number of majors, minors, and endorsements the candidate chooses may result in an extended program to meet program requirements for State of Iowa teacher licensure.**

Forms for the declaration of a major are available online.

Criteria for Admission to the Teacher Preparation Program

A candidate applies to the Teacher Preparation Program in EDUC 100. Acceptance into Briar Cliff University does not guarantee admission to the Teacher Preparation Program.

To enroll in 300- and 400-level courses in the professional core and/or in the elementary content, students must be admitted to the Teacher Preparation Program. This includes EDUC 02IS and EDUC 09IS. (Effective spring 2018, 2011, 2007)

Elementary education majors transferring into the BCU Education Department from another institution who are at the junior level as defined by the BCU catalog, will be conditionally admitted to the teacher preparation program for the first semester if he/she has a GPA of 2.5 at the previous institution and has taken the equivalent of EDUC 100 Introduction to Education. The transfer student will be allowed to register for 300 and 400 level courses in the program and participate in the Professional Development School during that first semester. This student must be fully admitted to the program by the end of the first semester in order to be able to continue in the program. (passed by the Faculty Advisory Committee Sept. 19, 2012)

The Briar Cliff Faculty Advisory Committee determines the admission and retention standards for candidates entering the Teacher Preparation Program. The Faculty Advisory Committee has implemented the following standards for admission to the Program:

- 1) A grade of "C" or better in CORE 131 Writing in the Digital Age
- 2) A letter of nomination by an employer or a Briar Cliff University faculty member other than Education faculty.
- 3) Completion of at least a 10-hour field experience
- 4) **Demonstration of the dispositions and ethical conduct necessary for teaching (see below)
- 5) A cumulative grade point average (G.P.A.) of 2.5
- 6) Other appropriate assessments - i.e. math (standardized), reading (standardized), speaking, writing (standardized), listening assessment (observation), and personal interview.
- 7) Teacher Education Advisory Committee recommendation of acceptance.

**The Iowa Board of Educational Examiners' (BoEE) Code of Professional Conduct and Ethics in 282-25.1(272) Chapter 25 and 282-26.1(272) Chapter 26 delineates the ethics requirements for teacher licensure. Any candidate in the program with a criminal conviction or violations such as alcohol or drug abuse or falsification of information, as described in the BoEE's code will be removed from the Teacher Preparation Program and encouraged to seek another degree. Chapter 103 Corporal Punishment Ban; Restraint; Physical Confinement and Detention in 281-103/1(256B, 280) delineate the ban on unreasonable force, confinement, detention, and/or physical restraint of a student.
See also Appendix K regarding BOEE denial of initial license applications.

In addition to the above: Transfer students will need:

- 1) Registrar's evaluation of transcript and acceptance by the university.
- 2) Declaration of major(s)
- 3) Application to department
- 4) Review of handbook with signed receipt.
- 5) Completion of at least a 10-hour field experience, if transferring field experience hours

Teacher Education Advisory Committee Recommendations:

The candidate will be given a formal written notice of the committee's actions before the end of the term following the completion of the application process. The committee actions will result in one of the following:

- 1). **Acceptance** - is based on the candidate's meeting all the criteria for admission to the program. The candidate is required to maintain the established standards throughout the program.
- 2). **Rejection** - Failure on the candidate's part to remove a deficiency within the allotted time results in the candidate's automatic termination of the student in the Teacher Preparation Program. If at a later date the candidate meets minimal criteria for admission to the program, she/he may make reapplication for admission. Candidates rejected for acceptance into the Teacher Preparation Program will receive written notification. An appeals procedure is explained in the Briar Cliff University Catalog.

Candidates who have been accepted into the program but fail to maintain the acceptance standards, such as a 2.5 grade point average, will be rejected from the program until the deficiency has been remedied.

Readmission of Candidates on Probation in the Teacher Preparation Program

To be readmitted to the program, the candidate must remove the deficiency that caused the rejection from the program. When necessary, the candidate will meet with his/her advisor to create a plan for the remediation of the deficiency. The teacher candidate will submit a letter asking to be readmitted to the program and have a formal interview with the Education Department Chair. When the deficiency has been corrected and the Chairperson of the department has given approval, the Chairperson will present a request to the advisory committee for readmission to the program. (passed by the Faculty Advisory Committee Sept. 29, 2015)

Grades

Candidates enrolled in the Teacher Preparation Program must earn a grade of "C" or better in all courses required for licensure.

Admission to the Internship

Applications for the internship are to be submitted to the Teacher Preparation Program no later than **November 15** of the academic year preceding the year in which the internship is to be undertaken.

For double majors this application requires the **signature of the Chairperson of the candidate's major area of study.** [A discipline major is required by Briar Cliff for secondary and K-12 (art, music) certification.] The signature of the Chairperson of the Faculty Advisory Committee is given after the approval of the major department chair and a verification of prerequisite requirements by the Chairperson of the Teacher Preparation Program.

The Faculty Advisory Committee has implemented the following for admission to the internship:

- 1). Cumulative G.P.A. of 2.5 in major academic area(s),
- 2). An understanding of and personal characteristics necessary to teaching.
- 3). Previous acceptance into the Teacher Preparation Program,
- 4). Satisfactory completion of the pre-internship program course work and the minimum required hours of field observation documented in logs, narratives, and signatures.
(The Iowa Board of Educational Examiners require a minimum of 80 hours of field experience, with 10 hours of field experience completed before acceptance into the Teacher Preparation Program and a minimum of 40 hours of field experience completed after acceptance into the Program.)
- 5). Required signatures showing approval by:
 - (1) Chairperson of the major area of study
 - (2) Chairperson of the Teacher Preparation Program
- 6). Two letters of recommendation for internship from persons outside the Teacher Preparation Program, preferably cooperating teachers of field experiences.

Any candidate who fails to maintain the standards on which s/he was accepted may be rejected from the Teacher Preparation Program. Transfer students and students who make late decisions to enter the Teacher Preparation Program are subjected to the same screening procedures and are required to meet the same requirements as regular students.

Placement Policy

In consultation with the administrators of the area K-12 school systems, interns are placed by the faculty of the Education Department in schools located within a 30 mile radius of Briar Cliff University campus. Interns are normally placed in a school in which s/he has not been enrolled. **Interns may not solicit a placement for themselves.**

After having been accepted into the internship, candidates will take part in a workshop and be given the Student Teacher Handbook which details the expectations for the internship. [Iowa Code 281-79.14(1)]

During the internship, the candidate is expected to complete the hours required of a teacher under contract by the school district. **If a candidate participates in other activities, e.g. sports, work, additional course work, travel, workshops, conventions, the Licensure Official for the Teacher Preparation Program must be informed.** The advisability of undertaking the internship in such circumstances will be reviewed and a determination will be made by the Teacher Preparation Program chairperson in consultation with the program faculty.

