SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

APPLICATION FOR ADMISSION TO STUDENT TEACHING

Fall Due Date: September 15  
(For student teaching the following spring semester)  
Spring Due Date: February 15  
(For student teaching the following fall semester)

INSTRUCTIONS

1. This application should be submitted early in the semester (fall or spring) preceding the semester in which you plan to student teach. To be admitted you must have met and maintained all criteria for admission to Teacher Education, including the required grade point averages.

2. Complete application forms. If you have a double major and plan to student teach in both areas, you must complete an application for each major.

3. The Chair of your major department must sign the completed "Application for Student Teaching."

4. Return the completed, signed application forms to the Office of Teacher Education Services, M106. Elementary and Special Education majors must return application to the Department of Educational Instruction and Leadership, M220.

Important Notice: The Oklahoma Subject Area Test (OSAT) is required to be passed prior to beginning student teaching. The Oklahoma General Education Test (OGET) must be passed prior to beginning student teaching even if it was not required when you were admitted to the Teacher Education Program.

Portfolio Requirement
Modules I, II, and III of the Undergraduate Portfolio must be complete prior to beginning student teaching. A copy of the signed Module I, II, and III pages must be on file in Teacher Education Services, M106.
Application for Student Teaching

Personal Information

ID#:__________________________________________  Date___________________

Name_______________________________________________________________________________________

Last           First           Middle           Maiden

Student Teaching Mailing Address (This will be the address to which your student teaching confirmation will be mailed):

Street                                City                                State                               Zip

Major ___________________________________________Hours in Subject Area________________________

Please check one: Fall Semester_________Spring Semester__________

(Year)                                    (Year)

Second Certificate Area (if applicable) _____________________*Hours Completed in Second Area________________________

*Semester Hours in Professional Education_________*Total College Hours________________________

*Include Present Enrollment

Date of Anticipated Graduation:______________________________________________________________

Degree Plan: Verification of major coursework all except the following courses:_____________________

Foreign Language Requirement completed with C or higher: ________________________________

Preferred Student Teaching Assignment:

Public School Site: _______________________________________________________________________

Alternate Public School Site: _______________________________________________________________________

Grade or SubjectFirst Choice:________________________Second Choice:________________________

Additional Comments: (Ex: activities you would like to be involved in or experience you would enjoy)

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Date___________________

Department Chair’s Signature of Approval of School Site and Student Teaching
**Information for Professional Mentor**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Maiden</th>
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<tbody>
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</tbody>
</table>

**Name**
________________________________________________________________________

**Date**

**Address**
__________________________________________________________________________________

- Street
- City
- State
- Zip

**E-mail Address:**
_________________________________________________

**Home Telephone** (___)_______________________

**Cell Phone (optional):** (___)_____________________

**Schools Attended (High School and College):**

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

**Activities and Honors (High School)**

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

**Activities and Honors (College)**

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

**Hobbies or Special Interests**

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

**Training and Experiences other than College that have prepared you for Teaching**

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

**Professional Memberships (current)**

_________________________________________________________________________________________

_________________________________________________________________________________________
Southeastern Oklahoma State University  
Teacher Education Program  
Student Teaching Placement Policy

To ensure a maximum professional experience the following placement policies are in place.

Student teaching placement shall be in a location where the student teacher
1. does not have a close relative employed, a spouse student teaching, or a child attending class at the
   school site where the placement would be in the same building;
2. does not have a relative, by blood or marriage, on the school board;
3. has not attended classes in the school building within the last 10 years;
4. has not completed EDUC 3002 in the school district.

Each applicant must complete the following information to aid Teacher Education Services in arranging a
student teaching assignment for you.

