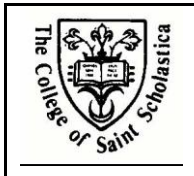


APPLICATION DEADLINE: Tuesday, March 9, 2010



Elementary/Middle Education Program

Application to Student Teaching

Complete information concerning your application to Student Teaching is contained in the *Education Department Undergraduate Education Student Handbook* (available on-line at the Education Department's Website).

Student Information:

Name: _____ CSS ID # or SSN #: _____ CSS Box _____ School Phone: _____ Education Advisor: _____ School E-mail: _____	Summer Address: _____ City: _____ State: _____ Zip: _____ Phone #: (____) _____ Summer E-mail: _____
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Please list previous field experiences by grade level and school

EDU 2505	Teacher: _____ School: _____ Grade(s): _____	EDU 3505	Teacher: _____ School: _____ Grade(s): _____
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Student Teaching Preferences: Circle your preferences.

<u>Choice</u>			
Semester	Fall	Spring	
Grade Span	K – 2,	3 – 5,	6 - 8
Level	Elementary		Middle
Specialty	Communication Arts & Literature, Science, Social Studies, Mathematics, Music, Educational Media		
School	Public	Private	Charter

Pre-requisite Courses/Completion Plan (Must be completed in full)

Course	Grade (if completed)	Semester you expect to complete requirement, title of transferred course, or date of accepted portfolio (Ex. Spring 06)
EDU 1500/1505 or EDU 1540/1505: Introduction to Teaching/Field Experience		
EDU 2101: Drug and Health Ed I		
EDU 2103: Physical Education Methods		
EDU 2200: Educational Psychology/Needs of Learners		
EDU 2300: Human Relations		
EDU 2500/2505: Language Arts/Literature/Educational Technology Methods		
EDU 3250: Special Needs Education		
EDU 3260: Middle School Models Methods		

Pre-requisite Courses/Completion Plan (Must be completed in full)

Course	Grade (if completed)	Semester you expect to complete requirement, title of transferred course, or date of accepted portfolio (Ex. Spring 02)
EDU 3270: Reading Methods		
EDU 3400: Classroom Assessment		
EDU 3451: Art Methods and		
EDU 3452: Music Methods or		
EDU 3453: Visual & Performing Arts		
EDU 3500/3505: Math/Science/Social Studies Methods		
ESC 1202: Cosmic Systems		
PSC 1201: Concepts of Physics		
BIO 1104: Life Science		
MTH 1113: Mathematical Ideas I or MTH 1116		
MTH 1114: Mathematical Ideas II or MTH 1116		
Specialty Courses Completed: Please list on a separate sheet of paper.		

Program Areas

(Check all areas you intend to pursue)

Licensure Area(s)	Additional Programs
<input checked="" type="checkbox"/> K-6 Elementary Education and <input type="checkbox"/> Communication Arts & Literature (5-8) <input type="checkbox"/> Math (5-8) <input type="checkbox"/> Science (5-8) <input type="checkbox"/> Social Studies (5-8) <input type="checkbox"/> Library Media Specialist (K-12)	<input type="checkbox"/> Ojibwe Language and Culture Education <i>(not a licensure program)</i>

I understand...

- I understand that student teaching is a professional experience, which requires my full-time attention and effort in ways, which I may never have encountered in other work I have done, or in other classes I have taken.
- I understand that employment, sports, and other classes will not be allowed to interfere with my student teaching duties, including lesson planning, teacher meetings, parent conferences, etc..
- I understand that as a student teacher, I will be a representative of The College of St. Scholastica to the administration, faculty, pupils, and parents in the school in which I am placed; I am a guest in this school and this classroom.
- I understand that in projecting a positive, enthusiastic attitude toward my placement school (especially my classroom teacher and my students) and my college program, faculty, and student peers, I project positively on myself.
- I understand that as a student teacher, I guide the learning experiences of the pupils assigned to me, and I understand that I may never have been in a position before where my attitudes, words, and actions could have so much impact on others.
- I understand that as a student teacher, I have a great deal to learn; I will remain open to suggestions and directives from my classroom teacher and my CSS supervisor in order to take advantage of their experience.

Understanding these things, I ask to be admitted to student teaching.

Student Signature

Date

APPLICATION CHECKLIST

Note: Your application will not be processed until you can check off **ALL** of the items listed:

I meet all of the minimum requirements for admission to the Elementary/Middle Education Student Teaching, including:

- I have completed the introduction letter to my cooperating teacher, and attached it to this application.
- I have fully completed this application.
- I will have senior standing and full admission to the Education program at the start of my student teaching experience.
- I have either completed or I have attached a plan outlining how I intend to complete my pre-requisite coursework for the program before student teaching.
- My CSS cumulative GPA is equal to or greater than the required 2.8 GPA.
- I have received a minimum of a "C" in all coursework required for the Elementary/Middle Education Program (incompletes are not acceptable).
- I have completed and attached my Release of Information form.
- My Praxis I scores are on file in the Education Department's office.
- I have retaken any Praxis I exams I did not pass. The score(s) is/are on file in the Education Office.
- I have scheduled and will take the Praxis II exams before the start of Student Teaching on _____ / _____ / _____
Exam Date
- I know it is my responsibility to ensure my Praxis II scores are on file in the Education Office.
- I will adhere to the MN Teacher Code of Ethics in all my work during student teaching.

