Teacher Preparation Program Handbook

Quick Link: Appendix (B) Handbook for Practicums

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
of
Sr. Virginia Meyerhofer, Field Supervisor
Sr. Margaret Mary Feldner, Chair of the Education Department
Dr. Leo Frommelt, Chair of the Education Department
Sr. Judith Vogel, Professor
Sr. Clotilde Weirich, Instructor
Sr. Gertrude Ann Brown, Program Creator and First Chair of the Education Department

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 ......................................................................................................................... 3
Briar Cliff University Mission, Identity, Values .............................................................. 3
Teacher Preparation Program Theme Statement, Values, Beliefs ................................. 4
Teacher Preparation Program Mission, Philosophy, Purpose/Goals .............................. 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, Licensure
Notification of Teacher Education Policies ...................................................................10
General Education Requirement ...................................................................................10
Elementary Education Certification Courses ................................................................11
  General Education Course Requirements
  Elementary Education Content Courses
  Professional Education Core Courses
  Field Experience
Secondary Education Certification Courses .......................................................................12
  General Education Course Requirements
  Professional Education Instruction Core
  Required Supporting Courses
  Secondary Education Minor
  Field Experiences
Teaching in the Catholic School System .........................................................................13
Endorsements ..................................................................................................................14
Advising ............................................................................................................................14
Attendance ......................................................................................................................15
Late Work ........................................................................................................................15
Appealing Grades and Other Academic Matters ............................................................15
Education Club .................................................................................................................15
Student Records ............................................................................................................16
Computer and Word Processing ....................................................................................16
Academic Integrity ..........................................................................................................16
Student Development ....................................................................................................16
Appendix (A) Program Dispositions
Explanation .....................................................................................................................17
Appendix (B) APA Style of Writing ................................................................................18
Appendix (C) Chart of Field Experiences .....................................................................18
Appendix (D) Handbook for Practicum........................................................................18
Appendix (D) Application for Licensure .......................................................................22
Appendix (E) Professionalism .......................................................................................22
  Professionalism Form
  Questions Asked on Background Check for Licensure
Lesson Plan Format
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, PE) 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, 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 (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 portfolio approach to assessment is taught and modeled through the use of various 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 conduct research relevant to their classroom experience 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 specialization in a specific endorsement area(s). 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, and HPER).

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 through advisors and the program chairperson.

**Criteria for Admission to the Teacher Preparation Program**

A candidate applies to the Teacher Preparation Program in EDUC 210. 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 01IS and EDUC 02IS. (Effective spring 2011, 2007)

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 an approved speech course and/or the speech competency of the major.
2. A grade of "C" or better in an approved writing course and/or the writing competency of the major.
3. A letter of nomination by an employer or a Briar Cliff University faculty member other than Education faculty.
4. Completion of a 15-hour field experience
5. **Demonstration of the dispositions and ethical conduct necessary for teaching (see below)**
6. A cumulative grade point average (G.P.A.) of 2.5
7. Achieving a composite score on Praxis I (PPST) of at least 517, with individual test scores of 170 or greater in reading, writing, and math. This change is retroactive for all candidates who have taken Praxis I. (Approved Jan. 22, 2009)

**Official PPST test scores must be received from ETS by the last day of the previous term in order for a student to be able to enroll in EDUC 01IS or EDUC 02IS. (passed March 9, 2006 by the Teacher Advisory committee)**

For transfer students who have already taken either the C-BASE or the CAAP standardized test, the test results will be accepted for admittance into the BCU Teacher Preparation Program providing they meet the following criteria:

- C-BASE: Reading ≥ 235, Writing ≥ 235, Math ≥ 235
- CAAP: Reading ≥ 60, Writing ≥ 62, Math ≥ 56

If one of the transfer student's scores on the C-BASE or the CAAP does not meet the required BCU cutoff scores, he/she may retake the test (C-BASE or CAAP). If none or one of the transfer student's scores on the C-BASE or the CAAP meet the BCU cutoff scores, he/she will be required to take the PPST.

8. Other appropriate assessments - i.e. math (standardized), reading (standardized), speaking, writing (standardized), listening assessment (observation), and personal interview.
9. 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 n the program with a criminal conviction or violations such as alcohol or drug abuse or falsification of information, as described n the BoEE’s code**
will be removed form 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.

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 15-hour field experience, if transferring field experience hours

Faculty 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 application. 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 reaplication 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. When the deficiency has been corrected,
the Chairperson of the department will present a request to the advisory committee for
readmission to the program.

