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Introduction

Welcome! The Teacher Education Program at Buena Vista University is excited to have an opportunity to work with you as you pursue your goals of completing the requirements for graduation and Iowa teacher certification.

This handbook has been designed to assist students, advisors, faculty and others wanting to learn about the Buena Vista University Teacher Education Program’s expectations. The BVU Teacher Education Program is an all-encompassing program that focuses on preparing our prospective teachers to be reflective practitioners who will demonstrate skills, knowledge and dispositions identified by the Interstate New Teacher Assessment and Support Consortium (InTASC) values. As academic scholars, our students must meet and maintain high levels of achievement in the classroom and demonstrate the necessary dispositions that reflect high moral, ethical and legal decisions.

Buena Vista University is committed to producing quality teacher education graduates within this framework. In their development as reflective practitioners, students are taught to make rational and ethical choices about what and how they teach and to recognize the need to assume responsibility for those choices. In addition, they are taught to examine their role as a professional in the school and in society.

This handbook is not to be considered the only document to support the Teacher Education Program at BVU. Please refer to the BVU Catalog and the Teacher Education Program web site at http://www.bvu.edu/bv/teachered/ for course requirements and other essential components relating to expectations and guidelines for the BVU Teacher Education Program. It is the charge of the student to become familiar with the total program BVU offers.
Mission Statement

We prepare teacher leaders for a changing world.

Our mission at Buena Vista University is implemented through:

- Students engaged in intellectual inquiry and discovery, personal growth, and skills development. Through study and travel, both at home and abroad, students foster their appreciation of diversity as they develop leadership skills as citizens of the world.

- Faculty committed to excellence in teaching and scholarship. The faculty and staff endeavor to promote life-long learning and community service through example.

- Curricula that integrate liberal learning with career development and service learning. The academic and co-curricular programs weave together theory, research and service opportunities. This allows students to apply what they have learned.

- Delivery systems that provide the latest in technology, facilities and programs and are widely available for student use.

- Professional certification and graduate programs for educators that enhance career development.

The University also offers non-traditional programs through innovative community college partnerships and distance learning.

The Teacher Education Program at Buena Vista University offers the professional courses required for licensure in elementary education, secondary education, special education and various endorsement areas. All programs are approved by the Iowa Department of Education and are accredited by the North Central Association of Colleges and Schools.
## Contact Information

**Storm Lake Campus**  
610 W. 4th Street  
Storm Lake, IA 50588  
Telephone: 712.749.2464  
Toll Free: 800.383.2821, ext. 2462  
Fax: 712.749.1468

## Sites Offering Teacher Education Program

<table>
<thead>
<tr>
<th>Site</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
</table>
| **Council Bluffs**          | 2700 College Road, Box 4-C  
Council Bluffs, IA 51502  
712.749.1990                  |                |
| **Creston**                 | 1501 West Townline, Room 726  
Creston, IA 50801  
712.749.1900                 |                |
| **Denison**                 | 11 North 35th St  
Denison, IA 51442  
712.749.1925                |                |
| **Fort Dodge**              | One Triton Circle, 102 LIB  
Fort Dodge, IA 50501  
712.749.1914                |                |
| **Lakes and Prairies – Estherville** | 300 South 18th Street, PO Box 135  
Estherville, IA 51334  
712.749.1965                |                |
| **Lakes and Prairies - Spencer** | 1900 North Grand Avenue, PO Box 245  
Spencer, IA 51301  
712.749.1970                |                |
| **Le Mars**                 | 940 Lincoln Street SW  
Le Mars, IA 51031  
712.749.1940                |                |
| **Marshalltown**            | 3700 South Center Street  
Marshalltown, IA 50158  
712.749.1930                |                |
| **Mason City**              | 500 College Drive  
Mason City, IA 50401  
712.749.1950                |                |
| **Ottumwa**                 | 525 Grandview Avenue, Room 149  
Ottumwa, IA 52501  
712.749.1980                |                |
| **West Burlington**         | 1500 West Agency Road Room 511  
West Burlington, IA 52655  
712.749.1850                |                |
Purpose Statement

The purpose of this handbook is to articulate the policies of the Buena Vista University Teacher Education Program.

The Buena Vista University School of Education Cabinet has the responsibility to develop and revise the policies governing the Teacher Education Program. Revisions shall take place whenever the Cabinet determines that they are prudent.

All policies, procedures, and guidelines identified in this handbook have been developed and endorsed by the School of Education Cabinet and are not to be changed by any party. The Cabinet must approve all changes, adoptions and modifications.

*It is the responsibility of all education students to keep current with Buena Vista University’s Teacher Education Program guidelines and operations.* This handbook provides an overview of key components of the Teacher Education Program.
1.1 Teacher Education Philosophy

In keeping with the Buena Vista University mission of developing students for lifelong success through innovative and imaginative academic and professional preparation, the Teacher Education Program prepares students to enter the teaching profession equipped with the knowledge, skills, and dispositions that develop effective teachers. As a performance-based program, emphasis is on a theory to practice orientation in coursework and field experiences. The curriculum of the Teacher Education Program is designed to conform to the standards of InTASC (Interstate Teacher Assessment and Support Consortium), the Iowa Department of Education, and various professional associations in education.

The Teacher Education Program is based on five Learning Objectives: Respect for Diverse Learners and Learning, Content Expertise, Innovative Applications of Content, Data-Based Practice and Reflection, and Professional Initiative. A theme embedded within the program is “teacher as reflective practitioner.” This requires students to develop and reflect in three areas: as learner, as instructor, and as professional.

1.2 Reflective Practitioner

The Teacher Education Department of Buena Vista University has adopted the philosophy of “The Candidate as a Reflective Practitioner”, identifiable in three distinct phases of our program: Reflective Learner, Reflective Instructor, and Reflective Professional. In this philosophy, a reflective practitioner is seen as a person who makes rational, ethical, data-based choices about what and how to teach, and assumes the responsibility for those choices. Reflective professionals continually ask themselves questions, such as:

- “What am I teaching and why?”
- “How am I teaching and why?”
- “Are my students learning; why or why not?”
- “How can I improve my teaching?”

Reflective teaching requires a continuous cycle involving meeting and responding to problems (refer to diagram on page 9). Teachers must identify the goals, plan appropriate methods of instruction, implement the plan, observe and collect information on the results of the instruction, make judgments regarding success/failure, intended/unintended outcomes, identify the goals and plan the methods of instruction for the next lesson, and so on. According to Dewey, reflective teaching means that teachers have and demonstrate responsible attitudes.

The skills necessary for individuals to become reflective teachers are also integrated into all education courses at BVU. BVU education students must seek the best strategies in order to improve their own instructional effectiveness and make this attitude central to their lives. This commitment is the cornerstone of the education program at BVU.
A Model of Reflective Teaching

Reflective Teaching

The teacher observes a classroom event or student behavior

Selects strategy that best fits the classroom event or student behavior; plans how to implement it

Considers alternative strategies

Makes a judgment based on moral principles, e.g., “I want the child to succeed” “Give honest, usable feedback” “Consider the child’s feelings”

Gathers objective data and subjective information by listening to students, reading attending conferences, etc.

Analyzes new data and information

Puts plan into action; monitors effects on classroom event or student behavior

Asks questions, e.g. “What needs changed?” “What is going well?” “How can I improve…?”

Reflective Planning

Reflective Evaluation
1.3 InTASC Principles

Buena Vista University School of Education has adopted the Interstate New Teachers Assessment and Support Consortium (InTASC) Principles endorsed by the Iowa Board of Educational Examiners. These principles are the foundation for beginning practitioners and are incorporated in the Buena Vista University Teacher Education Curriculum. Buena Vista University’s Teacher Education Program strives to assure the beginning teachers, hiring school districts, the Iowa Board of Education and Buena Vista University that program graduates will have displayed proficiencies in 10 core principles.

