

**STUDENT TEACHING INTERNSHIP  
HANDBOOK**

**2020 - 2021**

**BRIAR CLIFF UNIVERSITY  
EDUCATION DEPARTMENT  
Sioux City, Iowa**

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## INTRODUCTION

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

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

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

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## **BRIAR CLIFF UNIVERSITY MISSION STATEMENT**

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

### **IDENTITY**

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

## **TEACHER PREPARATION PROGRAM (TPP)**

### **PHILOSOPHY**

- The internship affords the future teacher an opportunity to utilize the intern's personal, academic, and pre-professional experiences in an actual classroom setting. The intern is a professional; therefore, ethical trust is placed in the intern by the University and the school officials.
- Classroom teachers who accept interns are partners in the Teacher Preparation Program. They work with Briar Cliff University in preparing future teachers for the profession of teaching.
- Teamwork exists through the collaborative effort of the cooperating teacher, intern, school principal, and University supervisor who work together to prepare the intern for entry into the teaching profession.
- The internship should be regarded as a privilege and accepted with a deep sense of responsibility.

### **TPP Conceptual Framework**

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

Key Values and Beliefs of the Teacher Preparation Program:

- Franciscan tradition—an appreciation of diversity and respect for each person
- Professionalism—a comprehensive preparation program emphasizing dispositions, dress, speech, writing, and academic excellence
- Community—creating a climate that encourages dialogue and caring relationships, both within and beyond the classroom
- Service—a reciprocal action, coupled with reflection, that empowers through experiences

## INTERNSHIP GUIDELINES

### TEACHING RESPONSIBILITIES

In consultation with the cooperating teacher and the University supervisor, the intern will begin assuming his/her teaching responsibilities during the first week of the internship experience. The assumption of teaching responsibilities should be a gradual process and **may** follow the guidelines below:

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

| <b>Guidelines for One Internship Placement</b>  | <b>Guidelines for Two Internship Placements</b>   |
|---|---|
| <p><b>First Week:</b><br/>Begin taking attendance, accompanying students to lunchroom, restroom, library, etc. At the elementary level, assume responsibility for such areas as the opening exercises, story time, spelling, penmanship. At the middle and secondary levels, assume responsibility for one class in a content area.</p> | <p><b>First Week:</b><br/>Begin taking attendance and assist the cooperating teacher in any way possible. Assume responsibility for one class period.</p>                   |
| <p><b>Second Week:</b><br/>At the elementary level, assume responsibility for one of the major content areas. At the middle and secondary levels, assume responsibility for an additional class.</p>  | <p><b>Second Week:</b><br/>Assume responsibility for two to three more class periods.</p>   |
| <p><b>Third/Fourth/Fifth Weeks:</b><br/>Continue assuming teaching responsibilities.</p>  | <p><b>Third and Fourth Week:</b><br/>Continue assuming teaching responsibilities.</p>   |
| <p><b>Seventh Week:</b><br/>Normally, the intern has assumed the entire teaching load and is responsible for all classes and professional responsibilities.</p>   | <p><b>Fifth/Sixth/Seventh Week:</b><br/>Normally, the intern has assumed the entire teaching load and is responsible for all classes and professional responsibilities.</p> |
| <p><b>Fifteenth Week:</b><br/>The intern begins returning the teaching responsibility to the cooperating teacher. When not teaching, the intern is encouraged to use the time to observe classes in this, or other, classroom settings and to prepare professional materials.</p>   | <p><b>Repeat the above for the second placement.</b></p>  |

### REQUIRED ADDITIONAL EXPERIENCES:

- Attend faculty meetings, workshops, and in-service gatherings
- Participate in Parent-Teacher-Student conferences--with the cooperating teacher present
- Accompany the class on field trips, assemblies, concerts--with the cooperating teacher present
- Help with any extra-curricular activities and/or duties expected of the cooperating teacher (e.g. bus duty, cafeteria duty, recess, play practice, choral contests, hall duty, etc.)