Recommendation for Certification and Licensure

Upon completion of the Teacher Preparation Program and prior to recommendation for licensure, the Licensure Official, in conference with the candidate, will verify:

- 1). satisfactory completion of the professional sequence,
- 2). satisfactory completion of any teaching endorsement requirements established by the university,
- 3). satisfactory completion of all degree requirements,
- 4). satisfactory completion of Praxis II (see Appendix I)
- 5). reasonable probability of success in an initial teaching assignment based on the candidate's performance during the internship.

A copy of the form for Application for Licensure can be found at <https://www.boee.iowa.gov/you-begin>.

NOTE the Background Information relative to felony convictions

Notification of Teacher Education Policies

The policies for admission and retention in the Teacher Preparation Program are clearly defined:

- 1). in the Briar Cliff University catalog;
- 2). as posted on the bulletin board outside the classrooms frequently used for education classes
- 3). through notification of the policies in EDUC 100 Introduction to Education;
- 4). during registration/advising sessions

During EDUC 100 or when transferring to Briar Cliff University from another institution of higher education, the candidate is given this handbook. The receipt of the handbook is documented in the candidate's file, and the candidate is responsible for compliance with the standards of this document.

Candidates are expected to assume responsibility for their progress through the program and are orally reminded of the process in advising meetings.

General Education Requirements

[Iowa Code 281-79.15(1)] Teacher candidates demonstrate the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

While the major field is an important dimension of the academic program, the courses which candidates select outside their majors are also important in developing intellectual capacities which are critically needed in a complex world. The knowledge and competencies identified by the University as essential qualities of every Briar Cliff graduate are structured as requirement in each of the general education "foundation" areas.

General Education at Briar Cliff University has three components in the liberal arts. These components are intellectual foundations, competencies, and service learning.

The General Education components for Elementary and Secondary Education include:
(See catalog under which you are graduating.)

Intellectual Foundation

- Aesthetic
- Physical and Life Sciences
- Social and Behavioral Sciences
- Historical Consciousness
- Multicultural
- Religious and Ethical
- Global

Competencies

CORE 131/130

CSCI 100
 MATH _____
 Foreign Language

Service Learning

Elementary Education Certification Courses

The General Education courses required for elementary education majors are:

Franciscan Core: CORE 100 and CORE 120M (if a transfer student: CORE 110)
 Aesthetic Foundation (a choice of two)
 Physical and Life Science: BIOL 102 and PHYS 116
 Behavioral Science: PSYC 110
 Multicultural Foundation: PSCI 224
 Formal Thinking: MATH 118 and 119 (and assessment)
 Historical Consciousness: HIST 231 or HIST 232
 Religious Foundation (choice of one)
 Ethical Foundation (choice of one)
 Global Foundation: LIBA 410/420/SOCY 428

Elementary Education Content Courses: [Iowa Standards 281-79.15(7)]

EDEL 220 Earth/Space Science
 EDEL 241 Children's Literature
 EDEL 316 Science for the Elementary Classroom
 EDUC 317 Health Methods
 EDEL 318 Visual Arts Methods
 EDUC 319 Performance Arts Methods
 EDEL 335 Teaching Elementary Mathematics
 EDEL 342 Teaching Elementary Social Studies
 EDEL 461 Teaching Elementary Language Arts
 EDEL 466 Reading in the Elementary School

Professional Education Core Courses: [Iowa Code 281-79.14(5)]

EDUC 100 Introduction to Education, with EDUC 101 10- Hour Practicum
 • (prerequisite for all EDUC courses)
 03IS Educational Technology
 EDUC 250 Management and Instruction, with EDUC 01IS 25-Hour Practicum
 EDUC 270 Exceptional Learners
 EDUC 318 Educational Psychology
 EDUC 330 Educational Measurement and Evaluation
 EDUC 410 Student Teaching in the Elementary School, with EDUC 14IS Student Teaching Seminar
 EDUC 452 Human Relations for Teachers

The professional education core includes completion of a thirty-semester hour teaching major which must minimally include the requirements for at least one of the 24 hour endorsements. (See catalog on endorsements and this handbook in regard to endorsements.) [Iowa Code 281-79.15(7)]

K-12 (art, music) and Secondary Education Certification Courses

The General Education courses required for K-12 and secondary majors are:

A MAJOR in an academic discipline is required for all students seeking secondary teaching certification.

Franciscan Core: CORE 100 and CORE 120M (transfer students take CORE 110)
 Aesthetic Foundation (a choice of two)
 Physical and Life Science
 Behavioral Science: PSYC 110
 Multicultural Foundation - SOCY 240 or PSCI 224
 Formal Thinking - one non-developmental math course (MATH 118 or higher)
 Historical Consciousness: HIST 231 or HIST 232
 Religious Foundation - choice of one
 Ethical Foundation - choice of one
 Global Foundation: LIBA 410/420/SOCY 428

Professional Education Instruction Core [Iowa Code 282-79.14(7)]:

EDUC 100 Introduction to Education, with EDUC 101 10- Hour Practicum
 • (prerequisite for all EDUC courses)
 EDUC 250 Management and Instruction (music majors take in own major), with EDUC 01IS 25-
 Hour Practicum
 EDUC 270 Exceptional Learners
 EDUC 318 Educational Psychology with EDUC 02IS 25-Hour Practicum *
 EDUC 330 Educational Measurement and Evaluation
 EDUC 412 Student Teaching K-12 (Art, Music, HPER, Spanish), with EDUC 14IS Student
 Teaching Seminar
 EDUC 415 Student Teaching in the Secondary School, with EDUC 14IS Student Teaching Seminar
 EDUC 452 Human Relations for Teachers
 EDUC 03 IS Educational Technology, completed during the sophomore year

* Secondary and K-12 Education majors are required to take EDUC 318 Educational Psychology and EDUC 02IS, the accompanying 25-hour practicum, prior to student teaching. Elementary Education majors may take EDUC 318 after student teaching, because they experience the necessary practicum hours during the year-long Professional Development School (PDS). (passed by the Faculty Advisory Committee Sept. 29, 2015)

Required Supporting Courses:

EDUC 423 Content Area Literacy, with EDUC 09IS 30-Hour Practicum
 XXXX 440 Specific Methods for Academic Disciplines

Field Experiences

There is a continuing concern in education over the safety of the children in our schools. When applying for a teaching license, all prospective teachers must submit to an extensive background check (state and FBI). Pre-service teachers in the Briar Cliff University Teacher Preparation Program must annually fill out a form giving permission to conduct a records check with supporting agencies prior to beginning their practica in the schools as part of the process of protecting children in our schools. If a concern from the background check is raised, the student will be advised on follow-up procedures.

Each student will have to provide documentation of a variety of field experiences for a **minimum** of 80 hours divided between different grade levels, schools, and teachers, at least 40 of which are completed **after** acceptance into the Teacher Preparation Program.

A minimum of ten hours of field experience will be required in conjunction with EDUC 100 Introduction to Education which is a prerequisite for all EDUC courses. Twenty-five hours of field experience (EDUC 01IS) is taken concurrently with EDUC 250 General Methods. Twenty-five hours of field experience (EDUC 02IS) is taken concurrently with EDUC 318 Educational Psychology, for K-12 and secondary education majors.