The standards have been grouped into four general categories to help users organize their thinking about the standards.

The Learner and Learning

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.

Content

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 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.

Instructional Practice

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.

Professional Responsibility

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.

1.3.1 Pillars (Learning Objectives)

Learning objectives for the Teacher Education Program were created from InTASC, Chapter 79 Standards For Practitioner And Administrator Preparation Programs, Iowa Teaching Standards, BVU Learning Objectives, and other sources. Learning objectives comprise five large categories, known as Pillars. The five Pillars are: Respect for Diverse Learners, Content Expertise, Innovative Applications of Content, Data Based Reflection, and Personal Initiative. The Pillars represent the core learning goals of the Teacher Education Program. They are connected to all education courses, field experiences, and student teaching.

The learning objectives/indicators in the “Knows”, “Is able to” and “Understands” categories is included in each course syllabus. The code is “P” for Pillar and the number of the indicator. For example, “P2.12” means Pillar two, indicator 12.

1.4 Accreditation of the Teacher Education Program

Buena Vista University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (since 1927), 30 N. LaSalle St., Suite 2400, Chicago, IL, 60602, 312.263-0456, www.hlcommission.org. The Teacher Education Program at Buena Vista University, which is accredited through the Iowa Department of Education, offers the professional courses required for licensure in elementary education, secondary education, special education and various endorsement areas. Full information
regarding accreditation of the BVU Teacher Education Program is found on the Federal Title 2 website: http://title2.ed.gov/

1.5 Governance of the Teacher Education Program

The governance structure of the Buena Vista University Teacher Education Program (TEP), meets standards of the Iowa State Board of Educational Examiners (BOEE). The dean is the head of the School of Education and the Teacher Education Program. The assistant dean, department chairs, regional education program coordinators, and the student professional experiences coordinator are leaders and decision makers within the TEP assisting working collaboratively with the dean.

The School of Education Dean is the chief administrator of the School and has full responsibility and authority for the administration and coordination of the Teacher Education Program at all locations. The Dean collaborates with the Online, Sites, and Graduate (OSG) Dean for the implementation of the TEP online and at BVU sites. The SOE Dean represents the SOE while serving on BVU committees. The SOE Dean is a Cabinet member and evaluates SOE Department Chairs. The dean’s responsibilities as head of the BVU School of Education Cabinet include, but are not limited to representing the SOE at all functions and meetings, evaluating department chairs, and is responsible for personnel, curriculum, budgets and students in the School of Education.

Assistant Dean is directly accountable to the SOE Dean and works collaboratively with the Regional Education Program Coordinators and the Professional Development Coordinator. This position oversees work of the Chairs Council, the Student Professional Experiences Coordinator and the Certification Officer. These positions report to the Assistant Dean prior to the SOE Dean. The Assistant Dean is a Cabinet member, organizes two Advisory Committee meetings each academic year, and collaborates with Online, Site, and Graduate programs on as needed basis or as the SOE Dean’s designee.

Department Chairs lead six departments: Educational Foundations, Early Childhood/Literacy, Special Education (Exceptional Student Services Instruction), Teaching English as a Second Language (TESL), Content Area Majors/K-12 Programs, STEM (Science, Technology, Engineering and Math), and Graduate Studies for Professional School Counseling and Curriculum and Instruction. The Chairs have teaching, leadership, and administrative duties. The Chairs are the first line to all faculty members who teach a course in their departments in any delivery modality and for elementary licensure or secondary certification. Chairs hire and evaluate faculty (under the supervision of the SOE Dean), oversee course content, determine professional development needs for the department and individuals, and delegate TEP work among their faculty members. Chairs report to the Assistant Dean and the SOE Dean. The SOE Dean evaluates the Chairs.

Student Professional Experiences Coordinator (SPEC) is responsible for the field experiences and seminars in pre-student teaching and student teaching coursework. This position is a
member of Cabinet and collaborates with OSG programs regarding field experiences as needed. The SPEC makes field experience placements for Storm Lake campus students and conducts student teacher and cooperating teacher workshops. The SPEC participates in committee work and leads the Teacher Education Committee on the Storm Lake campus.

**Regional Education Program Coordinators (REPCs)** report directly to the Dean and work collaboratively with the Assistant Dean and Professional Development Coordinator in the SOE. This position is a liaison role between the SOE and OSG programs. REPCs work collaboratively with the OSG Dean, Online Director, Regional Directors and extensively with Education Coordinators at BVU sites. REPCs are members of Cabinet and bring OSG program issues regarding the implementation of the TEP. REPCs are tasked with training Education Coordinators on the TEP program, reporting procedures, and all matters pertaining to implementing the SOE TEP online and at BVU sites with fidelity. REPCs are also given responsibilities within the TEP such as committee work and other assignments as needed.

**SOE Cabinet** is comprised of the dean, assistant dean, student professional experiences coordinator, regional education program coordinators and others as appropriate. Cabinet gathers information and makes decisions regarding policies, procedures, and programming for the TEP at all locations. Decisions are executed by all faculty and OSG personnel who are involved in the teacher education program.

**Chairs Council** consists of SOE Cabinet and all department chairs. Chairs Council meets on issues related to academic, student, and faculty issues. Course and curricular changes are determined by Chairs Council to be carried out by all department faculty members.

**Faculty** are full-time, part-time and adjunct instructors. Each faculty member is assigned to a department and reports directly to his or her department chair. Faculty members teach specific courses in all delivery modalities.

**Advisory committee** is comprised of TEP stakeholders from around the state. Stakeholders include administrators, classroom teachers, alumni, community college personnel, and others as appropriate. The advisory committee gives input for program modifications twice a year.

An organizational chart for the School of Education is available upon request.

**1.6 The Teacher Education Committee**

The Teacher Education Committee includes the teacher education faculty and others as requested. It is chaired by the Student Professional Experiences Coordinator/Education Coordinator or designee. The TEC Chair will be responsible for preparing/distributing meeting agendas, recording minutes, and maintaining TEC minutes for accreditation purposes. At BVU site locations, other members include the Regional Education Program Coordinator and may include the site’s Regional Director. Each Teacher Education Committee meets minimally once
per semester/term pair in Storm Lake and at BVU site locations, with additional meetings scheduled as needed. The TEC will meet to:

- Implement Teacher Education Program and policies
- Serve as the admission committee for the Teacher Education Program and student teaching
- Review students for satisfactory progress in the program
- Address student requests for exceptions to general policies that have had precedence
- Bring problematic program issues to the School of Education Cabinet.

2.0 Rights and Responsibilities of Teacher Education Students

Teacher education students have the same rights and responsibilities as all Buena Vista University students. In addition, sections 2.1 – 2.5 articulates the rights and responsibilities of students in the Teacher Education Program.

2.1 Student Records

While the Registrar’s office houses the regular student information, the Education office at each site houses student materials relevant to the various phases of the practitioner preparation program. The student must maintain contact with the teacher education office to ensure necessary information is in his/her file. A completed file, for any student graduating from Buena Vista University Teacher Education Program will include the following items:

- Evidence of fulfillment for Checkpoints I-IV requirements
- Field Experience Evaluations from Cooperating Teachers, University Supervisors, and Students

Refer to the Student File Checklist form for an outline of specific documents. The student record files shall be kept on site for 8 years.

2.2 Catalog Requirements for the Teacher Education Program

If the Buena Vista University catalog undergoes major revisions that reflect Teacher Education Program changes, students have the option to complete Program requirements under the catalog at the time in which he/she entered the Program or to follow the new Program requirements, if appropriate. Students not yet admitted to the Teacher Education Program must follow the catalog in effect at the time they are formally admitted. Some changes, which are mandated by the Board of Educational Examiners or the Iowa Department of Education, are exempt from this requirement.