### EMERGENCY SITUATION WHILE AT SCHOOL:

If a teacher education candidate experiences an emergency situation during student teaching, the cooperating teacher or another official at the school building should contact Dr. Todd Knealing, Vice President for Academic and Student Affairs, (712.279.5402) and provide details regarding the emergency situation and which hospital is being used.

### **CHANGE IN SCHEDULE**

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

### **SCHOOL POLICY**

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

### **ARRIVAL and DISMISSAL**

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

### **ABSENCES: for illness**

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

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

### **ABSENCES: for personal issues or events (see page 8, section d under Professionalism)**

The intern is expected to show professional courtesy and responsibility to inform the 1). University supervisor for permission to be excused from the internship and to make a plan for completing any time or activities missed during the absence, 2). If permission is granted by the University supervisor, then contact cooperating teacher and school principal, 3). If permission is granted by cooperating teacher and principal, then the intern is excused from the specific dates.

- The student teaching experience must be a continuous 15 weeks; therefore, interns should schedule personal events (weddings, birthdays, trips, etc.) before or after the internship. These events are considered unexcused absences.
- Accommodations for funerals or emergency events will be up to the discretion of the University supervisor.

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

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

|                       |          |                                |
|-----------------------|----------|--------------------------------|
| Cooperating Teacher   | _____    |                                |
| Principal             | _____    |                                |
| University Supervisor | _____    |                                |
| Dr. Kenneth Berg      | 279-5555 | ken.berg@briarcliff.edu        |
| Dr. Theresa Engle     | 279-1607 | theresa.engle@briarcliff.edu   |
| Dr. Traci Kell        | 279-5596 | traci.kell@briarcliff.edu      |
| Mrs. Kathryn Kurz     | 279-5556 | kathryn.kurz@briarcliff.edu    |
| Mrs. Jeanene Sampson  | 279-5557 | jeanene.sampson@briarcliff.edu |

## PROFESSIONALISM

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

- a. **Dispositions—the intern is expected to be enthusiastic about teaching and its responsibilities, and willing to learn from the cooperating teacher, the principal, and the University supervisor.** The intern is expected to team with the cooperating teacher whenever possible to formulate and implement instructional plans, prepare seating charts and class schedules, prepare bulletin boards and/or learning centers, and attend school functions.
- b. **Instructional Planning—the intern is expected to do the planning of a teacher (unit plan, lesson plans, etc.). In addition, the intern is expected to prepare written, detailed lesson plans for every class he/she teaches.**
- c. **Professional Manner—the intern is expected to dress professionally at all times (exceptions are made for days of “special dress” in a school).** The intern is expected to communicate, both orally and in writing, using standard English. The intern is expected to maintain the confidentiality required of a professional. This includes maintaining confidentiality concerning a student’s grades, classroom behavior, test scores, family background, etc.
- d. **The intern is expected to place a priority on the internship experience. All other activities must not interfere with her/his teaching responsibilities.** This includes work schedules, job interviews, and personal trips. If a previous Briar Cliff University commitment such as the choir tour or basketball tournament interferes with the internship, the intern is expected to inform his/her university supervisor ahead of time.

## EXPECTATIONS OF THE PRINCIPAL

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

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

See Appendix A

## EXPECTATIONS OF THE COOPERATING TEACHER

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

- a. **Experience—the cooperating teacher must be properly licensed, have a minimum of three (3) years teaching experience, and is recommended by the principal/superintendent.**
- b. **Orientation—the cooperating teacher is expected to attend an orientation session for teachers and interns held at Briar Cliff University.**



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

### **EXPECTATIONS OF THE UNIVERSITY SUPERVISOR**

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

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

## **REASSIGNMENT and/or TERMINATION OF STUDENT TEACHING INTERNSHIP**

From the Briar Cliff University Student Teacher Agreement with the cooperating school:

**Failure on the part of the student teacher to meet the responsibilities in a manner satisfactory to the cooperating teacher or the administrator in charge will be sufficient cause for her/his removal from the assignment. Removal will be made by the Briar Cliff Teacher Preparation Program**

**Department Chairperson upon the recommendation of the cooperating school officials.** If after a period of six to eight weeks the student teacher has not reached an acceptable level of teaching proficiency, removal from the assignment is mandatory.