Elementary education majors participate in the Professional Development School at Leeds Elementary while enrolled in the elementary content courses (EDEL 316, 335, 342, 461, 466, 464, 465). See Appendix D Handbook for Practicums for more explanation. Field experiences are delineated in Appendix C.

Endorsements

Elementary Education majors must complete a discipline specific concentration which meets Briar Cliff University and/or State Department of Education endorsement requirements. Each endorsement consists of 24 semester hours in a single discipline or a formal interdisciplinary program **plus a methods course in the specific area**. Endorsements differ from majors or minors in that the 24 semester hours may include courses which fulfill other institutional requirements.

- All elementary education majors must complete a reading endorsement.
 - Beginning in the fall of 2014, elementary education majors may also complete the middle school endorsement.
 - Beginning in the fall of 2017, elementary education majors may also complete the special education endorsement.
-

Endorsements Available at Briar Cliff University

K – 8 Endorsements	5 – 12 Majors/Endorsements
Art	Art
Athletic Coach	Athletic Coach
Elementary Teacher (K-6)	
English/Language Arts	English/Language Arts
Mathematics	Mathematics
Middle School (grades 6 – 8)	
Music	Music
Reading	
Instructional Strategist I	Instructional Strategist I
Spanish	Spanish
	Science: Basic Science
	Biology
	Chemistry
Social Studies	Social Studies: All Social Sciences
	American Government
History	American History
	Sociology
	Economics
	World History

Advising

After declaring an Education major, the candidate's records will be transferred from the first year advisor to the Chairperson of the Teacher Preparation Program. The Chairperson of the program will assign a faculty advisor.
Briar Cliff University Teacher Preparation Program Fall, 2020

Advising lists will be maintained in the program chairperson's office. About a week prior to registration for the next term, a schedule of times for advising will be posted by each advisor. Candidates are expected to schedule for an advising appointment.

During the advising appointment, the Teacher Preparation Program faculty guide the candidate's progress by recommending to the candidate decision-making steps in regard to:

- 1). grade point average,
- 2). requirements needing to be fulfilled for admittance to the program, (see p. 6-7)
- 3). long-term educational program planning, adjusting the plan as needed to fulfill requirements,

As a person preparing for a career in educational decision-making, **the candidate is expected to take responsibility for his/her educational planning.**

Candidates in K-12 and secondary education must have an advisor in the Education Department as well as an advisor in their other major.

Attendance

Attendance and participation in all classes is an expectation of candidates in the Teacher Preparation Program. **If an absence is necessary**, the candidate should make every effort to inform the instructor. Excused and unexcused absences may involve the lowering of a grade. The candidate is responsible for the material covered in the missed class. A pattern of absence may be an indication that the candidate lacks an understanding of the importance of the coursework and a general lack of understanding of the importance of education. This would place the candidate's choice of a career as a professional educator in doubt. Continued absence because of health may indicate that the candidate does not have the physical stamina demanded of a teacher.

Late Work

The professional educator is expected to complete planning, grades, and scheduled duties on time. As a person preparing to be a professional educator, the candidate must realize the importance of assigned work being completed within the time expectations of the class. Exceptions are to be negotiated with the instructor. Consistent late work may involve not only the lowering of a grade, but a questioning of the candidate's ability to perform as a professional educator with responsibilities to students and administration.

Appealing Grades and Other Academic Matters

(See the current Briar Cliff University Catalog or the Student Handbook, p. 31)

The Education Club

Professionals belong to professional organizations in order to challenge and stimulate their growth as professionals, to network with other professionals, and to participate in the future development of the profession. Briar Cliff University offers the Education Club as an opportunity to begin forming these relationships.

Teacher preparation candidates belong to the Education Club but also are encouraged to participate in other campus activities and programs that will enrich them as members of the teaching profession. Such activities might include: Briar Cliff Cares, Cliff Singers, tutoring, Student Government Association, The Cliff News, etc

Candidate Records

Permanent files are maintained in the department of the Teacher Preparation Program. These files are a record of the candidate's progress through the Teacher Preparation Program. Included in these files are: transcripts
Briar Cliff University Teacher Preparation Program Fall, 2020

of credits; correspondence from a cooperating teacher, documentation of fieldwork; evaluations connected with practicums and the internship; sources of evidence of successful completion of the program.

Computer and Word Processing

All papers submitted in the Teacher Preparation Program should be edited for proper use of standard English and APA style of writing (sample in Appendix B). Writing assessment is a continuous process in the Teacher Preparation Program.

The computer center provides computing resources to the campus for students, faculty, and administration. A campus-wide network of computers offers a variety of word processing, spreadsheet, database, and desktop publishing software packages. Candidates may be assisted with network operation and printing at the computer center, as well as assistance with iPads and other educational technology needs.

Academic Integrity

Briar Cliff University, as "a community within the Catholic and Franciscan tradition," strives to create an environment where the dignity of each person is recognized. Accordingly, integrity in relationships and work is supported and rewarded, and honesty in academic matters is expected of all students. Actions which are contrary to the spirit of academic integrity will not be tolerated. The complete academic integrity statement is on file in the office of the Academic Dean and is printed in the Briar Cliff University Catalog.

Student Development

Details on opportunities for student development are found in the BCU Student Handbook. Such opportunities include:

- Academic Success Center
- Campus Ministry
- Briar Cliff Cares
- Counseling Services
- Career Planning and Placement
- Health Services
- Intercollegiate Athletics and Recreational Sports
- Student Activities
- Student Organizations

Appendix A

**In the Franciscan tradition, the program prepares professional educators
through community and service**

Professionalism	Community	Service
<ul style="list-style-type: none"> Is prompt and prepared for class, practicums, advising sessions, meetings, events, etc. 	<ul style="list-style-type: none"> Willingly collaborates with peers and instructors on projects and assignments 	<ul style="list-style-type: none"> Demonstrates leadership when serving both on and beyond the campus
<ul style="list-style-type: none"> Turns all assignments in on time unless arranged in advance with instructor 	<ul style="list-style-type: none"> Actively engages in class discussion by sharing one's thoughts, ideas, and questions 	<ul style="list-style-type: none"> Responds sensitively to the needs of society
<ul style="list-style-type: none"> Puts forth best effort on all assignments, projects, and activities 	<ul style="list-style-type: none"> Is a positive role model both in the schools during field experiences and while on campus 	<ul style="list-style-type: none"> Willingly gives time and energy to departmental and campus service opportunities
<ul style="list-style-type: none"> Responds promptly to phone calls and e-mails from university and/or school personnel 	<ul style="list-style-type: none"> Communicates and collaborates with the cooperating teacher to plan effective instruction 	<ul style="list-style-type: none"> Actively participates in service projects offered through the Education Club, the department, Campus Ministry, BCCares, etc.
<ul style="list-style-type: none"> Has a positive attitude (class, field experiences, service projects) 	<ul style="list-style-type: none"> Creates an atmosphere that inspires collaboration and learning 	<ul style="list-style-type: none"> Consults with the cooperating teacher on how to serve the students and/or school during field experiences
<ul style="list-style-type: none"> Speaks and writes using standard English 	<ul style="list-style-type: none"> Respects diversity of persons, cultures, and ways of acting and thinking 	<ul style="list-style-type: none"> Serves peers by contributing positively to the learning environment
<ul style="list-style-type: none"> Incorporates vocabulary and theories learned in the program on assignments and in class discussions 	<ul style="list-style-type: none"> Actively participates in professional development opportunities 	
<ul style="list-style-type: none"> Contacts the university instructor and cooperating teacher of schedule changes in the practicum and/or prior to missing class 		
<ul style="list-style-type: none"> Dresses appropriately when giving presentations in class and/or when in the schools 		
<ul style="list-style-type: none"> Takes responsibility for one's own learning and behavior 		
<ul style="list-style-type: none"> Demonstrates ethical behavior in all environments 		
<ul style="list-style-type: none"> Believes all learners can be successful and persists in helping each learner reach his/her full potential 		

