



Middle/Secondary Education Program

Application to Student Teaching

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

Student Information:

Name: _____ CSS ID # or SSN #: _____ CSS Box #: _____ Local Phone: _____ Content Major 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 (Ex. Gr. 4, Lowell)

EDU 2805	Teacher: _____ School: _____ Grade(s): _____	F/E in Content/ Licensure Area	Teacher: _____ School: _____ Grade(s): _____
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Minimum Requirements (Do not write in shaded areas)

My Academic Major is: (Circle all that apply.)	Biology Chemistry English Mathematics Music Social Studies Library Media Specialist
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Student Teaching Preferences: Circle your preferences.

Choice			
Semester	Fall	Spring	
Grade Span	6 - 8	9-12	
Level	Middle	High School	
School	Public	Private	Charter

Courses	Grade (if completed)	Semester you expect to complete requirement? (Ex. Spring 02)
EDU 1540/1505 Introduction to Teaching/Field Experience		
EDU 2102: Secondary Drug & Health Ed. Issues		
EDU 2200: Educational Psychology/Needs of Learners		
EDU 2300: Human Relations		
EDU 2800/2805 Classroom Environment & Field Experience		
EDU 3250: Special Needs Education		
EDU 3800: Teaching Process		
The Methods Course and Field Experience in your licensure area: _____		
(specify courses taken)		

Program Areas (Check all licensure areas you intend to pursue)

Primary Secondary Content Area <input type="checkbox"/> Communication Arts & Literature (Gr. 5-12) <input type="checkbox"/> Instrumental & Classroom Music (Gr. K-12) <input type="checkbox"/> Vocal & Classroom Music (Gr. K-12) <input type="checkbox"/> Mathematics (Gr. 5-12) <input type="checkbox"/> Life Science (BIO; Gr. 9-12) and General Science (Gr. 5-8) <input type="checkbox"/> Chemistry (Gr. 9-12) and General Science (Gr. 5-8) <input type="checkbox"/> Broad Area Social Studies (Gr. 5-12) <input type="checkbox"/> Library Media Specialist (Gr. K-12)	Additional Programs <input type="checkbox"/> Ojibwe Language and Culture Education <i>(not a licensure program)</i>
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I understand...

1. 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.
2. I understand that neither employment nor other classes will be allowed to interfere with my student teaching duties, including lesson planning, teacher meetings, parent conferences, etc..
3. 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.
4. 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.
5. 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.
6. 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 Middle/Secondary Education Student Teaching, including:

- I have fully completed this application.
- 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.
- I will have senior standing and full admission to the Education Program at the start of my student teaching experience..
- 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 MSEP licensure program (incompletes are not acceptable).
- I have completed a letter of introduction to my cooperating teacher and attached it to this application.
- 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 have submitted the Department Recommendation form for admission to MSEP student teaching to my department chair, licensure coordinator, or advisor and asked them to forward it to the Education Department (available on-line @ the EDU website).
- I will adhere to the MN Teacher Code of Ethics in all my work during student teaching.

The information I have provided is accurate to the best of my knowledge.

Student Signature

____/____/____
Exam 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-aged 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 have 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?

Student Teaching

Writing Rubric

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.