Reassignment will be made by the Briar Cliff Teacher Preparation Program Department Chairperson or her/his designated representative if the student teacher and the cooperating teacher are not compatible.

### BCU Process for Reassignment and/or Termination of a Student Teaching Internship:

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

If the concern continues or another concern arises:

1. Another member of the BCU Department of Education will conduct at least one supervisory visit to verify the concern(s)
2. If the concern(s) is valid, a conference will again be held with the parties involved to create a formal program for improvement. The program for improvement will identify each concern raised, specific ways in which to remediate the concern, and identify a timeline for when success must be achieved. The program for improvement must be signed and dated by all parties involved.
3. If the formal program for improvement is not met in a satisfactory manner, the parties involved will determine whether to:
  - a. Continue remediation, setting a new timeline for success following the guidelines stated above, which may require extending the length of the internship
  - b. Refer the situation to the Department Chairperson of the Briar Cliff Teacher Preparation Program (see #4 below)
4. The Department Chairperson of the Briar Cliff Teacher Preparation Program, in consultation with the university supervisor will decide whether to:
  - 1). Remove the student teacher from the placement for reassignment to a new placement
  - 2). Terminate the student teaching experience
  - 3). Other
5. The Department Chairperson of the Briar Cliff Teacher Preparation Program will give the student teacher specific reasons in writing for the reassignment in or the removal from the internship experience. The student teacher will be notified of the appeal procedure found in the internship handbook.

## APPEAL PROCEDURE

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

1. Discuss the concern with the Briar Cliff University supervising teacher involved.
2. Appeal to the department chairperson in writing within three working days of discussing the grievance with the faculty member involved. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the chairperson. The student will be notified in writing of the chairperson's decision.
3. Appeal to the academic dean in writing three working days of notification by the chairperson. Include in the written document circumstances of the grievance, specific concerns, and a possible appropriate remedy. The student will make an appointment and meet with the academic dean. The student will be notified in writing of the academic dean's decision.
- 4. In all cases, the decision of the academic dean is final.**

## LESSON PLAN FORMAT (Elementary, Secondary, K-12 Art)

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 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, motivating/real life connection, stating objective 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 21<sup>st</sup> Century skills:

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

**Self:**

- What went well when you taught this lesson and what did you do to make that happen?
- What would you do differently the next time?

**IX. Reference(s)**

## Student Teaching Electronic Evaluation Forms

The formative and summative evaluations are completed during the 5<sup>th</sup>, 10<sup>th</sup>, 7.5<sup>th</sup> and 15<sup>th</sup> weeks of the student teaching internship by the student and the cooperating teacher (5<sup>th</sup>, 10<sup>th</sup>, and 15<sup>th</sup> weeks) and university supervisor (7.5<sup>th</sup> and 15<sup>th</sup> week). The evaluation forms will be sent electronically to the cooperating teachers at the appropriate times. The printed document is kept in the intern's permanent file. Each item is identified with criterion used to establish competency in the BCU Teacher Preparation Program Standards. These standards and criterion are based in the INTASC Standards and the Iowa Department of Education Teacher Preparation Program Standards.

**The below scale should be used for responses.**

NOTE: Individual items may not apply or have not been observed in every internship.