Appendix B

APA Style of Writing

When assigned, papers are to be written in the American Psychological Association (APA) style of writing for parenthetical citations and references. This is a standard style used in the professional journals in the field of education.

The Publication Manual of the American Psychological Association is available at the Briar Cliff University Bookstore.

The following example models the APA style of reference.

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

APPENDIX C

Chart of Field Experiences

All candidates complete field experiences in the following areas:

Course	Number of field experience hours required:
EDUC 101 10-Hour Practicum	Minimum 10 hours required prior to admittance to the program
EDUC 270 Exceptional Learners	15
EDUC 01IS 25-Hour Practicum	25
EDUC 02IS 25-Hour Practicum (K-12, secondary majors)	25
EDUC 03IS Educational Technology	10

In addition to the field experiences listed above, each major also participates in field experiences in conjunction with their content courses:

Elementary Majors:

Content Courses involved with the Professional Development School:

EDEL 316 Science
EDEL 335 Math
EDEL 342 Social Studies
EDEL 461 Language Arts
EDEL 466 Reading

Course for the Reading Endorsement:

EDEL 465 Reading Practicum

K-6, 7-12 Art

ART 332 Elementary Art	20
ART 440 Secondary Art	20
EDUC 09IS 30-Hour Practicum	30

7-12 Biology

BIOL 440 Biology Methods	20
EDUC 09IS 30-Hour Practicum	30

7-12 Chemistry

CHEM 440 Chemistry Methods	20
EDUC 09IS 30-Hour Practicum	30

7-12 English

ENGL 440 English Methods	20
EDUC 09IS 30-Hour Practicum	30

7-12 History

HIST 440 History Methods	20
EDUC 09IS 30-Hour Practicum	30

7-12 Math

MATH 440 Math Methods	20
EDUC 09IS 30-Hour Practicum	30

K-6, 7-12 Music

MUSC 345 Elementary Music	20
MUSC 440 Secondary Music	20
MUSC 445 Instrumental Music Methods	20
EDUC 09IS 30-Hour Practicum	30

K-6, 7-12 Spanish

SPAN 440 Spanish Methods	20
EDUC 09IS 30-Hour Practicum	30

Appendix D
Handbook for Practicums
Briar Cliff University
Education Department

Table of Contents

- Conceptual Framework Theme Statement
- Introduction
- Definitions of Teacher Preparation Program
 - Teacher Candidate
 - Field Experiences
 - Background Check
- Emergency Situation During Practica
- Transportation Policy
- Attendance Policy
- Purpose of Field Experiences
 - 10-Hour Practicum (EDUC 101, EDUC 03IS)
 - 25/30-Hour Practica (EDUC 01IS, EDUC 02IS, Content Area Methods Courses)
 - Professional Development School (PDS)
- Duties of the Teacher Candidate for Field Experiences
 - General Duties of the Teacher Candidate
 - Additional Duties of the Teacher Candidate in the Professional Development School
- Duties of the University Supervisor
 - General Duties of the University Supervisor
 - Additional Duties of the University Supervisor in the Professional Development School
- Duties of the Cooperating Teacher
 - General Duties of the Cooperating Teacher
 - Additional Duties of the Cooperating Teacher in the Professional Development School
- Observation Checklist for EDUC 101 Introduction to Education Field Experience

- Contacting the Schools for Observation Times
- Lesson Plan Format
- Briar Cliff University Log
- Appendix E: Professionalism and Ethics
- Appendix F: Application for Licensure
- Appendix G: National Association for Professional Development Schools Standards
- Appendix H: Teacher Preparation Program Standards and Learning Outcomes

Conceptual Framework Theme Statement of the Briar Cliff University Teacher Preparation Program

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

(See Appendix A: Program Dispositions Explanation)

Introduction

Field experiences (practica) are planned, supervised, and evaluated activities arranged for the teacher candidate by the personnel of the Teacher Preparation Program. They take place in a variety of grade levels and settings (public, nonpublic, city, rural) and are an integral part of the Teacher Preparation Program. [Iowa Code 281-79.14(1)].

Definitions:

Teacher Candidates:

Briar Cliff University students who have completed the requirements for admittance to the Teacher Preparation Program and are enrolled in courses in the Program.

Field Experiences (practica): (see Appendix C)

These are planned, supervised, and evaluated activities arranged for the teacher candidate by the personnel of the Teacher Preparation Program. They take place in a variety of grade levels and settings (public, nonpublic, city, rural) and are an integral part of the Teacher Preparation Program.

- The Iowa Department of Education requires a minimum of 80 hours, with at least 10 hours occurring prior to, and 40 hours occurring after admittance into the program. The elementary and secondary programs at Briar Cliff University exceed this requirement.
- A minimum of ten hours of field experience will be required in EDUC 101, taken in conjunction with EDUC 100 Introduction to Education, which is a prerequisite for all EDUC courses. Approximately 5 hours are spent observing in an elementary classroom (grades K-6), and 5 hours in a secondary setting (grades 7-12).
- Twenty-five hours of field experience (EDUC 01IS) is taken concurrently with EDUC 250 General Methods.
- Ten hours of field experience are completed during EDUC 03IS Educational Technology
- Twenty-five hours of field experience (EDUC 02IS) is taken concurrently with EDUC 318 Educational Psychology for all teacher candidates not participating in the Professional Development School (see below)
- Thirty hours of field experience (EDUC 09IS) is taken concurrently with EDUC 423 Content Area Literacy

Background Checks:

There is a continuing concern in education over the safety of the children in our schools. Teacher candidates in the program must annually fill out a form giving permission to conduct a records check with supporting agencies prior to beginning their practicums in the schools as part of the process of protecting children in our schools. If a concern is raised from the background check, the teacher candidate will be advised on follow-up procedures. When applying for a teaching license, all prospective teachers must submit to a more extensive background check (state and FBI).