2.3 Being Informed

It is the responsibility of teacher education students to keep informed of the rules and regulations of the Teacher Education Program and changes in the Program by reading the
2.4 Giving Input

It is the responsibility of teacher education students to give input on changes they would like to see made in the Program to teacher education faculty and staff members via classes, teacher education committee student representatives, advisors and student professional organizations. It is through such input that the Program can continue to meet the needs of its students.

2.5 Student Disclosure Rights

Buena Vista University is committed to a policy of non-discrimination and community awareness in the treatment of persons identified as, or suspected of, being HIV-positive or infected with Acquired Immune Deficiency Syndrome (AIDS). Recommendations by various health agencies as well as requirements of state and federal law will be adhered to in the University’s dealings with students. Any discussions of a person’s infected status will be conducted with the objective of confidentiality. Unless permission for non-confidentiality is granted, any breach of confidentiality is prohibited by Buena Vista University and by law. Should unexpected and unforeseen HIV/AIDS-released issues arise, Buena Vista University will evaluate alternatives on a case-by-case basis.

3.0 The Teacher Education Program

The Teacher Education Program checkpoints outline progressively the requirements of the Teacher Education Program and serve as a guideline for students as they move toward licensure.

With the 2016-17 catalog, a new set of program checkpoints were adopted for students seeking teaching licensure. Both sets of checkpoints are outlined as follows. If students need further information about which catalog their program follows, their advisor can assist with that information.

The checkpoints below are program requirements for students who began the TEP in the 2015-16 or older catalogs.

Checkpoint I: Admission to the Teacher Education Program

The candidate will submit the Teacher Education Program (TEP) application and the teacher education subcommittee will review the candidate’s file to ensure that the following requirements have been met:

- EDCO 240: Development of the School-Age Child completed with a minimum grade of “C-”
• EDCO 245: Learning and Motivation must be completed with a minimum grade of “C-.”
• EDCO 255/256: Prof Seminar I & Field Experience: Learning and Motivation completed with passing grade and positive recommendation from cooperating teacher.
• All key assignments required in EDCO 240 and EDCO 245 successfully completed and uploaded to Canvas. Students who transfer coursework for EDCO 240 and EDCO 245 are not required to submit key assignments in addition to the accepted course work.
• Successful completion of Praxis I Exam - meeting or exceeding the cut scores
  PPST Exams cut scores: Reading = 173, Writing = 172, and Math = 171
  Core Exams cut scores: Reading = 156, Writing = 162, and Math = 130
• Minimum cumulative grade point average of 2.5
• Two professional progress reports recommending the candidate for admission
• Good conduct policy statement signed
• Confidentiality statement signed

Elementary majors may take no more than six credits of methods courses, none with field experience attached, prior to formal admission to the program. No methods courses may be taken by other education students until they are formally admitted to the program.

Based on submitted information, the local Teacher Education Committee will:
• Fully approve the candidate for the teacher education program
• Deny the candidate. Reasons/rationale for denial will be shared in writing with the candidate.
  Each candidate will have an opportunity to address deficiencies in a timely manner. Candidates will be informed of their right to appeal the decision.

**Checkpoint II: Teacher Education Program Progress**

In order to advance to EDCO 290/291 Professional Seminar II & Field Experience: Human Relations, the teacher education student must successfully satisfy the following:

• EDCO 280: History of American Education completed with a minimum grade of “C-.” In addition the Key Assignment must be successfully completed and uploaded to Canvas.
• Mandatory reporting statement
• Universal precautions statement
• Minimum cumulative grade point average of 2.5
• Improvement in areas of concern noted in Checkpoint I, professional progress reports, or other areas noted since those reports. Particular attention will be given to dispositions
• The Key Assignment(s) from all EDUC and EDCO courses taken since acceptance to the Teacher Education Program must be successfully completed and uploaded to Canvas.
• Local Teacher Education Committee endorsement

**Checkpoint III: Admission to Student Teaching**

Student teaching is the culminating experience in the teacher education program. It is designed as an opportunity to apply skills, theory, and knowledge gained during the teacher preparation
program to a real-life educational setting.

The student teacher candidate will submit an application for student teaching after having completed the following:

- All EDCO and methods course requirements with a minimum grade of a “C-“
- Minimum cumulative grade point average of 2.5
- Minimum grade point average of 2.5 in the major/minor/concentration, and will have completed all major/minor/concentration requirements.
- Successfully complete and upload to Canvas the remaining non-student teaching key assignments that they have taken since checkpoint II
- Resume, References, and Letter of Introduction for the cooperating school

In addition, the applicant will have senior standing and will be in residence (as defined by the university catalog) the semester/term immediately preceding student teaching.

The local Teacher Education Committee will review the candidate’s file. After review, the Committee will vote to accept or deny the student’s admittance to the student teaching semester. Students denied admittance to the professional semester have the right to an appeal.

**Checkpoint IV: Licensure Requirements**

Each semester/term the licensure officer or designated official meets with student teachers to discuss the licensure procedure. The state sets fees related to licensure. The student is responsible for payment of these fees. Students are provided information and appropriate forms to apply for licensure. The basic requirements that must be met in order to be recommended for licensure are as follows:

- Successful completion of Buena Vista University requirements
- Successful completion of the teacher education program that Buena Vista University has on file with the Iowa Department of Education
- Minimum grade point average of 2.5 for the total program, the major, the minor, the second major or area of concentration
- Minimum grade of a “C-“ in each of the student teaching placements
- Successful completion of all key assignments uploaded to Canvas and portfolio reflection
- Fingerprinting/background check 10-12 weeks prior to completion of student teaching
- Local Teacher Education Committee recommendation
- Successful completion of the Praxis II exam per state requirements

Graduates are required to meet Buena Vista University’s major requirements for their first endorsement area. Additional endorsement areas may be obtained by completing the Buena Vista University requirements or the Iowa minimum requirements for licensure. Individuals should consult with their advisor about these options.
The checkpoints below are program requirements for students who begin the TEP in the 2016-17 or newer catalogs.

The Teacher Education Program
The four checkpoints below outline the progressive requirements of the Teacher Education Program and serve as a guideline for students as they move toward licensure as an elementary education or ESSI/Special Education major, for secondary licensure along with a disciplinary major, or when completing the Post Baccalaureate Certification Program. At each checkpoint the candidate’s file is reviewed by the local Teacher Education Committee (TEC) to ensure that the requirements have been met and to approve the student’s progress through the checkpoint. As will be noted in the description of each major, specific education courses (EDCO, EDUC, ESSI, SEDU, and TESL) may require that the student has passed a specific TEP checkpoint before enrolling in the course.

Based on submitted information, at each checkpoint the local teacher education committee will:

- Fully approve the candidate to pass through the checkpoint; or,
- Deny the candidate. Reasons/rationale for denial will be shared in writing with the candidate.

Each candidate will have an opportunity to address deficiencies in a timely manner. Candidates will be informed of their right to appeal the decision.