### Student Teacher Electronic Evaluation Forms

1 = Lowest, 5 = Highest, NA = Not Applicable

#### Standard 1: Learner Development

| Number | Learning outcome  | 1 | 2 | 3 | 4 | 5 | NA |
|--------|---|---|---|---|---|---|----|
| 1.1    | Uses assessment to design and modify instruction to meet learner needs.   |   |   |   |   |   |    |
| 2.1    | Respects different strengths and needs of the learners and uses this information to further each learner's development. |   |   |   |   |   |    |

#### Standard 2: Learning Differences

| Number | Learning outcome   | 1 | 2 | 3 | 4 | 5 | NA |
|--------|--|---|---|---|---|---|----|
| 3.2    | Builds instruction on prior knowledge and diverse learning needs of students.                        |   |   |   |   |   |    |
| 4.2    | Uses strategies and resources to address special learning needs of students (ELL, ADD, BD, LD, etc.) |   |   |   |   |   |    |
| 5.2    | Respects all learners, helping each learner reach his/her full potential.                            |   |   |   |   |   |    |

#### Standard 3: Learning Environments

| Number | Learning outcome   | 1 | 2 | 3 | 4 | 5 | NA |
|--------|--|---|---|---|---|---|----|
| 6.3    | Engages learners in both collaborative and self-directed learning.                     |   |   |   |   |   |    |
| 7.3    | Communicates respectfully both verbally and non-verbally.                              |   |   |   |   |   |    |
| 8.3    | Uses technology and supplementary resources effectively to guide learners.             |   |   |   |   |   |    |
| 9.3    | Is a thoughtful, responsive listener and observer.                                     |   |   |   |   |   |    |
| 35.3   | Corrects inappropriate behaviors or responses without disturbing the learning process. |   |   |   |   |   |    |
| 36.3   | Ensures all students are engaged participants in class activities.                     |   |   |   |   |   |    |
| 37.3   | Provides for a smooth transition between activities, subjects or events.               |   |   |   |   |   |    |
| 38.3   | Maintains consistency between expectations, interventions and consequences.            |   |   |   |   |   |    |

**Standard 4: Content Knowledge**

| Number | Learning outcome  | 1 | 2 | 3 | 4 | 5 | NA |
|--------|---|---|---|---|---|---|----|
| 10.4   | Uses multiple explanations or representations to guide learners toward mastery of content and skills. |   |   |   |   |   |    |
| 11.4   | Knows and uses the academic language of the discipline appropriately.                                 |   |   |   |   |   |    |
| 12.4   | Recognizes his/her bias in the representation of content.   |   |   |   |   |   |    |

**Standard 5: Application of Content**

| Number | Learning outcome  | 1 | 2 | 3 | 4 | 5 | NA |
|--------|---|---|---|---|---|---|----|
| 13.5   | Applies content knowledge to real world problems using interdisciplinary themes.                    |   |   |   |   |   |    |
| 14.5   | Incorporates problem solving in dealing with local and global issues.                               |   |   |   |   |   |    |
| 15.5   | Employs a variety of meaningful communication forms (speaking, writing, listening, producing, etc.) |   |   |   |   |   |    |
| 16.5   | Uses information and technology in ethical ways.  |   |   |   |   |   |    |
| 17.5   | Engages learners in creative thinking.  |   |   |   |   |   |    |
| 18.5   | Builds global awareness into the curriculum, expanding the learners' perspectives.                  |   |   |   |   |   |    |

**Standard 6: Assessment**

| Number | Learning outcome   | 1 | 2 | 3 | 4 | 5 | NA |
|--------|--|---|---|---|---|---|----|
| 19.6   | Uses formative and summative assessment ethically to verify learning.  |   |   |   |   |   |    |
| 20.6   | Uses performance data to guide instruction.                            |   |   |   |   |   |    |
| 21.6   | Provides learners with effective descriptive feedback.                 |   |   |   |   |   |    |
| 22.6   | Engages learners in setting goals for their own learning.              |   |   |   |   |   |    |
| 23.6   | Makes accommodations in assessments to meet the needs of all learners. |   |   |   |   |   |    |