Grades
Candidates enrolled in the Teacher Preparation Program must earn a grade of "C" or better in every triple-
credit course identified in the major: (BIOL, PHYS, PSYC, SOCY/PSCI, MATH, HIST, EDUC, EDEL)

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, PE) 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 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 and prior to the start of the internship, the 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(3)]

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 Chairperson of 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 Chairperson of the Education Department, 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 [www.state.ia.us/boee].

NOTE the Background Information relative to felony convictions

Notification of 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 Chairperson’s office
3). through verbal notification of the policies in EDUC 210 Educational Foundations;
4). during registration/advising sessions

During EDUC 210 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(2)] 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 of 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
   Behavioral Sciences
   Historical Consciousness
   Multicultural
   Religious and Ethical
   Global
Competencies
SPEC 111
WRTG 109
CSCI 100
MATH _____

Service Learning

Elementary Education Certification Courses

The General Education courses required for elementary education majors are:
Franciscan Core: CORE 100 (if a transfer student: CORE 110)
Aesthetic Foundation (a choice of two)
Physical and Life Science: BIOL 111 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

Elementary Education Content Courses:[Iowa Standards 281-79.15(7)l]
EDEL 216 Science for the Elementary Classroom
EDEL 241 Children's Literature
EDEL 335 Teaching Elementary Mathematics
EDEL 342 Teaching Elementary Social Studies
EDEL 461 Teaching Elementary Language Arts
EDEL 466 Reading in the Elementary School
HPER 214 Physical Education for the Elementary School
ART 332 Art for the Elementary Classroom
MUSC 335 Music for the Elementary Classroom

Professional Education Core Courses: [Iowa Code 281-79.15(7)]
EDUC 210 Educational Foundations (prerequisite for all EDUC courses)
EDUC 250 Management and Instruction
EDUC 270 Exceptional Learners
EDUC 280 Developmental Psychology
EDUC 318 Educational Psychology
EDUC 330 Educational Measurement and Evaluation
EDUC 410 Elementary Pre-professional Internship
EDUC 450 Human Relations

EDUC ISs: 01, 02, concurrent with EDUC 250 and EDUC 318
**must be completed before internship

EDUC IS: 03IS - Computer/media
04IS - Curriculum Organization and Development
05IS or 300 - Understanding the purposes, administrative organization, and operation of the total education program of the school
400- Professional ethics, legal responsibilities, and issues in education (for those interested in teaching in the Catholic school system)
08IS - Classroom Management (elective)
14IS – Student Teaching Seminar (must be completed during the internship)

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 281-79.14(7)a]

K-12 (art, music, PE) 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 (transfer students take CORE 110)
Aesthetic Foundation (a choice of two)
Physical and Life Science
Behavioral Science: PSYC 110
Multicultural Foundation - PSCI 224 or SOCY 240
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

Professional Education Instruction Core [Iowa Code 282-79.14(7)]:
EDUC 210 Educational Foundations (prerequisite for all EDUC courses)
EDUC 250 Management and Instruction (PE majors take HPER)
EDUC 270 Exceptional Learners
EDUC 280 Developmental Psychology
EDUC 318 Educational Psychology
EDUC 330 Educational Measurement and Evaluation
EDUC 412 K-12 Pre-professional Internship (Art, Music, HPER, Spanish)
EDUC 415 Secondary Pre-professional Internship
EDUC 450 Human Relations

EDUC ISs: - 01, 02 concurrent with EDUC 250 and EDUC 318
**must be completed before internship.
EDUC 03 IS Computer/Media, completed during the sophomore year (PE majors take HPER 382)
EDUC 04IS Curriculum Organization and Development (PE majors take HPER 383)
EDUC 14IR Electronic Portfolio

Required Supporting Courses:
EDSE 07 IR Reading in the Content Area
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 practicums 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 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.

Fifteen hours of field experience will be required in conjunction with EDUC 210 Educational Foundations 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. Additional field experiences will be assigned, see 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.

Endorsements Available at Briar Cliff University

<table>
<thead>
<tr>
<th>K – 6 Endorsements</th>
<th>7 – 12 Majors/Endorsements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Athletic Coach</td>
<td>Athletic Coach</td>
</tr>
<tr>
<td>Elementary Teacher</td>
<td></td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>English/Language Arts</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Middle School (grades 6 – 8)</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Science: Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies: American Government</td>
</tr>
<tr>
<td>American History</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
</tr>
</tbody>
</table>
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.