The information I have provided is accurate and truthful.

Student Signature

Date



The College of
St. Scholastica

Release of Information
Student Teaching Placement

We ask that you give the College of St. Scholastica Education Department permission to share your contact information with the cooperating teacher you are assigned to for student teaching to facilitate communication between the two of you.

I, _____, give permission to the College of St.

Student's full name - printed

Scholastica Education Department to release the following information to my assigned cooperating teacher for my student teaching placement:

Write "yes" on the line for which you are giving said permission.

Write "no" on the line for which you are not giving said permission.

_____ Name

_____ CSS Box #

_____ Summer Address

_____ School Phone Number

_____ Summer Address

_____ Summer Phone Number

_____ School e-mail address

_____ Summer e-mail address

This permission is granted for the following dates:

_____/_____/_____ through ____/____/_____.
Today's Date

Student's Signature

_____/_____/_____
Date Signed

Admission to Student Teaching/Practicum(s)

Formal application for admission to student teaching should be made during the spring semester of the junior year (see Admission Sequence). Materials are available from the Education Department Office.

Criteria for admission to student teaching are as follows:

- Senior standing and full admission to the Education program
- Must have completed or be enrolled in all required courses prior to student teaching/practicums
- ELMEP applicants must maintain an overall cumulative GPA of 2.8, cumulative GPA of 2.8 in all licensure courses, and a “C” or better in all required licensure program courses, (includes Education, content, and specialty area courses)
- MSEP applications must maintain an overall cumulative GPA of 2.8, a cumulative GPA of 2.8 in all Education and methods courses, a “C” or better in these courses and must have a recommendation from their Major department
- Must have approval of program faculty
- Demonstrate satisfactory progress toward achievement of Standards of Effective Practice through portfolio development and course assessments.
- Must have retaken all Praxis I exams not passed in first attempt. (Reading, Writing, Mathematics)
- Must have taken all required Praxis II exams (pedagogy and content) (See **Praxis Exam** section on pg. 10 of this handbook)

Notification of Acceptance

Students are notified of the decision of the Admissions Committee in writing from the Director of Undergraduate Programs in Education

Denial of Admission

The Education Department reserves the right to decline admission to student teaching to any person who in the sole judgment of the Admission Committee does not possess the qualifications necessary to succeed in the teaching profession. Students who might be successful elsewhere may not be admitted to student teaching unless the committee is thoroughly convinced that they can meet the St. Scholastica standard.

Letter to Cooperating Teacher for Application to Student Teaching

The letter will be written with the cooperating teacher as the audience. This letter will accompany your placement announcement to your cooperating teacher. You need to address the following questions in your letter:

1. What are your past experiences working with school-age children?
 - What are your strengths in teaching/interacting with school-aged children?
 - What are your target areas for development in teaching/interacting with school-age children?
2. Why do you think you should be admitted into student teaching?
 - In what ways are you ready?
 - To what extent have past field experiences influenced your development?
 - What experiences have you had that affirm your aspirations to teach?
3. What are your goals for student teaching?
 - How are these goals tied to your strengths and areas for development?
 - What are your plans to achieve these goals?

Vicki Spandel's 6-trait writing assessment

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1187747&

CATEGORY	5	4	3	2	1
Ideas	The paper creates a vivid impression. Thoughts are clearly expressed and directly relevant to the topic. Information is based on experience. Carefully selected examples bring the topic to life.		It easy to grasp the main point, but supporting details are lacking. Some thoughts may not be precisely expressed.		The topic is not clear. It is hard to pinpoint a main theme.
Organization	Details fit where they are placed. Organization flows so smoothly the reader does not need to think about it. The lead pulls me into the story. The conclusion makes sense.		Order is appropriate. Transitions are present but may sound formulaic: e.g., My first point...My second point...		The writer skips randomly from point to point. No real lead sets up what follows.
Voice	The tone fits the topic. Clearly, the writing belongs to this writer and no other. Narrative text is honest.		Writer's voice is clear in a few instances, but frequently disappears. The writer seems reluctant to share.		The writer does not sound knowledgeable of, or comfortable with, the topic. There is no flavor to the writing.
Word Choice	Writing is packed with interesting words. Precise nouns and dynamic verbs SHOW the scenes. Words are striking.		Most words are correct. A few words are striking. The writer might have tried consulting a thesaurus to spice up the vocabulary.		Repetition is distracting. Some words are used incorrectly. Writing is packed with vague words (She was pretty, he was nice, my trip was wonderful). There are not many specifics.
Sentence Fluency	Sentences vary. The writing flows. It is not necessary to reread anything.		The writing may be monotonous or bumpy.		It is difficult to read and requires rereads. Many sentences are repetitive. There are too many connectives: and...but... so then...because.
Conventions	Errors are so minor they are easily overlooked. The text has obviously been edited and spell checked. The writer gets adventurous with punctuation - sometimes experimenting with colons, semicolons, dashes, etc.		There are enough errors to distract the reader; however, the mistakes do not obscure the meaning. Moderate editing is required.		Extensive editing is required. Spelling, punctuation, and grammar errors are very distracting.