**Standard 7: Planning for Instruction.**

| Number | Learning outcome   | 1 | 2 | 3 | 4 | 5 | NA |
|--------|--|---|---|---|---|---|----|
| 24.7   | Applies learning theory, human development, cultural diversity and individual differences appropriately in instructional planning. |   |   |   |   |   |    |
| 25.7   | Collaborates with appropriate constituents (learners, colleagues, families, larger community).                                     |   |   |   |   |   |    |
| 26.7   | Revises instructional plans as needed.   |   |   |   |   |   |    |

**Standard 8: Instructional Strategies**

| Number | Learning outcome   | 1 | 2 | 3 | 4 | 5 | NA |
|--------|--|---|---|---|---|---|----|
| 27.8   | Asks questions to check for understanding, stimulate higher order thinking and engage learner in metacognitive thinking. |   |   |   |   |   |    |
| 28.8   | Adapts instruction to learner needs.   |   |   |   |   |   |    |

**Standard 9: Professional Learning and Ethical Practice**

| Number | Learning outcome  | 1 | 2 | 3 | 4 | 5 | NA |
|--------|---|---|---|---|---|---|----|
| 29.9   | Engages in ongoing professional development.  |   |   |   |   |   |    |
| 30.9   | Understands the professional code of ethics, professional standards of practice and relevant laws and policies. |   |   |   |   |   |    |

**Standard 10: Leadership and Collaboration**

| Number | Learning outcome   | 1 | 2 | 3 | 4 | 5 | NA |
|--------|--|---|---|---|---|---|----|
| 31.10  | Collaborates with other educators to advance professional practice.                          |   |   |   |   |   |    |
| 32.10  | Collaborates with families and the local community to create effective learning experiences. |   |   |   |   |   |    |
| 33.10  | Collaborates with cooperating teacher to promote learner growth.                             |   |   |   |   |   |    |
| 34.10  | Gives and receives feedback about the planning process and the teaching performance.         |   |   |   |   |   |    |

Leave any additional comments here:

At the end of the electronic evaluation form, there will be an area for additional comments as well as the cooperating teacher's electronic signature.

**BRIAR CLIFF  
UNIVERSITY**

3303 Rebecca St., Sioux City, IA 51104

*Professional Credentials*

*Self Managed by*

<Place your name here>

---

**AFTER THESE CREDENTIALS HAVE SERVED THEIR INTENDED PURPOSE,  
PLEASE DESTROY THEM**



## SELF-MANAGED CREDENTIAL FILES

### What's included?

- Cover sheet
- Cover Letter
- Resume: including link for electronic portfolio and/or videos, if applicable
- Reference Letters (3-4)
- Transcript
  - Unofficial is a copy
  - Official is an original copy stamped and sealed from the Registrar's Office
- Copies of your teaching license / certificate

### What does Self-Managed mean?

- You send credential files to the school
- Include the Cover Page indicating that you are self managing the file

### Sending closed letters of reference

Have the person send it directly to the school **or**

Have the person seal it in an envelope and sign across the seal. You can have them make multiple copies at once so you're not asking them for a reference every time you apply for a position.

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

The Mock Evaluation of Student Teachers on the Iowa Teaching Standards will be discussed in the student teaching seminar. Cooperating teachers are also asked to discuss it with the student teachers.

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

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade Level(s): \_\_\_\_\_ Subject(s): \_\_\_\_\_  
 Sponsoring Institution: \_\_\_\_\_ School District: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

This form was completed by:  
 \_\_\_ Student Teacher \_\_\_ Cooperating Teacher/Designee \_\_\_ Other: \_\_\_\_\_

Directions:

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

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

The teacher:

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

Strengths:

Areas for Improvement

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

Teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.

- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Strengths:

Areas for improvement:

### III. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

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

Strengths:

Areas for Improvement:

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

The teacher:

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

Strengths:

Areas for improvement:

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

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.

- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of students' progress.