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 sign the 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 still 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

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. The professional educator is expected to complete planning, grades, and scheduled duties on time. 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)
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 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. The Director of Educational Technology (located in the library) provides 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 Student Handbook.

Student Development

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

Academic Success Center
Appendix A

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

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Community</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is prompt and prepared for class, practicums, advising sessions, meetings, events, etc.</td>
<td>• Willingly collaborates with peers and instructors on projects and assignments</td>
<td>• Demonstrates leadership when serving both on and beyond the campus</td>
</tr>
<tr>
<td>• Turns all assignments in on time unless arranged in advance with instructor</td>
<td>• Actively engages in class discussion by sharing one’s thoughts, ideas, and questions</td>
<td>• Responds sensitively to the needs of society</td>
</tr>
<tr>
<td>• Puts forth best effort on all assignments, projects, and activities</td>
<td>• Is a positive role model both in the schools during field experiences and while on campus</td>
<td>• Willingly gives time and energy to departmental and campus service opportunities</td>
</tr>
<tr>
<td>• Responds promptly to phone calls and e-mails from university and/or school personnel</td>
<td>• Communicates and collaborates with the cooperating teacher to plan effective instruction</td>
<td>• Actively participates in service projects offered through the Education Club, the department, Campus Ministry, BCCares, etc.</td>
</tr>
<tr>
<td>• Has a positive attitude (class, field experiences, service projects)</td>
<td>• Creates an atmosphere that inspires collaboration and learning</td>
<td>• Consults with the cooperating teacher on how to serve the students and/or school during field experiences</td>
</tr>
<tr>
<td>• Speaks and writes using standard English</td>
<td>• Respects diversity of persons, cultures, and ways of acting and thinking</td>
<td>• Serves peers by contributing positively to the learning environment</td>
</tr>
<tr>
<td>• Incorporates vocabulary and theories learned in the program on assignments and in class discussions</td>
<td>• Actively participates in professional development opportunities</td>
<td></td>
</tr>
<tr>
<td>• Contacts the university instructor and cooperating teacher of schedule changes in the practicum and/or prior to missing class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dresses appropriately when giving presentations in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

APA Style of Writing

Only papers written in the American Psychological Association (APA) style of writing for parenthetical citations and references will be accepted by the Education Department at Briar Cliff University. 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 for this book.


APPENDIX C

Chart of Field Experiences

In addition to the content methods courses listed below for each major, all candidates complete field experiences in the following areas:

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of field experience hours required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 210 Foundations in Education</td>
<td>15 required prior to admittance to the program</td>
</tr>
<tr>
<td>EDUC 270 Exceptional Learners</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 450 Human Relations</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 01IS 25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 02IS 25-hour Practicum (K-12, secondary majors)</td>
<td>25</td>
</tr>
</tbody>
</table>

**Elementary Majors:**

Courses involved with the Professional Development School:

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of field experience hours required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 316 Science</td>
<td>15</td>
</tr>
<tr>
<td>EDEL 335 Math</td>
<td>15</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>EDEL 342</td>
<td>Social Studies</td>
</tr>
<tr>
<td>EDEL 461</td>
<td>Language Arts</td>
</tr>
<tr>
<td>EDEL 466</td>
<td>Reading</td>
</tr>
</tbody>
</table>

**Course for the Reading Endorsement:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 465</td>
<td>Reading Practicum</td>
<td>30</td>
</tr>
</tbody>
</table>

**K-6, 7-12 Art**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 332</td>
<td>Elementary Art</td>
<td>20</td>
</tr>
<tr>
<td>ART 440</td>
<td>Secondary Art</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 071S</td>
<td>Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 011S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 021S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>

**7-12 Biology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 440</td>
<td>Biology Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 071S</td>
<td>Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 011S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 021S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>

**7-12 Chemistry**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 440</td>
<td>Chemistry Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 071S</td>
<td>Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 011S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 021S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>

**7-12 English**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 440</td>
<td>English Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 071S</td>
<td>Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 011S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 021S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>

**7-12 History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 440</td>
<td>History Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 071S</td>
<td>Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 011S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 021S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>

**7-12 Math**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 440</td>
<td>Math Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 071S</td>
<td>Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 011S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 021S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>

**K-6, 7-12 Music**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 345</td>
<td>Elementary Music</td>
<td>20</td>
</tr>
<tr>
<td>MUSC 440</td>
<td>Secondary Music</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 071S</td>
<td>Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 021S</td>
<td>25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>
Appendix D