Checkpoint I: Progress through Educational Foundations and Acceptance to the Teacher Education Program

- Teacher Education Program Application (including essay and creation of ePortfolio)
- The following courses completed with a minimum grade of “C-“
  - All: EDCO 240 Human Development: School-Age Children or EDCO 241 Human Development: Adolescents
  - All: EDCO 245 Learning and Motivation: School-Age Children or EDCO 246 Learning and Motivation: Adolescents
  - Elementary Education, Secondary Licensure, and Post Bacc: EDCO 301 Introduction to Exceptional Learners
  - ESSI Majors: ESSI 101 Introduction to Exceptional Learners
  - ESSI Majors: ESSI 102 Introduction to Learners with Significant Cognitive Disabilities
  - ESSI Majors: ESSI 103 Introduction to Learners with Significant Behavioral Disabilities
- All: EDCO 255: Professional Seminar I and Field Experience: Learning and Motivation completed with passing grade and positive recommendation from cooperating teacher
- Key Assignments in education courses taken to this point must be successfully completed and uploaded to Canvas. Students who transfer coursework for a course with a key assignment are not required to submit key assignments in addition to the accepted coursework.
• Successful completion of Praxis Exam – meeting or exceeding the cut scores. The minimum scores must be met in two of the three basic skills tests within three attempts each. Unlimited attempts are allowed to achieve the minimum score on the third test. Praxis PPST: Reading = 172, Writing = 173, and Math = 171; or Praxis Core: Reading = 156, Writing = 162, and Math = 130
• Minimum cumulative grade point average of 2.5
• Minimum major and minor grade point average of 2.5
• Minimum of 3 credits successfully taken at BVU
• Two professional progress reports recommending the candidate for admission
• Good conduct policy, confidentiality, university precautions, and mandatory reporter statements signed
• Agreement to meet the technology specification as described in the Teacher Education Program application

Checkpoint II: Completion of Educational Foundations and Continuing with Theory into Practice
• Checkpoint II Application (including essay and ePortfolio update)
• The following courses completed with a minimum grade of “C-“
  o All: EDCO 280 History of American Education
  o All: EDCO 390 Instructional Technology and Innovative Teaching
  o Elementary Education, Secondary Licensure, and Post Bacc: EDCO 303 Differentiated Instruction for Diverse Learners
  o Secondary Education and Post Bacc: SEDU 310 Curriculum Design I: Standards, Assessment and Instruction for Engaged Learning
  o Secondary and Post Bacc: SEDU 365 Methods of Reading in the Content Areas and Field Experience
  o Elementary Education and ESSI Majors: EDUC 317 Foundations of Literacy
  o Elementary Education and ESSI Majors: EDUC 371 Methods of Data-Driven Literacy
  o Elementary Education and ESSI Majors: EDUC 393 Elementary Math Methods and Field Experience
  o Elementary Education: MATH 123 Mathematics for Elementary Education I
  o ESSI Major: ESSI 210 Special Education Law and Professional Practices with Field Experience
  o ESSI Major: ESSI 220 Multidisciplinary Assessment and Evaluation
  o ESSI Major: ESSI 230 Transitions and Self-Determination
  o ESSI Major: ESSI 303 Curriculum Development and Instruction with Field Experience
  o ESSI Major: EXSC 321 Adapted Physical Education
• Key Assignments in education courses taken to this point must be successfully completed and uploaded to Canvas. Students who transfer coursework for a course with a key assignment are not required to submit key assignments in addition to the accepted course work.
• All major courses taken to this point passed with a minimum grade of “C-“.
• Minimum cumulative grade point average of 2.5
• Minimum major and minor grade point average of 2.5
• If, since Checkpoint I, the student has been on a growth plan related to the Teacher Education Program Good Conduct Policy, the student must have successfully achieved the goals of the plan.

Checkpoint III: Developing Professional Identity and Acceptance to Professional Seminar III: Student Teaching
Student teaching is the culminating experience in the teacher education program. It is designed as an opportunity to apply skills, theory, and knowledge gained during the teacher preparation program to a real-life educational setting.

• Checkpoint III Application (including essay and ePortfolio update)
• All EDCO, EDUC, ESSI, SEDU, STEM, and TESL courses completed and passed with a minimum grade of a “C-“
• Minimum grade point average of 2.5 for the total program, the major, and, if applicable, the minor
• All major, and minor if applicable, requirements complete
• All courses taken for additional endorsements completed and passed with a minimum grade of “C-“
• Key Assignments in education courses taken to this point must be successfully completed and uploaded to Canvas. Students who transfer coursework for a course with a key assignment are not required to submit key assignments in addition to the accepted coursework.
• Minimum cumulative grade point average of 2.5
• If, since Checkpoint II, the student has been on a growth plan related to the Teacher Education Program Good Conduct Policy, the student must have successfully achieved the goals of the plan.
• Resume, References, and Letter of Introduction for the cooperating school submitted to the Education Field Experience Office
• Senior standing and in residence (as defined by the university catalog) the semester/term immediately preceding student teaching.

Checkpoint IV: Licensure Requirements
Each semester/term the Licensure Officer or designated official meets with student teachers to discuss the licensure procedure. The state sets fees related to licensure. The student is responsible for payment of the fees. Students are provided information and appropriate forms to apply for licensure. The basic requirements that must be in order to be recommended for licensure are as follows:

• Successful completion of Buena Vista University degree requirements
• Successful completion of the teacher education program that Buena Vista University has on file with the Iowa Department of Education
• Minimum grade point average of 2.5 for the total program, the major, and, if applicable, the minor
• Minimum grade of a “C-” in each of the student teaching placements
• Successful completion of all key assignments uploaded to Canvas and portfolio reflection
• Fingerprinting/background check 10-12 weeks prior to completion of student teaching
• Successful completion of the Praxis II exam per state requirements

Graduates are required to meet Buena Vista University’s major requirements for their first endorsement area. Additional endorsement areas may be obtained by completing the Buena Vista University requirements or the Iowa minimum requirements for licensure. Individuals should consult with their advisor and the Licensure Officer about these options.

3.0.1 General Program Information

1. Teacher education students returning to Buena Vista University after an absence of two or more years must follow the program/catalog that is in effect at the time of their return.
2. Teacher education students should pay careful attention to the required scores on the Praxis Core exams. It is highly recommended that students take all three required components of the Praxis Core as soon as they begin their education courses. Cut scores are as follows. Praxis PPST: Reading = 172, Writing = 173, and Math = 171; or Praxis Core: Reading = 156, Writing = 162, and Math = 130
3. Canvas will be used to complete key assignments for education courses.
4. Some course work listed in the catalog is intended for students whose graduation is posted and are applying for an elementary teaching license before September 1, 2015. Term 6, 2015 graduates are unlikely to meet this deadline.

3.0.2 Canvas Requirement

As of August 2015, BVU will utilize Canvas, a new system for their learning management and assessment needs. Canvas is the program that will house all courses previously held in ANGEL (learning management system) and LiveText (School of Education Assessment). Canvas is a requirement for courses that comprise the professional education curriculum. As students progress through the program, an increasing number of courses will require the use of Canvas for submitting Key Assignments. Accounts will be provided by the University.

3.1 Key Assignment Overview

Key Assignment Rationale
The teacher education program at Buena Vista University is a performance-based preparation program designed to facilitate the personal and professional growth of aspiring teachers and to prepare pre-service teachers to enter the teaching profession. As a part of the performance-
based model, students will complete Key Assignments that demonstrate their understanding of essential teaching competencies derived from nationally recognized standards - Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, state standards and program/institutional frameworks.

**Getting Started**

Students will be introduced to the TEP conceptual framework early in their program. This framework structures students' overarching learning around five learning goals called The Pillars. Each learning goal is taught and evidenced considering multiple learning objectives. These objectives are assessed through Key Assignments. The Key Assignments will be a continual and ongoing process throughout the student’s practitioner preparation program. Key Assignments are pieces of evidence that illustrate the knowledge, performance and dispositions that have been acquired throughout the course of the student’s preparation program. Each School of Education core course, methods course and field experience is designed to address one or more of the competency areas, though not all courses include a Key Assignment. All Key Assignments will be uploaded to Canvas, a learning management system.

**Maintenance**

It is the responsibility of the student to maintain Key Assignments within Canvas. A Canvas account is provided to all Buena Vista University students. Students are required to submit Key Assignments within Canvas to pass through checkpoints throughout the student’s teacher preparation program.