Emergency Situation During Practicum:

If a teacher education candidate experiences an emergency situation during a practicum, the cooperating teacher or another official at the school should contact Louise Paskey, Vice President for Student Development, (712.279.5494) and provide details regarding the emergency situation and which hospital is being used.

Transportation to and from the practicum is the responsibility of the candidate.

- The candidate must observe ONLY at the assigned school.

Attendance Policy

Regular and punctual attendance is required. In case of illness or tardiness, the candidate is responsible for contacting the cooperating teacher **and** university supervisor as soon as possible. Absences for reasons other than illness must be approved by your university supervisor at least one week in advance. Absences must be made up.

Purpose of Field Experiences

10-Hour Practicum: (EDUC 101)

- Decide if teaching is an appropriate professional choice for the candidate
- Consider which level of teaching is most suited to the candidate
- Understand the relationship between the theory learned in coursework and the practice of that theory in the classroom
- Understand the role of the teacher
- Understand the policies, procedures, and constraints that govern the work of a teacher
- Reflect on one's dispositions, strengths, and weaknesses as a future teacher

10-Hour Practicum: (EDUC 03IS)

- Observe teachers integrating technology into the classroom

25-Hour Practicums (in addition to the above): (EDUC 01IS, EDUC 02IS, EDUC 09IS, Content Area Methods Courses)

- After the initial observation of 2-5 hours, during which time the candidate observes and assists the cooperating teacher, the candidate will plan and teach a minimum of three lessons under the direction of the cooperating teacher. At least one of the lessons will be observed by the university supervisor, followed by an evaluation conference with the candidate and supervisor
- Apply specific course content to the classroom experience
- Conference with the university supervisor upon completion of the field experience and following the receipt of the electronic evaluation of the candidate by the cooperating teacher to help the candidate and the faculty of the program judge the candidate's potential as a future teacher

30-Hour Practicum (EDUC 09IS):

- After the initial observation of 2-5 hours, during which time the candidate observes and assists the cooperating teacher, the candidate will plan and teach a minimum of two lessons under the direction of the cooperating teacher. At least one of the lessons will be observed by

the university supervisor, followed by an evaluation conference with the candidate and supervisor

- Apply specific course content to the classroom experience
- Conference with the university supervisor upon completion of the field experience and following the receipt of the electronic evaluation of the candidate by the cooperating teacher to help the candidate and the faculty of the program judge the candidate's potential as a future teacher

Professional Development School Practica:

Elementary education majors will also participate in a Professional Development School (PDS) for the field experiences assigned with the elementary content courses taken during their junior year.

The purpose of the Professional Development School is to:

- Create a collaborative relationship between the Briar Cliff University Teacher Preparation Program and Leeds Elementary School to build and support educational leadership and professional practice for all participants (candidates, cooperating teachers, and university faculty).
- Provide teacher candidates enrolled in their elementary methods courses during their junior year the opportunity to put theory into practice in a classroom setting. The elementary methods courses are: EDEL 316 Teaching Elementary Science; EDEL 335 Teaching Elementary Mathematics with EDEL 317 Integrated Movement & Health; EDEL 342 Teaching Elementary Social Studies with EDEL 319 Integrated Performance Arts; EDEL 461 Teaching Elementary Language Arts with EDEL 318 Integrated Visual Arts; EDEL 464 Reading Assessment, Diagnosis, and Evaluation with EDEL 465 Reading Practicum; and EDEL 466 Teaching Elementary Reading.

(See Appendix G: National Association for Professional Development Schools Standards)

Duties of the Teacher Candidate for 25 and 30-Hour Field Experiences:

General Duties of the Teacher Candidate:

1. E-mail the school to make an appointment for observation
2. Report to the school office upon arriving each time you observe
3. Be professional: dress professionally, arrive on time, call the school if you are unable to keep the appointment, turn off all electronic devices, wear your Briar Cliff nametag
4. Be ready to assist the teacher (offer to help, be involved in classroom activities)
5. Have the teacher sign your log after every observation
6. Complete the written reflection/assignment that accompanies the field experience
7. When conducting a lesson, use the lesson plan format provided by the program. Submit the lesson plan to the cooperating teacher for approval prior to teaching the lesson.
8. Accept and respond to suggestions for growth from the cooperating teacher, principal, and university supervisor
9. Maintain confidentiality of information concerning the students and all school personnel
10. Thank the teacher and principal for the opportunity to serve in the classroom
11. Turn the log into the BCU faculty member who is supervising your field experience

Additional Duties of the Teacher Candidate Participating in the Professional Development School:

Participation in the Professional Development School should be regarded as a privilege and accepted with a deep sense of responsibility. Candidates will attend class on campus and are expected to be in the PDS classroom for the required practicum hours. The following expectations of the teacher candidate are:

1. Read the school handbooks for faculty and students
2. Become familiar with the rules and expectations of the school and the classroom teacher
3. Assist the classroom teacher with one-on-one, small group, and/or large group activities
4. Assist the classroom teacher with classroom management

5. Work with the cooperating teacher in planning and carrying out of assignments for the practicum

Duties of the University Supervisor for Field Experiences:

General Duties of the University Supervisor:

1. Make the placement for the field experience
2. Notify the teacher candidate of the placement and provide information and orientation to the field experience
3. Receive and verify documentation required for the field experience
4. See that all documentation for each candidate has been recorded and placed in the candidate's permanent file
5. Provide feedback to the candidate on his/her progress

Additional Duties of the University Supervisor in the Professional Development School:

The university supervisor is the link between the theory being taught in the Teacher Preparation Program and the application of that theory in the Professional Development School setting. He/she has the primary responsibility for assessing the candidate's performance in the classroom. The following expectations of the university supervisor are:

1. Work with the principal to prepare an orientation program for the candidates and cooperating teachers
2. Discuss with the cooperating teacher the candidate's progress in the PDS on an ongoing basis
3. Serve as a resource person for both the cooperating teacher and candidate
4. Observe and assist the candidate in the classroom
5. Conference with the candidate on a regular basis
6. Evaluate and grade the candidate's progress in the PDS
7. Assist with professional development requests by the cooperating teacher and/or principal

Duties of the Cooperating Teacher for Field Experiences:

General Duties of the Cooperating Teacher:

The faculty of the Education Department is grateful for the role the cooperating teacher plays in the formation of the teacher candidate. We understand and appreciate the challenges, as well as the benefits, when agreeing to allow a novice to share physical and professional space during field experiences. Because the cooperating teacher's role is so crucial, the following expectations are made:

1. Be properly licensed and recommended by the principal
2. Model creative, effective teaching
3. Model a professional attitude and genuine interest in professional development
4. Model effective use of technology
5. Provide the teacher candidate with the necessary materials and guidance to plan for instruction and preview the lesson plan prior to the teaching demonstration
6. Discuss with the teacher candidate the events of the day, emphasizing her/his successes and asking him/her to name the ways the lesson could be improved
7. Report immediately to the university supervisor any concerns or problems that need attention concerning the performance or actions of the teacher candidate
8. Formally evaluate the teacher candidate's performance using the form provided by Briar Cliff University
9. Sign off on the log sheet, documenting the number of hours the teacher candidate spent in your classroom