Handbook for Practicums
Briar Cliff University
Education Department

Table of Contents

Introduction
Values and Beliefs of Teacher Preparation Program
Purpose of the 15-Hour Practicum (EDUC 210)
Purpose of the 25-Hour Practicum (EDUC 01IS, EDUC 02IS)
Purpose of the Professional Development School (PDS)
Duties of the Teacher Candidate
  • Additional Duties of the Teacher Candidate in the Professional Development School
Duties of the University Supervisor
  • Additional Duties of the University Supervisor in the Professional Development School
Duties of the Cooperating Teacher
  • Additional Duties of the Cooperating Teacher in the Professional Development School
Observation Checklist for EDUC 210 Education Foundations
Contacting the Schools for Observation Times

K-6, 7-12 Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 338 Teaching Movement Pre K-6</td>
<td>20</td>
</tr>
<tr>
<td>HPER 382 Curriculum, Computers/Media and Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 07IS Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 02IS 25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>

K-6, 7-12 Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 440 Spanish Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDSE 07IS Content Reading</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 01IS 25-hour Practicum</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 02IS 25-hour Practicum</td>
<td>25</td>
</tr>
</tbody>
</table>
Introduction
Field experiences (practicums) 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. [Iowa Code 281-79.14(1)].

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.

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, 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 experience
(See Appendix A: Program Dispositions Explanation)

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.

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).

Fifteen hours of field experience will be required in conjunction with EDUC 210 Educational Foundations, which is a prerequisite for all EDUC courses.
- Approximately 5 hours are spent observing in an elementary classroom, 5 hours in a middle grade classroom, and 5 hours in a secondary setting.

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.
Transportation to and from the practicum is the responsibility of the candidate. You must observe ONLY at the assigned schools.

**Purpose of the 15-Hour Practicum**

- 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

**Purpose of the 25-Hour Practicums (in addition to the above)**

- 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

**Professional Development School Practicums:**

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 216 Teaching Elementary Science, EDEL 335 Teaching Elementary Mathematics, EDEL 342 Teaching Elementary Social Studies, EDEL 461 Teaching Elementary Language Arts, EDEL 466 Teaching Elementary Reading.

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

**Attendance Policy:**

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

**Duties of the Teacher Candidate for Field Experiences:**

**General Duties of the Teacher Candidate:**

1. Call or 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 bi-weekly 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. Meet periodically with the university supervisor to discuss the candidate’s growth in the profession

**Observation Checklist of Tasks For EDUC 210 Education Foundations**

1. Call the school or e-mail the cooperating teacher and arrange an appointment. Ask when you may come and agree on the length of time you want to observe. Most students plan to observe for 5 hours in one visit. Some schools will divide the time among several teachers and/or for several different visits.
2. Arrange your schedule so that you arrive at the school early, before your observation is to begin.
3. Wear your Briar Cliff University name tag.
4. Dress professionally: no jeans, shorts, T-shirts, sweatshirts, dirty/ripped sneakers, etc.
5. Go directly to the school office, sign in, and ask for help in locating the classroom(s).
6. At the classroom, introduce yourself to the teacher.
7. When in the classroom, 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.
8. Before leaving, have the teacher sign the LOG sheet. Also, hand the teacher the envelope and evaluation form (be sure you have filled in your name on the form in advance). Explain to the teacher that he/she mails the form back to the University as soon as possible.
9. ALWAYS thank the teacher at the end of the observation.
10. Remember to hand in your LOG and written assignment at the completion of the 15 hours of field experience.

**Contacting the Schools for Observation Times**
The schools are notified with a list of whom to expect for classroom observations. Once you have passed the background check and have been assigned a school to observe, you may contact the school via telephone or email.

The following is a sample telephone prompt:
“Hello, my name is ___________________ and I am from Briar Cliff University. I have been assigned to your school to complete my 5 hours of classroom observation for the teacher preparation program. May I schedule my observation times with you? (If yes, “I can observe state day of the week and the time of day”).

If you are given a teacher’s name directly,
“May I leave her/him a voicemail?” Thank you.

If you can leave a voicemail, say the following…
“Hello, my name is ___________________ and I am from Briar Cliff University. I have been assigned to your classroom to complete my 5 hours of observation for the teacher preparation program. May I observe in your classroom on (state day of the week and the time of day)? You can reach me at __________________.” Thank you.

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 5 hours of classroom observation for the teacher preparation program. May I observe in your school on (state day of the week and the time of day)? You can reach me at __________________.” Thank you.