**Key Assignment Assessment**

All Key Assignments are demonstrative of a student’s grasp of the competencies within the Pillars, InTASC principles, and Reflective Practitioner skills. Instruction and assistance with uploading assignments to Canvas will be provided. Students are required to upload Key Assignments for these courses to their Canvas account. In addition, successful completion and uploading to Canvas of Key Assignments is required for Teacher Education Program Checkpoints. Rubrics will serve as the guide for Key Assignment completion. As the student moves through the program, the professor of the course or an appointed committee will evaluate the Key Assignment within Canvas. Failure to submit a Key Assignment to Canvas may result in failure of the course and an inability to complete the Teacher Education Program Checkpoints. If the Key Assignment is not satisfied at the appointed time in the program, the student will be given **one semester/two terms** in which to complete the requirement and resubmit the assignment to the instructor in Canvas. The student may resubmit the Key Assignment to demonstrate satisfaction of the competency **no more than three times**. In order to continue in the program and be recommended for teacher certification, the student must demonstrate a minimum rating of “2” (Satisfactory) on each element of the evaluation rubric for each Key Assignment. The second and third re-submissions will also be reviewed by another BVU faculty/staff member. If the Key Assignment does not receive a “2” (Satisfactory) after the final resubmission, the student cannot pass the checkpoint and cannot continue in the Teacher Education program. Students who do not comply with the identified timeline or do not
meet satisfactory ratings after the final resubmission may be asked to retake the course.

**Key Assignments Chart**
The following chart outlines currently identified Key Assignments that are to be completed and assessed throughout the student’s preparation. Most are products of particular courses or field experiences. These will be evaluated with a scoring rubric, reviewed within Canvas, and electronic feedback provided to the student as part of that coursework.

<table>
<thead>
<tr>
<th>Course/Experience</th>
<th>Pillar</th>
<th>InTASC</th>
<th>Key Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCO 240 Human Development: School Age Children or EDCO 241 Human Development: Adolescents</td>
<td>1</td>
<td>1, 2</td>
<td>Considering Learner Differences in Your Classroom</td>
</tr>
<tr>
<td>EDCO 245 Learning &amp; Motivation: School Age Children or EDCO 246 Learning &amp; Motivation: Adolescents</td>
<td>1, 3, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Developing a Learning Environment in My Classroom</td>
</tr>
<tr>
<td>EDCO 280 History of American Education</td>
<td>1, 2, 5</td>
<td>2, 4, 9, 10</td>
<td>Understanding the Impact of Legal Decisions on American Education</td>
</tr>
<tr>
<td>EDCO 301 Introduction to Exceptional Learners</td>
<td>1, 3, 5</td>
<td>1, 2, 4, 7, 8, 9, 10</td>
<td>Disability Reflections and FactFolio</td>
</tr>
<tr>
<td>EDCO 303 Differentiated Instruction for Diverse Learners</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Differentiated Lesson Plan Portfolio</td>
</tr>
<tr>
<td>EDCO 390 Instructional Technology and Innovative Teaching</td>
<td>3, 5</td>
<td>3, 4, 5, 7, 8</td>
<td>Integrating Technology into Lesson Plans to Enhance Student Learning</td>
</tr>
<tr>
<td><strong>Elementary Majors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 371 Methods of Data Driven Literacy Instruction</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Classroom Case Study</td>
</tr>
<tr>
<td>EDUC 393 Elementary Math Methods &amp; Field Experience</td>
<td>1, 2, 3, 4</td>
<td>4, 7, 8</td>
<td>Developing a Lesson Plan based on Interview Assessment Data</td>
</tr>
<tr>
<td>EDUC 410 Elementary Curriculum/Social Studies Methods</td>
<td>3</td>
<td>7</td>
<td>Planning a Conceptual Social Studies Unit</td>
</tr>
<tr>
<td>EDUC 420 Reading Strategies and Instructional Methods: Informational Text</td>
<td>2</td>
<td>5</td>
<td>Integrating Literacy Instruction in a Disciplinary Unit</td>
</tr>
<tr>
<td>EDUC 443 Literacy Field Experience</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 4, 7, 8</td>
<td>Literacy Field Experience Reflections, Case Study, and Lesson Observation</td>
</tr>
<tr>
<td>Elementary Student Teaching</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>-------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Professional Seminar III: Kindergarten/1st-3rd/4th-6th</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Final Evaluation</td>
</tr>
</tbody>
</table>

### Secondary Majors and Post Baccalaureate Program

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Code</th>
<th>Enrollment Code</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDU 410 Curriculum Design II: Conceptual Unit Design</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>In Progress/Fall 2017</td>
</tr>
<tr>
<td>SEDU XXX Secondary Methods &amp; Field Experience (specific course discipline)</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5, 7, 8, 9</td>
<td>In Progress/Fall 2017</td>
</tr>
<tr>
<td>Secondary Student Teaching TEAC 410-419/420-429/430-448 Professional Seminar III: Secondary/Post Baccalaureate Secondary Student Teaching</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Final Evaluation</td>
</tr>
</tbody>
</table>

### Exceptional Student Services and Instruction Major (ESSI)

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Enrollment Code</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSI 101 Introduction to Exceptional Learners</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
<tr>
<td>ESSI 102 Introduction to Learners with Significant Cognitive Disabilities</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
<tr>
<td>ESSI 103 Introduction to Learners with Significant Behavioral Disabilities</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
<tr>
<td>ESSI 303 Curriculum Development and Instruction with Field Experience</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
<tr>
<td>ESSI 304 Literacy Methods and Field Experience</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
<tr>
<td>ESSI 305 Mathematics Methods and Field Experience</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
<tr>
<td>ESSI 306 Methods for Teaching Students with Cognitive Disabilities with Field Experience</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
<tr>
<td>ESSI 307 Methods for Teaching Students with Behavioral Disabilities with Field Experience</td>
<td>TBD</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
3.2 Praxis I Completion

Admission to the Teacher Education Program requires students to successfully complete the three components from either the Praxis Series: Praxis™ Core Academic Skills for Educators (Core) or Praxis I® Pre-Professional Skills Tests (PPST®). This skills assessment, which fulfills the state mandate for an entrance exam, is considered to be an extension of the University requirement that focuses on student proficiencies in basic skills. Praxis Core Academic Skills for Educators (Core) became available October 2013. Cut scores for the Core exams are Reading (Test code 5712) 156, Writing (Test code 5722) 162, and Math (Test code 5732) 130. Minimum scores required for the Praxis I Pre-Professional Skills Tests are as follows: Reading 173, Writing 172, and Mathematics 171. Exam availability for PPST was phased out by ETS in 2014.

Individuals will not be admitted to the Teacher Education Program until minimum scores have been achieved in the three basic tests noted above. Furthermore, Buena Vista University requires that the minimum scores be met in two of the three basic skills tests within three attempts each. Unlimited attempts are allowed to achieve the minimum score on the third test. Students who intend to take a Praxis I test more than three times must notify the Education Coordinator at their campus/site. Notification is completed via the Intention to Pursue Completion of Praxis I form.


3.2.1 Praxis II Completion

The United States Department of Education has mandated that Iowa, along with other states, require an external examination as part of the teacher licensure process. All education majors are required to take Praxis II tests in the areas of content and pedagogy in order to obtain a teaching license in Iowa.

The Praxis II tests are developed by the Educational Testing Service and are used by many states as the external examination to meet this national requirement. According to Iowa statute, all teacher candidates graduating from an Iowa institution after January 1, 2013 must attain the qualifying score in both a test of pedagogy and a test of content before they can be recommended for licensure.

The state has set the following qualifying scores:

Elementary Teacher Education K-6

- **Pedagogy:** Principles of Learning and Teaching (PLT): K-6; Test Code 5622, Minimum Score 168. Cut score will remain in effect through July 31, 2017. Effective August 1,
2017, cut score will become 167. The new cut score will be effective from August 1, 2017 through July 31, 2018.

- **Content:** Elementary Education: Content Knowledge; Test Code 5018, Minimum Score 156. Cut score will remain in effect through July 31, 2017. Effective August 1, 2017, cut score will become 152. The new cut score will be effective from August 1, 2017 through July 31, 2018.