Strengths:

Areas for improvement:

#### VI. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

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

Strengths:

Areas for Improvement:

#### VII. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

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

Strengths:

Areas for Improvement:

#### VIII. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.

- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates and understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Strengths:

Areas for Improvement:

\_\_\_\_\_  
Student Signature                      Date                      Cooperating Teacher or Designee Signature      Date

**APPENDIX A**  
**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 more information, please visit  
<http://www.boee.iowa.gov/doc/ethHndot.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 B

### Praxis II

The 2012 Iowa legislature approved Praxis II testing for **all** elementary, secondary, and K-12 (art and 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**  
*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:

- Participate in the free webinars presented by the Educational Testing Service, found on their website: <http://www.ets.org>
- Refer to Briar Cliff University Library LibGuides-Education for information on study resources
  - <https://briarcliff.libguides.com/education>
- Read the information presented by the Educational Testing Service on their webpage concerning:
  - how to pace yourself during the test
  - the content covered in the test
  - how the tests are structured (multiple choice, short answer essay, whether you may use a calculator)
  - how the tests are scored
  - see sample essays showing what is required in the short answer essays
- Use the “Test at a Glance” provided by the Educational Testing Service, found on their website
- 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 course.

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”

You will be given two scenarios, with the dialogue and background information, and asked questions about each one. 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 C

### EDUC 14IS Student Teaching Seminar

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

**EDUC 14IS Course Description:** This course will provide practical information and research based strategies to assist teacher candidates during the student teaching internship and their transition into the profession for Iowa licensure.

This course must be taken in conjunction with EDUC 410/412/415 Student Teaching Internship.  
(2 semester hours)



**APPENDIX D**  
**ALIGNMENT (CROSSWALK) of**  
**INTASC to IOWA TEACHING STANDARDS**

**Iowa Teaching Standard 1**

**Demonstrate ability to enhance academic performances and support for implementation of the school district's student achievement goals.**

**InTASC 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.**

InTASC7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

InTASC7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**InTASC 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.**

InTASC10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

**Iowa Teaching Standard 2**

**Demonstrates competence in content knowledge appropriate to teaching position.**

**InTASC 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.**

InTASC4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

InTASC4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

InTASC4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

InTASC4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

**InTASC 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.**

InTASC5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

InTASC5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

InTASC5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

InTASC5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

InTASC5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

InTASC5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

InTASC5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

InTASC5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

### **Iowa Teaching Standard 3**

**Demonstrates competence in planning and preparing for instruction.**

#### **InTASC 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.**

InTASC3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities.

#### **InTASC 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.**

InTASC8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

#### **InTASC 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.**

InTASC7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

InTASC7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

InTASC7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

InTASC7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

InTASC7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

#### **Iowa Teaching Standard 4**

**Uses strategies to deliver instruction that meets the multiple learning needs of students.**

##### **InTASC 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.**

InTASC1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

InTASC1(j) The teacher takes responsibility for promoting learners' growth and development.

##### **InTASC 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.**

InTASC2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

InTASC2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

InTASC2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

InTASC2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

##### **InTASC 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.**

InTASC8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

InTASC8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

InTASC8(i) The teacher 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).

InTASC8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

InTASC8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

## **Iowa Teaching Standard 5**

**Uses a variety of methods to monitor student learning.**

### **InTASC 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.**

InTASC1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

### **InTASC 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.**

InTASC6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

InTASC6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

InTASC6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

InTASC6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

InTASC6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

InTASC6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

InTASC6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

InTASC6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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## **Iowa Teaching Standard 6**

**Demonstrates competence in classroom management.**

### **InTASC 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.**

InTASC3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

InTASC3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

InTASC3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

InTASC3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities.

InTASC3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

InTASC3(r) The teacher is a thoughtful and responsive listener and observer.

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### **Iowa Teaching Standard 7**

**Engages in professional growth.**

#### **InTASC 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.**

InTASC9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

InTASC9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

InTASC9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

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### **Iowa Teaching Standard 8**

**Fulfills professional responsibilities established by the school district.**

#### **InTASC 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.**

InTASC10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

InTASC10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

InTASC10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

InTASC10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.