**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. Iowa Core Curriculum skills addressed
   List the activities in this lesson plan that prepare your students for the 21st Century skills:

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)

Briar Cliff University Log
Teacher Preparation Program

Semester _______________ Year _______________

Please circle all practicums for which this log applies.
**If you have a practicum with more than one teacher, please use a separate log for each teacher.

EDUC 01IS      EDUC 02IS      EDSE 07IS      EDUC 270      EDUC 450
EDEL 465      EDMI 421      EDMI 422

PDS (for EDEL 316, 335, 342, 461, 466)
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:


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: www.state.ia.us/boee
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 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.

<table>
<thead>
<tr>
<th>Generalized as:</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>Takes responsibility for using assessment to design and differentiate instruction that uses instructional strategies that promote student learning</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Respects different strengths and needs of the learners and uses this information to further each learner’s development</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Generalized as:</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>Designs, differentiates, and delivers instruction to build on learners’ prior knowledge,</td>
</tr>
</tbody>
</table>
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.

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

**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.

<table>
<thead>
<tr>
<th>Generalized as:</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>Creates lesson plans that use multiple representations and explanations to teach key ideas and guides learners through learning progressions</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>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</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Recognizes the potential of bias in his/her representation of the content and appropriately addresses problems of bias</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Is committed to work toward each learner’s mastery of content and skills</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Generalized as:</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>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)</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Fosters innovation and problem solving in local and global issues</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Develops learners’ communication skills by employing a variety of forms of communication that address varied audiences and purposes</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Develops diverse social and cultural perspectives that expand the learners understanding of local and global issues</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Understands the issues of ethics and quality related to information and technology and their uses</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Understands creative thinking processes and how to engage learners in producing original work</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Integrates resources to build global awareness into the curriculum</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Enhances student learning with knowledge outside the content area</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Generalized as:</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>Takes responsibility for using formative and summative assessment to support, verify, and document learning</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>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</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Engages learners in identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Engages learners in analyzing their own assessment results and to set goals for their own learning</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Is committed to making accommodations in assessments and testing conditions to meet needs of all learners</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Is committed to the ethical use of various assessments and assessment data</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Generalized as:</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>Adjusts plans in relation to short- and long-range goals to meet students’ learning needs</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Believes plans must always be open to revision based on learner needs and changing circumstances</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Generalized as:</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience)</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Engages all learners in developing higher order questioning skills and metacognitive processes</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>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).</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Uses a variety of strategies, including technology, to engage students in learning</td>
</tr>
<tr>
<td>DISPOSITION</td>
<td>Values flexibility in the teaching process as necessary for differentiating instruction to learner needs</td>
</tr>
</tbody>
</table>

**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.

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

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

Appendix I
Candidate and Program Assessment Plan

Knowledge and Performance Assessment Plan [79.13(2)]