**Secondary Teacher Education 5-12**

- **Pedagogy:** Principles of Learning and Teaching (PLT): 7-12; Test Code 5624, Minimum Score 166. **OR** Principles of Learning and Teaching (PLT): 5-9; Test Code 5623, Minimum Score 166. Cut scores will remain in effect through July 31, 2017. Effective August 1, 2017, Principles of Learning and Teaching (PLT): 7-12; Test Code 5624, Minimum Score 166. **OR** Principles of Learning and Teaching (PLT): 5-9; Test Code 5623, Minimum Score 165. The new cut score will be effective from August 1, 2017 through July 31, 2018.

- **Content:** The content test associated with the student's content (subject) area. See the following link [Secondary Content Area Test Codes and Minimum Scores for Iowa](http://www.bvu.edu/bv/teachered/praxis-ii.dot). Cut score will remain in effect through July 31, 2017. New cut scores will be effective from August 1, 2017 through July 31, 2018 are currently available from your BVU advisor.


### 3.3 The Application/Admission Process

After completing the coursework and required key assignments described in Checkpoint I, the candidate will begin the application process for admission to the Teacher Education Program. The applicant will need to contact two faculty/staff members to support his/her candidacy. It is strongly suggested that one be his/her academic advisor. The other should be a faculty and/or staff member of Buena Vista University. One of the nominations must come from a Professional Education Faculty member teaching an Education course. Transfer students may name instructors from prior institutions if they have been at Buena Vista University for less than one academic semester/term. The faculty/staff members supporting candidacy will need to complete the Professional Progress Report and Recommendation Form. Recommendations for admission will be based partly on the evaluators’ indications of the candidate’s qualifications and dispositions. The student will also complete the Application for Admission. All application forms must be returned to the Teacher Education office before the application process is considered complete. The local Teacher Education Committee is responsible for determining individual’s admission to and retention in the Teacher Education Program. All appeals will be brought before the School of Education Cabinet for further review and decision.
3.3.1 Checkpoint Submissions and Essay Assessment

Candidates are required to submit all documentation for Checkpoint approvals in a timely manner and documentation must be received four weeks prior to the local Teacher Education Committee meeting for review. Your advisor can provide a timeline specific to your program.

In addition, successful completion of the Checkpoint Essay is required for Teacher Education Program Checkpoints I, II, and III. Rubrics will serve as the guide for essay completion. As the candidate moves through the program, an appointed committee member will evaluate the essay. Essay submissions will be reviewed within one week. The candidate may resubmit the essay to demonstrate satisfaction of the competency no more than three times. In order to continue in the program and be recommended for teacher certification, the candidate must demonstrate a minimum rating of Satisfactory on each element of the evaluation rubric for each essay. The second and third re-submissions will also be reviewed by another BVU faculty/staff member. If the essay does not receive a Satisfactory after the final re-submission, the candidate cannot pass the checkpoint and cannot continue in the Teacher Education program.

3.4 Good Conduct Policy

Prospective teachers in the Teacher Education Program at Buena Vista University must manifest the highest of professional standards. Such standards, which define the professional behavior of educators, have been written and adopted by the NEA Representative Assembly (1975) as The Code of Ethics of the Education Profession.

The Buena Vista University Teacher Education Program requires that no student be allowed to participate in Professional Seminar I & Field Experience, Professional Seminar II & Field Experience, or Professional Seminar III Student Teaching until the Good Conduct Policy Statement has been submitted to the Student Professional Experiences Coordinator/Education Coordinator.

If a violation of the Good Conduct Policy occurs while a student is enrolled at Buena Vista University, it is the student’s responsibility to inform the local Teacher Education Committee. The student may be asked to appear before the Teacher Education Committee for a hearing to determine his/her status within the Buena Vista University Teacher Education Program.

3.4.1 Education Student Feedback Form

The Education Student Feedback form is used to review student performance in a course. The purpose is to gather information regarding student performance as it pertains to course completion during their program at BVU. Education faculty members are asked to complete these forms on the students that are in their courses. This information can be valuable in monitoring student’s progress while completing courses at BVU.
3.4.2 Supporting Students Who Receive Unsatisfactory Progress Reports and/or Feedback Forms

Students who receive a preponderance of poor Professional Progress Reports (PPR) and/or Feedback Forms over a period of time should be discussed at local TEC meetings and be counseled by the Education Coordinator regarding the need to improve their behaviors and/or dispositions. This is because the PPRs and Feedback Forms reflect the behaviors and dispositions expected of teachers. Demonstrating unsatisfactory professionalism in courses could greatly hinder their job prospects. Practicing professional behaviors and attitudes in their classes during their college careers is good training for teacher candidates.

Students who receive unsatisfactory reports should be counseled to help them improve their behaviors and dispositions. The counseling must be done in the spirit of supporting the student in order to help them be successful in both their courses and as future teachers. The unsatisfactory behaviors and dispositions on the reports are targets for improved performance.

Students who continue to receive unsatisfactory reports can be suspended in their progress until satisfactory reports are attained (even if their GPAs reflect good grades). This should be pointed out to students when explaining the Good Conduct Policy. Indeed, not demonstrating the behaviors and dispositions expected of teachers is a violation of the Good Conduct Policy and is subject to the consequences the policy describes.

Any student suspended in their program for unsatisfactory behaviors and dispositions must have a Growth Plan written by the student and the appropriate BVU faculty or staff member. Progress is suspended by not allowing students to take education core coursework until reports from other courses reflect more professional behaviors and attitudes. The students’ progress is monitored by the local TEC.

The Growth Plan is the same form used for student teachers. The Plan should include a description of how BVU can help the students meet the goal(s) of their plans. The purpose of counseling and the Growth Plan are to support the student and assist them in improving their behaviors and dispositions in BVU classes.

Once the student received satisfactory reports or meets the Growth Plan goal(s), the student’s progress is monitored to the degree of any other student in the TEP.

3.4.3 Professional Dispositions of Teacher Candidates

The Teacher Education Program believes that teacher candidates need to develop a core set of foundational dispositions to be an effective educator. Students in the program will self-assess their development of these skills throughout the Teacher Education Program during various courses and field experiences. These qualities include demonstrating care, clear
communication, creativity, critical thinking, context-sensitivity, and professionalism. Candidates who do not demonstrate positive dispositions will receive guidance from the Teacher Education Program. Documentation of dispositions will come from professional progress reports, education student feedback forms, class attendance, as well as informal documentation from faculty and/or cooperating teachers. Candidates who show an inconsistent commitment to the Teacher Education program may experience limited options for continuing in the Teacher Education Program as outlined in the School of Education Good Conduct Policy found in section 3.4 as well as within the Good Conduct Policy form in the appendix of this handbook.

3.5 Confidentiality Statement

It is expected that all students who enter the Teacher Education Program at Buena Vista University will abide by the rules governing confidential information they may have access to via practicum and/or student teaching. Students will, therefore, sign a Confidentiality Statement prior to admission to the Teacher Education Program. The statement will bind them to these principles of keeping confidential such information focusing on children and/or families they may have contact with during a school placement. Failure to adhere to this could result in disciplinary action and/or termination from the field experience.

3.6 Mandatory Reporters of Child Abuse

Iowa Code 232.69 provides the guidelines for reporting child abuse and states that it is the legal responsibility of the licensed school employee to follow the reporting guidelines. Because student teachers are not licensed employees, they have no legal responsibility for reporting. However, the student teacher has a professional and ethical responsibility to discuss any suspected abuse situations with the cooperating teacher or building administrator.

All BVU teacher education students must review and sign the Mandatory Reporting Statement as part of the Checkpoint II requirement.

3.7 Universal Precautions

Universal Precautions means the steps you can take to protect yourself and others from diseases that are transmitted in blood or other body fluids. These steps are taken “universally”, or every time a person comes in contact with another person’s blood or other body fluids, because often the person with a blood-borne disease is unaware of his or her infection.