Additional Duties of the Cooperating Teacher in the Professional Development School:

1. Discuss the information found in the school and faculty handbooks with the candidate
2. Discuss the rules and expectations of the school and the classroom
3. Share information with the candidate of the formative assessment being used in the classroom

4. Share information with the candidate of the differentiation of instruction being used in the classroom
5. Provide the teacher candidate with opportunities to assist in the classroom with one-on-one, small group, and/or large group activities
6. Discuss with the teacher candidate classroom management expectations, informing the candidate of when he/she may assist with the classroom management of the classroom
7. Meet with the candidate to discuss his/her progress, focusing on the strengths of the candidate and one area of growth on which the candidate can focus
8. Work with the teacher candidate in planning and carrying out of assignments for the practicum
9. Complete mid-term and end-of-term evaluations. Discuss the candidate's growth in the profession with the university supervisor.

Observation Checklist of Tasks For EDUC 101 Introduction to Education Field Experience

1. Arrange your schedule so that you arrive at the school early, before your field experience is to begin.
2. Wear your Briar Cliff University nametag.
3. Dress professionally: no jeans, shorts, T-shirts, sweatshirts, dirty/ripped sneakers, etc.
4. Go directly to the school office, sign in, and ask for help in locating the classroom(s).
5. At the classroom, introduce yourself to the teacher.
6. Look and act interested. Take careful notes on your observations for the written reflection expected at the end of this field experience. Your assignment is to OBSERVE the classroom in progress, NOT to EVALUATE the teacher, students, curriculum, or school.
7. Before leaving, have the teacher sign the LOG sheet.
8. ALWAYS thank the teacher at the end of each observation.
9. Hand in your LOG at the completion of the field experience.

Contacting the Schools for Observation Times

The cooperating teacher has been notified that the teacher candidate has been assigned to him/her. Once the candidate has passed the background check and been assigned a school to observe, the candidate must contact the cooperating teacher via email. The following is a sample email prompt:

“Hello, my name is _____ and I am from Briar Cliff University. I have been assigned to your school to complete my _____ hours of classroom observation for the Briar Cliff University Teacher Preparation Program.

I have the following blocks of time in my schedule when I am able to assist in your classroom:

Thank you for allowing me this opportunity to work and observe in your classroom. I look forward to hearing from you as to the time(s) that will work best for you and your students.

Sincerely,

LESSON PLAN FORMAT

Name _____ Grade Level _____ Subject _____ Date _____

I. Iowa Core Standard/DOK (Depth of Knowledge): _____

A. COGNITIVE:

- 1.
- 2.

B. AFFECTIVE

- 1.
- 2.

C. PSYCHOMOTOR

- 1.
- 2.

II. MATERIALS (LIST)

III. LIST ACADEMIC LANGUAGE and 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, state objective for new learning, make real life connection,)**
- 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. Iowa Core Characteristics of Effective Instruction addressed:

Student centered classroom
Teaching for understanding
Assessment for learning
Rigorous and relevant curriculum
Teach for learner differences

VIII. POST ASSESSMENT (SELF)—to be filled out after you have taught the lesson

- **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?**

IX. Reference(s)

Appendix E

Professionalism and Ethics Professionalism and Ethics Requirements

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.

The Iowa public and nonpublic school systems follow the standards of professional conduct and ethics described in Chapter 25 of the Iowa Administrative Code. Standards cover the following areas:

- 282-25.3 (272) Standards of professional conduct and ethics:
 - 25.3(1) Standard I – conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse.
 - 25.3(2) Standard II – alcohol or drug abuse.
 - 25.3 (3) Standard III – misrepresentation, falsification of information.
 - 25.3 (4) Standard IV – misuse of public funds and property
 - 25.3 (5) Standard V – violations of contractual obligations
 - 25.3 (6) Standard VI – unethical practice toward other members of the profession, parents, students, and the community.
 - 25.3 (7) Standard VII – compliance with state law governing student loan obligations and child support payments.
 - 25.3 (8) Standard VIII – incompetence. (282 – 25.3(1-8))

For additional information, please see the Iowa Board of Educational Examiners webpage:
<https://www.legis.iowa.gov/docs/iac/rule/02-13-2019.282.25.3.pdf>

In addition to Chapter 25 of the Iowa Administrative Code, the Catholic schools of the Sioux City Diocese have the following statements in their teacher contracts:

The Teacher acknowledges and agrees that Catholic education aims to integrate the teachings and truths of Christ into the education and life of its students, and that the appropriate witness and behavior of teachers at all times, in their personal as well as professional lives, are essential parts of Catholic education.

Conduct himself/herself as a moral person in compliance with the moral standards of the Roman Catholic Church, including those set forth in the Administrative Manual, Diocese of Sioux City (the “Administrative Manual”), and observe faithfully the policies, duties, regulations and directives of the Bishop, the local Board of Education , the State Department of Education, and the Administrator of the School; and abide by the policies and procedures specified in the Administrative Manual and the Faculty/School Handbooks.

Be in full compliance with the Safe Environment Program of the Diocese. This includes:

- a. all necessary background checks
- b. adherence to the Code of Ethical Standards for Those Ministering on Behalf of the Church
- c. completion of all assigned training components of the Virtus® program

I have received and read a copy of the statement regarding ethics, policies and procedures.

Name _____ Date _____

Appendix F

Application for Licensure

Go to: <https://www.boee.iowa.gov/you-begin>

APPENDIX G

National Association for Professional Development Schools Standards:

1. Must further the education profession and the broader community
2. Committed to the preparation of future educators
3. Ongoing and reciprocal professional development for all participants, guided by need
4. Shared commitment to innovative and reflective practice by all participants
5. Engage in deliberate investigations of practice by all participants
6. An articulation agreement delineating the roles and responsibilities of all involved
7. Ongoing governance, reflection, and collaboration by all participants
8. Formal roles (university faculty and K-5 faculty) across institutional settings
9. Dedicated and shared resources, formal rewards and recognition structures

APPENDIX H

Teacher Preparation Program Standards and Learning Outcomes

Statement of Purpose:

The purpose of the Teacher Preparation Program assessment plan is to protect the public from unqualified practitioners by determining whether the teachers assessed have demonstrated the essential competencies (knowledge and skills), as well as display the necessary dispositions, as defined in the standards of the Briar Cliff University Teacher Preparation Program. These competencies are necessary for safe and appropriate practice and certification in the state of Iowa.

Briar Cliff University Teacher Preparation Program Standards and Learning Outcomes:
The following learning outcomes from the Interstate Teacher Assessment and Support Consortium (InTASC) Standards are addressed in the Teacher Preparation Program:

Briar Cliff University Program Standards and Learning Outcomes

(taken from the Interstate Teacher Assessment and Support Consortium (InTASC), adopted Aug. 23, 2011)

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.