<table>
<thead>
<tr>
<th>Pre-admittance</th>
<th>Artifact</th>
<th>Where collected:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen/Transfer</td>
<td>“Social Information”—collected on those indicating “education” on admissions form or when take first class in program</td>
<td>Advising</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declaration of Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for Admittance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA greater than or</td>
<td></td>
<td>EDUC 210 (transfer students meet with Department Chair)</td>
</tr>
<tr>
<td>equal to 2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipt of TPP Handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPST Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Competency or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentation in EDUC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Competency or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>research paper in EDUC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter of Nomination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-hour practicum with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooperating teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposition of an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Teacher survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; reflection paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Lesson plans</td>
<td>EDUC 250 or K-12 methods course</td>
</tr>
<tr>
<td>Management Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-admittance</td>
<td>Log of observation hours</td>
<td>EDUC 01IS or K-12 methods course</td>
</tr>
<tr>
<td>Junior or Senior (prior</td>
<td>Reflection and analysis papers</td>
<td></td>
</tr>
<tr>
<td>to student teaching)</td>
<td>Teaching Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperating teacher evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University supervisor observation record</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EDUC 318
<table>
<thead>
<tr>
<th><strong>Teaching Presentation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teacher evaluation</td>
<td></td>
</tr>
<tr>
<td>University supervisor observation record</td>
<td></td>
</tr>
<tr>
<td>Application of interactive technology in a lesson</td>
<td>EDUC 04IS</td>
</tr>
<tr>
<td>Technology research and reflection paper</td>
<td>EDSE 07IS</td>
</tr>
<tr>
<td>Apply for Student Teaching:</td>
<td>Fall advising of 3rd year students</td>
</tr>
<tr>
<td>Two letters of recommendation</td>
<td></td>
</tr>
<tr>
<td>Unit plan incorporating:</td>
<td>EDUC 330</td>
</tr>
<tr>
<td>Content/Subject Matter Assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Teaching</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University supervisor observation records</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>Cooperating teacher(s) formative evaluations (5th and 10th week)</td>
<td></td>
</tr>
<tr>
<td>Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15th week for all placements)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Senior</strong></th>
<th>EDUC 450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log of observation hours</td>
<td></td>
</tr>
<tr>
<td>Reflection and analysis papers</td>
<td></td>
</tr>
<tr>
<td>Global Awareness Unit Plan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Post-licensure</strong></th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal evaluations of 1st, 2nd, and 3rd year graduates</td>
<td></td>
</tr>
<tr>
<td>Self-evaluation of 1st, 2nd, and 3rd year graduates</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other</strong></th>
<th>Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubrics in every course</td>
<td></td>
</tr>
<tr>
<td>Background check annually</td>
<td></td>
</tr>
<tr>
<td>Virtus Training (optional)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Disposition Assessment Plan</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition</strong></td>
<td><strong>Institutional Document</strong></td>
</tr>
<tr>
<td>Professionalism</td>
<td>BCU Mission &amp; Vision Statements</td>
</tr>
<tr>
<td></td>
<td>TPP Philosophy Statement</td>
</tr>
<tr>
<td></td>
<td>TPP Conceptual Framework</td>
</tr>
<tr>
<td></td>
<td>TPP Handbook</td>
</tr>
<tr>
<td></td>
<td>TPP Seminar Syllabus</td>
</tr>
<tr>
<td>Professionalism and Ethics Form</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>University supervisor observation records</td>
<td></td>
</tr>
<tr>
<td>Cooperating teacher(s) formative evaluations (5th and 10th week)</td>
<td></td>
</tr>
<tr>
<td>Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15th week for all placements)</td>
<td></td>
</tr>
</tbody>
</table>
| Community | BCU Mission & Values  
TPP Conceptual Framework  
TPP Seminar Syllabus | Performance Assessment Portfolio—Collaborative Learning  
University supervisor observation records  
Cooperating teacher(s) formative evaluations (5th and 10th week)  
Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15th week for all placements) | Student Teaching |
| --- | --- | --- | --- |
| Service | BCU Mission & Values  
TPP Conceptual Framework  
TPP Handbook | Log and Analysis Reflection Papers | EDUC 01IS  
EDUC 02IS |
| Openness | BCU Mission & Values | Letter of Nomination | Admittance to Program |
| Caring | BCU Mission & Values | University supervisor observation records  
Cooperating teacher(s) formative evaluations (5th and 10th week)  
Cooperating teacher(s) summative evaluation (7.5 week for double placements and 15th 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 | EDUC 250 |
| Plans | EDUC 318  
| EDUC 330 |
| Research Papers | EDUC 210  
| EDUC 04IS  
| EDUC 05IS |
| Global Awareness Unit Plan | EDUC 450 |

| Appreciation of Diversity | BCU Mission & Values  
| TPP Conceptual Framework | Log and Analysis Reflection Papers | EDUC 01IS  
| EDUC 02IS |
| 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 all written/oral assignments | All Courses in TPP |
| 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  
| Student Teaching |
| University supervisor | Student Teaching |
The Federal Department of Education (FDE) oversees the No Child Left Behind Act (NCLB). Among other things, this act states that all elementary education majors must take a standardized test in all content areas prior to completing their teacher preparation program and applying for their teaching license in order to be considered “highly qualified teachers”. Being “highly qualified” is established for K-12 and secondary education majors because they major in the discipline they will teach. Elementary education teachers must be “highly qualified” in all disciplines they might teach (reading, math, science, social studies, art, PE, music).

Graduates in elementary education are required to take a content test and to attain a qualifying score in order to:
1) successfully complete a teacher preparation program in Iowa and
2) be recommended for licensure in the state of Iowa.

Teacher education candidates may choose either of two Praxis II tests:
- Elementary Education: Curriculum, Instruction & Assessment: Content Knowledge (10011 or 5011 for online version) Cut score of 151.
- Elementary Education: Content Knowledge (10014 or 50114 for online version) Cut score of 142.

Every candidate taking Praxis II must have a copy of the results sent to the Department by ETS. 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.

Praxis II is a paper and pencil test. You may register for it on-line, providing a credit card number to pay for the test. You may also download the registration materials and pay with a check or money order. However, it is important that ETS receive your registration materials and payment by the deadline specified on their webpage.

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