Because students are in a support role in the classroom or building, there needs to be a supervisor available who is properly trained in universal precautions and able to handle situations involving potentially infectious materials. When students are assigned in a school setting, they are expected to check and confirm their responsibilities. The employer or supervising district should provide training for the student in specific responsibilities of the school program and protocol. If possible, the student should avoid responsibilities
involving potential contaminants but be aware of the full-time school employees’ duties and responsibilities.

All BVU teacher education students must review and sign the Universal Precautions Statement as part of the Checkpoint II requirement.

3.7.1 Professional Seminar & Field Experience Placements

The purpose of the professional seminars and field experience placements is to provide students with an opportunity to bring their classroom learning of educational theory into practice. The standards for Teacher Preparation Programs within the state of Iowa state that students should have "clinical practices in settings that include diverse populations and students of different grades levels and of diverse learning needs." The Teacher Education Program strives for multiple and varied placements to achieve this goal.

Students are encouraged to complete placements outside of their home school district to broaden their experiences within the PK-12 setting. It is recommended that only one placement be completed per building/district. Teacher candidates are strongly discouraged from completing field experiences in settings where family members work/attend or where the teacher candidate is currently or has been previously employed. Placements will be made within instructional programs for PK-12 students in state-approved schools or other educational facilities with cooperating teachers who are appropriately licensed in the subject area and grade level for which the teacher candidate is being prepared. Students will provide the Student Professional Experiences Coordinator/Education Coordinator/Field Experiences Director with placement preferences. Out of area placements for field experiences are subject to approval. Final placement decisions will be determined by the Student Professional Experiences Coordinator/Education Coordinator/Field Experience Director.

3.8 Sexual Harassment and Sexual Assault

Sexual harassment is considered a form of sex discrimination and is prohibited under Title VII of the 1964 Civil Rights Act as amended, and Title IX of the 1972 Amendment to the Higher Education Act.

Sexual harassment, as defined by the Buena Vista University Student Manual, will not be condoned during work or school hours, nor will acts of sexual harassment be permitted outside the work or school social environment if such are construed to affect the normal working or student/teacher relationship. Copies of the complete Sexual Harassment Policy are available to all students.

3.9 Student Due Process Policy and Procedures

Students in the Teacher Education Program are afforded Due Process rights related only to the Teacher Education Program. Student appeals include, but are not limited to,
programmatic issues, subcommittee decisions and/or field experience related issues. Grade appeals are not included in this area. Refer to the BVU Catalog/Student Handbook for the grade appeal process.

3.9.1 Appeal – Field Experience Issues

In many instances, the Student Professional Experiences Coordinator/Education Coordinator reaches decisions relating to field experiences. If however, a student wishes to appeal a decision made by the Student Professional Experiences Coordinator/Education Coordinator relating to a field experience issue, the formal appeal is made to the local Teacher Education Committee.

Such requests must be made in writing, must state the reasons/rationale for petitioning to the local Teacher Education Committee and must be received within ten (10) working days of the student being notified of the initial decision. The written appeal must state the reason(s) for the review and factual information substantiating one of the following reasons:

- Procedures not followed.
- Regulations not applied correctly.
- Information not known or available at the time of the original hearing which could alter the outcome.
- Penalty not appropriate.

The written appeal to the Committee must also include:

- A copy of the original decision and any documentation also relating to the Student Professional Experiences Coordinator/Education Coordinator’s decision.
- Any other documentation the student thinks would enhance his/her position with this appeal.

The student, the local Teacher Education Committee and/or the Student Professional Experiences Coordinator/Education Coordinator may request input from the Department Chair overseeing the field experience.

If the decision reached by the local Teacher Education Committee is not satisfactory to the student, he/she may appeal to the School of Education Cabinet on the Storm Lake campus, joined by the appropriate SOE Department Chair. As soon as the student files a formal appeal to the Cabinet, a hearing must be scheduled within 15 working days (on the Storm Lake campus academic calendar). The student has the following rights:

- The student has the right to appear at the hearing.
- The student may bring and/or use expert resource persons, e.g., college faculty and staff or other appropriate professionals, to support the appeal.

Documentation required:

- Original appeal letter and supporting documentation submitted to the local Teacher
Education Committee.

- The decision rendered by the local Teacher Education Committee.

Hearing steps:

- Student and/or expert witness(es) present evidence. This can be done in writing or in person.
- Cabinet question and review relevant data with student present.
- Student and expert witness(es), if present, are excused from the hearing.
- Cabinet members deliberate and take action.
- The decision of the School of Education Cabinet is communicated in writing to the student, the academic advisor, and/or Site Director/Education Coordinator.

If a student is not satisfied with the decision of the School of Education Cabinet, an appeal may be filed and taken on to the Vice-President for Academic Affairs (VPAA). The decision of the VPAA is final.

### 3.9.2 Grade Appeal – Education Courses

Steps students must take in appealing a grade include:

1. In writing, the student identifies his/her concerns by drafting a letter indicating the course, instructor, the grade received, the grade the student believes he/she should have received, the reasons why a grade different from the one assigned is more appropriate in his/her judgment, and efforts already made to work with the course instructor to resolve the issue.

2. The letter must include the student’s signature and is delivered, mailed, or emailed with an electronic signature to the appropriate Regional Director (site and online courses) or the School of Education (SOE) Dean (Storm Lake courses). The SOE Dean or the Regional Director will give the information to the appropriate SOE Department Chair. The SOE Dean or the Regional Director may include any other support documentation that may be helpful.

3. Within a week's time, unless the deadline is waived by the SOE Dean for extenuating circumstances, the SOE Department Chair will meet with the student in person or by distance meeting technology. The student should bring any related course materials from the course in question with them to this meeting.

4. SOE Department Chair will meet with the faculty member involved with the grade challenge. At this point, the faculty member may also have documents for review (papers, final exams, etc. for which the student does not have ownership).

5. Based on the materials and information from the student and faculty member the SOE Department Chair resolves the question(s) identified in the appeal. The SOE Department Chair may choose to ask for a meeting with the student and faculty member or consult with others as appropriate; the SOE Department Chair’s final decision of the appeal will be communicated in writing to the student and faculty person involved. In addition, if the grade appeal is for an
online or site course, the Regional Director will be informed of the decision. If a change of grade is warranted, appropriate paperwork for a change of grade will be initiated by the SOE Department Chair.

6. For all education courses, the student or faculty member may appeal the department chair’s decision to the SOE Dean. Any appeal must state the reason(s) for the appeal and be presented in writing within two (2) class days after receiving the decision from the SOE Department Chair and includes forwarding the paperwork the SOE Department Chair received to the SOE Dean. The SOE Dean reviews the materials and may ask for meetings with the student and/or faculty member involved. The SOE Dean communicates her/his decision in writing within 2 weeks of receiving the request for appeal.

7. Students’ final appeal may be made to the Vice President of Academic Affairs (VPAA). Any appeal must state the reason(s) for the appeal and be presented in writing within two (2) class days after receiving the decision from the SOE Dean, and includes forwarding the paperwork the SOE Dean received to the VPAA. The VPAA reviews the materials and may ask for meetings with the student and/or faculty member involved. The VPAA communicates her/his decision in writing within 2 weeks of receiving the request for appeal. The decision of the VPAA is final.

3.9.3 Re-Admittance Policy

Individuals who were formally admitted to the Teacher Education Program and who have left the university for two years or more must re-apply for admission. These individuals will be expected to meet all requirements identified in the University Catalog at the time of their re-admission.

4.0 Student Teaching Semester Guidelines

Student teaching is offered during each semester/terms 1-4 and is a full-time experience. It is important that candidates plan their schedules so that either the first or second semester, or two consecutive terms can be utilized for the student teaching experience. This will consist of an experience that is a minimum one semester or two-terms in duration. Typically, a student is placed in two different school districts during their student teaching experience. Student teaching placements are based on a variety of factors. Refer to the University Catalog for information on student teaching fees. Expenses related to student teaching, such as mileage and meals, are students’ responsibility.