Generalized as:	Learning outcome
PERFORMANCE DISPOSITION	Takes responsibility for using assessment to design and differentiate instruction that uses instructional strategies that promote student learning

DISPOSITION	Respects different strengths and needs of the learners and uses this information to further each learner's development
-------------	--

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.

Generalized as:	Learning outcome
PERFORMANCE	Designs, differentiates, and delivers instruction to build on learners' prior knowledge, experiences, and/or culture, addressing students' diverse learning needs
KNOWLEDGE	Understands students with exceptional needs and uses strategies and resources to address these needs (ELL, ADD, BD, LD, etc.) incorporating tools of language development to make content and assessment appropriate to English language learners
DISPOSITION	Believes all learners can achieve at high levels and persists in helping each learner reach his/her full potential
DISPOSITION	Respects the differing skills, abilities, perspectives, talents, and interests of all learners

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Generalized as:	Learning outcome
PERFORMANCE	Develops learning experiences that engage learners in collaborative and self-directed learning that extends learner interaction with ideas and people locally and globally
PERFORMANCE	Manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention
PERFORMANCE	Communicates verbally and nonverbally respectfully
PERFORMANCE	Uses supplementary resources and/or technologies to guide learners in appropriate, safe, and effective ways to enhance instruction locally and globally
KNOWLEDGE	Helps learners work productively and cooperatively with each other in decision-making, exploration and invention, while engaged in purposeful learning
DISPOSITION	Is a thoughtful, responsive listener and observer

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Generalized as:	Learning outcome
PERFORMANCE	Creates lesson plans that use multiple representations and explanations to teach key ideas and guides learners through learning progressions
PERFORMANCE KNOWLEDGE	Knows and uses the academic language of the discipline appropriately to enhance learning, creating opportunities for students to master the academic language in their content
DISPOSITION	Recognizes the potential of bias in his/her representation of the content and appropriately addresses problems of bias
DISPOSITION	Is committed to work toward each learner's mastery of content and skills

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Generalized as:	Learning outcome
PERFORMANCE	Engages learners in applying content knowledge to real world problems through projects that incorporate interdisciplinary themes (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications)
PERFORMANCE	Fosters innovation and problem solving in local and global issues
PERFORMANCE	Develops learners' communication skills by employing a variety of forms of communication that address varied audiences and purposes
PERFORMANCE	Develops diverse social and cultural perspectives that expand the learners understanding of local and global issues
KNOWLEDGE	Understands the issues of ethics and quality related to information and technology and their uses
KNOWLEDGE	Understands creative thinking processes and how to engage learners in producing original work
KNOWLEDGE	Integrates resources to build global awareness into the curriculum
DISPOSITION	Enhances student learning with knowledge outside the content area

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.

Generalized as:	Learning outcome
PERFORMANCE DISPOSITION	Takes responsibility for using formative and summative assessment to support, verify, and document learning
PERFORMANCE	Examines tests and other performance data, looking for patterns and gaps in learning to understand each learner's progress and to guide planning to develop differentiated learning experiences
PERFORMANCE	Engages learners in identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work
PERFORMANCE	Engages learners in analyzing their own assessment results and to set goals for their own learning
DISPOSITION	Is committed to making accommodations in assessments and testing conditions to meet needs of all learners
DISPOSITION	Is committed to the ethical use of various assessments and assessment data

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Generalized as:	Learning outcome
PERFORMANCE	Adjusts plans in relation to short- and long-range goals to meet students' learning needs
KNOWLEDGE	Understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

DISPOSITION	Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community
DISPOSITION	Believes plans must always be open to revision based on learner needs and changing circumstances

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.

Generalized as:	Learning outcome
PERFORMANCE	Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience)
PERFORMANCE	Engages all learners in developing higher order questioning skills and metacognitive processes
PERFORMANCE	Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
KNOWLEDGE	Uses a variety of strategies, including technology, to engage students in learning
DISPOSITION	Values flexibility in the teaching process as necessary for differentiating instruction to learner needs

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.

Generalized as:	Learning outcome
PERFORMANCE DISPOSITION	Reflects on own teaching and engages in ongoing learning opportunities, aligned with own needs and needs of the learners
KNOWLEDGE	Reflects on own biases and accesses resources to deepen own understanding of cultural, ethnic, gender, and learning differences to create more relevant learning experiences
DISPOSITION	Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policy

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.

Generalized as:	Learning outcome
PERFORMANCE	Contributes to the knowledge and skill of others and works collaboratively to advance professional practice
PERFORMANCE	Collaborates with families, communities, colleagues, and other professionals to create appropriate effective learning experiences to promote learner growth and development

Appendix I
Candidate and Program Assessment Plan

Knowledge and Performance Assessment Plan [79.13(2)]

Pre-admittance	Artifact	Where collected:
Freshmen/Transfer Students	“Social Information”—collected on those indicating “education” on admissions form or when take first class in program	Admissions Advising
	Declaration of Major	Advising
	Prepare for Admittance to Program: GPA greater than or equal to 2.5 Receipt of TPP Handbook Written Competency Letter of Nomination 10-hour practicum with cooperating teacher evaluation Disposition of an Effective Teacher survey & reflection paper	EDUC 100 (transfer students meet with Department Chair)
Sophomore	Lesson plans Management Plan Philosophy of Education	EDUC 250 or K-12 methods course
	Log of observation hours Reflection and analysis papers Teaching Presentation Cooperating teacher evaluation University supervisor observation record	EDUC 01IS or K-12 or secondary methods course
Post-admittance		
Junior or Senior (prior to student teaching)	Unit plan incorporating: Student Learning Diverse Learners Instructional Planning Instructional Strategies Local/global awareness Management Plan	EDUC 318
	Log of observation hours Reflection and analysis papers Teaching Presentation Cooperating teacher evaluation University supervisor observation record	EDUC 02IS EDUC 09IS PDS
	Application of interactive technology in a lesson	EDUC 03IS
	Apply for Student Teaching: Two letters of recommendation	Fall advising of 3 rd year students
	Unit plan incorporating: Content/Subject Matter Assessment	EDUC 330

Student Teaching		
	University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week) Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	Student Teaching
Senior	Reflection and analysis papers Global Awareness Unit Plan	EDUC 452 EDUC 318
Post-licensure	Principal evaluations of 1 st , 2 nd , and 3 rd year graduates	Spring
	Self-evaluation of 1 st , 2 nd , and 3 rd year graduates	Spring
Other	Rubrics in every course	
	Background check annually	Advising
	Virtus Training (optional)	