Students applying to student teach (Checkpoint III) are given the opportunity to list preferred locations for their student teaching placements. These preferences are honored as much as possible considering placement availability within a district, availability of a qualified supervisor, and availability of a cooperating teaching who is highly qualified in the student teacher’s desired area of licensure. As detailed in the catalog, some licensure areas are especially difficult to place student teachers with a cooperating teacher who has the appropriate licensure and experience, and teaches in that discipline area for the required amount of time each school
day. For these areas, student teachers will need to be flexible regarding the location of their student teaching experiences.

Placements of students will follow these guidelines:

- The first student teaching placement is always made within a 60-mile radius from any of BVU’s campus/site locations; this includes the campus/site the student is attending and any other BVU campus/site location.
- The second student teaching placement is usually made within a 60-mile radius from any of BVU’s campus/site locations; this includes the campus/site the student is attending and any other BVU campus/site location. However, a student may apply for their second placement to be outside of the 60-mile radius. This is done by completing the Petition for Out of Area Student Teaching Placement. Students will be responsible for the out-of-area fee and any additional personal costs incurred if the placement is approved. Even when an out-of-area student teaching placement is approved, being allowed to actually complete the second placement out of area is contingent on a successful first placement, which includes teaching performance and professional dispositions.
- Expenses related to student teaching are students’ responsibility—examples include, but are not limited to, mileage, meals, etc.

Students who desire their second placement be beyond a 60-mile radius from a BVU campus/site must complete the Petition for Out of Area Student Teaching Placement. The Petition for Out of Area Student Teaching Placement is made in writing to the Student Professional Experiences Coordinator/Educational Coordinator when submitting student teaching paperwork. The form is available in the Teacher Education Program Handbook and the BVU TEP website. The form is available at http://www.bvu.edu/bv/teachered/forms.dot

The student provides appropriate rational for this placement based on these factors:

- Availability of unique programming unavailable locally
- The enhancement of student’s experience with diversity
- Consideration of financial matters
- Other

The Teacher Education Committee, in collaboration with the Regional Education Program Coordinators, shall grant the final request based on consideration of the following factors:

- The availability of a cooperating teacher with suitable licensure and experience
- The availability of required daily hours teaching in the licensure area being pursued by the student teacher
- The availability of suitable on-site supervisor (at student’s expense)
- Other
4.1 Student Teaching Application Process: Checkpoint III

Student teaching provides individuals with an opportunity to actually teach and assume responsibilities in a school for an extended period of time. Student teaching is meant to be the culminating experience in teacher education. It is designed as an opportunity to apply and generalize skills, theory and knowledge gained during the teacher preparation program to a real-life educational setting.

Once the student teacher candidate has met all requirements for Checkpoint III that corresponds to their program, they will be approved for student teaching. Specifics requirements for Checkpoint III can be found within section 3.0.

The Student Professional Experiences Coordinator/Education Coordinator will review the candidate’s application, supporting documentation, the applicant’s overall academic record, and his/her performance record in the education courses and the required field experiences and practicum. The student's status will then be reported to the local Teacher Education Committee. Based on the successful completion of the above requirements and discussion of the Committee members’ experiences with the applicant, the Committee will vote to admit the applicant to the Student Teaching Semester or to reject the applicant. Students rejected from entering the professional semester have the right to an appeal (See Appeal Process 3.9.1).

A Good Conduct Policy Statement is required to be on file in the teacher education office prior to students being admitted to the Teacher Education Program. The Board of Educational Examiners will conduct both an Iowa criminal history record check with the Division of Criminal Investigation and a national check through the Federal Bureau of Investigation as part of the application for licensure.

4.2 Student Teaching Grading

The grading scale is based on the University grading scale:

A/A-: Excellence / Distinguished
B+/B/B-: Average to Above Average / Proficient
C+/C/C-: Average / Basic
D/F-: Unacceptable / Unsatisfactory
W (Withdraw)
IP (In Progress)

Failure to obtain Basic or above in the Final Evaluations from the cooperating teacher and university supervisor will result in a failing grade in the student teaching experience.
If the grade is less than a C-, there is no credit for student teaching and the student must ask the TEC to be allowed to student teach again.

The TEC makes a decision as to when, or if at all (depending upon the reason for the failing grade) the student may be allowed to student teach again. The student may appeal the decision to the Dean of the School of Education. The appeal process is outlined in the Teacher Education Program Handbook, section 3.9.1 Appeal - Field Experience Issues.

The TEC has these options:
- If the student teacher failed the student teaching Term 1/Semester 1; the student may student teach again Terms 2 and 3, Terms 3 and 4 or Semester 2; depending on securing a placement. If the student failed Term 2, the student may be allowed to student teach again Terms 3 and 4.
- If the student teacher failed Term 3, 4 or Second Semester, the student may student teach again Terms 1 and 2 and First Semester of the following fall. The OSG student also has the option of student teaching Terms 2 and 3, depending upon placement.
- The TEC can determine that the student wait to student teach for up to 1 year.
- The TEC can determine that the student cannot student teach.

Options 1, 2, and 3 allow for 16 consecutive weeks of successful student teaching. The third option allows the student to seek assistance, become better prepared, and fulfill legal obligations, etc. before student teaching again so that a successful student teaching experience is more likely to happen. The fourth option allows BVU to exclude a student from student teaching based on illegal, immoral or unethical behavior for which the student received a failing grade.

5.0 Licensure Requirements: Checkpoint IV

Each semester/term the licensure officer or designated official meets with student teachers and discusses the licensure procedure. Students are provided information and appropriate forms to apply for licensure.

Once the student teacher candidate has met all requirements for Checkpoint IV that corresponds to their program, they will be recommended for Iowa teacher licensure. Specifics requirements for Checkpoint IV can be found within section 3.0.

Graduates are required to meet Buena Vista University’s major requirements for their first endorsement area. Additional endorsement areas may be obtained by completing the Buena Vista University requirements or the Iowa minimum requirements for licensure. Individuals should consult with their advisor about these options.

5.1 Fingerprinting for Teacher Licensure in Iowa

The state of Iowa requires that individuals seeking a teaching license must submit to a
State and National Criminal History Record Check effective October 1, 2000.

As a result, the Teacher Education Program will oversee the fingerprinting process for teacher licensure. Each site will be responsible for coordination of getting students processed and fingerprinted. The Board of Educational Examiners recommends fingerprinting occur approximately 10-12 weeks prior to applying for their license to ensure timely return on results from the FBI. In addition, it is also recommended that local law enforcement agencies/designated officials conduct fingerprinting. The student will pay any cost assessed by the local agency completing the fingerprinting process.

5.2 Retention in the Teacher Education Program

The Student Professional Experiences Coordinator/Education Coordinator reviews the records of individuals in the Teacher Education Program after each semester/term has ended. A cumulative grade point average of 2.50 or above is required for retention in the Program. Through the advising process and/or Student Field Experience office, student’s GPA’s are monitored on a regular basis.

5.3 Licensure Requirements for Other States

The Teacher Education Program at Buena Vista University provides coursework which meets the criteria approved for Iowa certification by the Iowa State Department of Education. An individual desiring licensure in a state other than Iowa should contact the Department of Education in that state as soon as possible and request certification requirements. By learning early what courses are needed for other states' certification, individuals can plan to meet those requirements by taking appropriate courses at Buena Vista University.

5.4 Catalog and Handbook Requirements

Students enrolled in the Teacher Education Program at Buena Vista University will adhere to all policies and procedures identified in the University Catalog and Student Handbook. Issues relating to students such as academic programs, academic honesty, transfer students, grading, and career services/support Services are recognized by the Teacher Education Program.

5.5 Teacher Education Program Forms

All applications and forms for the Teacher Education Program can be found on the TEP website at: http://bvu.edu/bv/teachered/forms.dot