Disposition Assessment Plan

Disposition	Institutional Document	Artifact	Where Collected
Professionalism	BCU Mission & Vision Statements TPP Philosophy Statement TPP Conceptual Framework TPP Handbook TPP Seminar Syllabus	10-hour practicum Letter of Nomination Rubrics for written/oral assignments Formative Evaluation	EDUC 101 (transfer students meet with Department Chair)
		Formative Evaluation	EDUC 01IS EDUC 02IS EDUC 09IS PDS
		Professionalism and Ethics Form	Application to Student Teaching
		University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week) Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	Student Teaching
Community	BCU Mission & Values TPP Conceptual Framework TPP Seminar Syllabus	Performance Assessment Portfolio—Collaborative Learning University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week)	Student Teaching

		Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	
		Global Awareness Unit Plan	EDUC 318
Service	BCU Mission & Values TPP Conceptual Framework TPP Handbook	Log and Analysis Reflection Papers	EDUC 01IS EDUC 02IS EDUC 09IS PDS
Openness	BCU Mission & Values	Letter of Nomination	Admittance to Program
		University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week) Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	Student Teaching
Caring	BCU Mission & Values	University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week) Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	Student Teaching
Critical Thinking	BCU Mission & Values TPP Conceptual Framework Iowa Core Curriculum	Disposition of an Effective Teacher survey & reflection paper	Admittance to Program
		Performance Assessment Portfolio	Student Teaching
		Lesson Plans & Unit Plans	EDUC 250 EDUC 318 EDUC 330
		Research Papers	EDUC 270
		Global Awareness Unit Plan	EDUC 318
Appreciation of Diversity	BCU Mission & Values TPP Conceptual Framework	Log and Analysis Reflection Papers	EDUC 01IS EDUC 02IS EDUC 09IS PDS

		University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week) Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	Student Teaching
Respect	TPP Conceptual Framework TPP Seminar Syllabus	University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week) Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	Student Teaching
Effective Communication	TPP Conceptual Framework Iowa Core Curriculum	Rubrics for written/oral assignments	All Courses in TPP
		Teaching presentations	EDUC 01IS EDUC 02IS EDUC 09IS EDUC 318 EDUC 330 PDS
		University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week) Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	Student Teaching
Reflection	BCU Mission & Values TPP Conceptual Framework	Lessons plans that are taught Reflection and analysis papers	EDUC 01IS EDUC 02IS EDUC 09IS PDS Student Teaching
		University supervisor observation records Cooperating teacher(s) formative evaluations (5 th and 10 th week)	Student Teaching

		Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15 th week for all placements)	
Life Long Learning	BCU Mission & Values TPP Conceptual Framework Iowa Core Curriculum	Reflection and analysis papers	EDUC 100 EDUC 01IS EDUC 02IS EDUC 09IS PDS
		Performance Assessment Portfolio	Student Teaching

Appendix J

Praxis II

The 2012 Iowa legislature approved Praxis II testing for **all** elementary, secondary, and K-12 (art, music) majors to demonstrate their preparation as teachers in **both**:

- Content area
- Pedagogy

Successful completion of both tests is required before the candidate can be recommended for a teaching license. **Teacher candidates must request to have their test scores sent to the teacher preparation program from which they will graduate.** Testing opportunities are limited, so register early.

- **The code to use when requesting test scores to be sent to Briar Cliff: RA6046 Briar Cliff**
- **Be sure to check <https://www.ets.org/praxis> for the tests required in Iowa and for the latest cut scores**

Accommodations and waivers are available for: ADA accommodations, ESL accommodations, fee waivers

In addition to successful completion of coursework in the program, there are a variety of ways that the candidate can prepare for these tests:

- Use the resources provided by the ets.org website (Preparation materials, Strategy and Tips, Develop a Study Plan, Tet Prep Webinars and Video Library))
- Review the information found in your Educational Psychology textbook. (The pedagogy test emphasizes educational theorists and how they are applied to educational situations.)
- Review the information in your Evaluation and Assessment textbook (validity, reliability, etc.)
- Review the information in your Exceptional Learners and content courses.
- Search for testing materials and apps on the web

When taking the test, ask yourself:

- What is this question asking of me?
- What category and topic is the question addressing?
- What content knowledge do I need to answer the question?
- What thinking skills help me get to the right answer?
- Review the rationale for why a certain answer is correct
- Reflect on the rationale and compare it to your selection to see if you are “thinking correctly”

There are three main categories of Praxis II tests: Subject Assessments, Principals of Learning and Teaching Tests, and Teaching Foundation Tests: (retrieved from ETS.org website Aug. 21, 2018)

- Subject Assessments address knowledge in a specific content area, and are composed of both multiple-choice and constructed response questions
- Principles of Learning and Teaching Tests assess teaching knowledge for four distinct age groups; early childhood, K-6; 4-9; and 7-12.

When completing the short answer essays, use the following good writing skills:

- Respond to the specific topic
- State your position (answer) clearly
- Plan your essay before you write so it is organized
- Create a logical flow from idea to idea
- Develop your key idea with examples to clarify what you mean
- Use good standard English

Appendix K

BoEE Denial of Initial License

All initial applicants for licensure with the Iowa Board of Educational Examiners must undergo both a state and national criminal background check. This initial background check also includes a review of Iowa's child abuse, dependent adult abuse, and sex offender registries. **The Board's administrative rules provide that certain criminal convictions, including forcible felonies and sexual offenses involving a child, will automatically disqualify a candidate from licensure.**

With all other criminal convictions, as well as founded child or dependent adult abuse reports, **the Board considers the totality of the circumstances and makes a determination based on the following factors:**

- The nature and seriousness of the crime or founded abuse in relation to the position sought;
- The time elapsed since the crime or founded abuse was committed;
- The degree of rehabilitation which has taken place since the crime or founded abuse was committed;
- The likelihood that the person will commit the same crime or abuse again;
- The number of criminal convictions or founded abuses committed; and
- Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety.

Iowa Admin. Code r. 282—25.3(1)(b)(2).

Each case is reviewed on an individual basis using the information available to the Board at the time of the application, so it is impossible to predict with any certainty whether a particular offense or group of offenses would result in a denial. In an effort to provide more information to future or potential applicants for licensure, I provide summaries of several recent denials below. Note that all applicants have the right to an appeal if an application for licensure is denied.

Recent denials:

- In March of 2016, the board denied an applicant who had at least 25 traffic-related convictions, including 14 for driving while barred or without proper registration.

- In April of 2016, an applicant was denied based on an assault conviction from 2010. The applicant had not disclosed the conviction, and had not provided any explanation or evidence of rehabilitation.
- In April of 2016, the board denied an applicant who was on the child abuse registry and had three public intoxication convictions, as well as pending charges for OWI and disorderly conduct.
- In April of 2016, the board denied an applicant whose background check revealed four OWI convictions as well as three minor traffic convictions.
- In July of 2016, board staff learned that an applicant held a Nebraska teaching license, which had been suspended for five years following an incident of providing alcohol to a minor. As a result, his application for Iowa licensure was denied.

This is to verify that I have read the BoEE Denial of Initial License Form (above) for students of Briar Cliff University, Department of Education.

Teacher Candidate's Signature

Date: _____

**Please print your name
 Number**

University ID