First Choice of School Sites: ____________________________________________
1. Do you have a close relative employed, a spouse student teaching, or a child
   (including step or foster children) attending class at the school site where the
   placement would be in the same building?  ____Yes  ____No
2. Do you have a relative, by blood or marriage, on the school board?  ____Yes  ____No
3. Have you attended classes in the school building within the last 10 years?  ____Yes  ____No
4. Did you complete EDUC 3002 in the school district?  ____Yes  ____No

Second Choice of School Sites:
1. Do you have a close relative employed, a spouse student teaching, or a child
   (including step or foster children) attending class at the school site where the
   placement would be in the same building?  ____Yes  ____No
2. Do you have a relative, by blood or marriage, on the school board?  ____Yes  ____No
3. Have you attended classes in the school building within the last 10 years?  ____Yes  ____No
4. Did you complete EDUC 3002 in the school district?  ____Yes  ____No

If you have answered “yes” to any of the information above, please give a third and fourth choice of school sites.

Third Choice: ____________________________________________________________
Fourth Choice: __________________________________________________________

Signature of Student Teacher    Date

NOTE: If the situation at the school site changes, the Office of Teacher Education Services must be notified immediately. Violation of the placement policy will jeopardize your student teaching. The final decision for Student Teaching Placement is made by the TEARC Committee.

I understand that, if my major department recommends me for student teaching and I meet the other requirements for student teaching, Teacher Education Services will make arrangements with school districts, school administrators, and Professional Mentor Teachers to provide a student teaching placement for me. I understand that arrangements for placement are made at the beginning of the senior year and once my placement has been confirmed by a public school district changes can be made only in extreme circumstances.

Signature of Student Teacher    Date
The statements below represent the dispositions that are important to the success of the teacher candidates at Southeastern. Please rate the candidate on each of the items by indicating the level of development of each disposition. Utilize the attached rubric to determine specific criteria for each level.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Not Observed</th>
<th>Unacceptable 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
</tr>
</thead>
</table>

**An educator who is COMPETENT:**
- D1a. Possesses the knowledge, skills, and dispositions needed to perform his/her role and responsibilities in the classroom.
- D1b. Promotes positive learning outcomes for all students.
- D1c. Knows how to use self-reflection to learn from his/her experiences and improves their effectiveness.
- D1d. Knows how to secure and use various technological resources to enhance student learning, communication, and management tasks.
- D1e. Embraces cultural diversity and accommodates the needs of diverse learners.
- D1f. Values the role of the family in the child’s education and knows how to work cooperatively with parents and the community for the child’s benefit.

**An educator who is COMMITTED:**
- D2a. Supports learning for diverse learners in a caring, nondiscriminatory, and equitable manner.
- D2b. Establishes high standards for all students.
- D2c. Sets high standards for themselves by being personally invested in his/her own professional work and career development.
- D2d. Serves his/her community as an educational leader and advocates for the profession in all interactions.
- D2e. Engages in service to the profession and community.

**An educator who is ETHICAL:**
- D3a. Respects and values all students and others for their diverse talents, abilities, and contributions.
- D3b. Is sensitive to community and cultural norms.
- D3c. Is timely, respectful, and responsible in meeting expectations.
- D3d. Models ethical and democratic principles in all relationships.
- D3e. Uses sound judgment and displays confidence in practice.
- D3f. Is honest in communications and interactions with others.
- D3g. Maintains confidentiality.

________________________________________________________
Faculty/Mentor Teacher Signature
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Unacceptable = 1</th>
<th>Acceptable = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D1a.</strong> Possesses the knowledge, skills, and dispositions needed to perform his/her role and responsibilities in the classroom.</td>
<td>Does not display confidence in the practice of teaching; Continuously needs outside support to resolve classroom problems; Needs improvement in more than one role or responsibility in the classroom.</td>
<td>Displays confidence in the practice of teaching; Resolves problems in the classroom but needs outside support on a limited basis; Performs roles and responsibilities in the classroom but needs improvement in one area;</td>
<td>Displays confidence in the practice of teaching; Resolves problems without mentor or administrative support; Performs roles effectively within the classroom;</td>
</tr>
<tr>
<td><strong>D1b.</strong> Promotes positive learning outcomes for all students.</td>
<td>Does not identify the individual strengths and needs of each student; Instruction is not designed to address achievement gap issues for students. All students have the same instruction and learning goals.</td>
<td>Identifies the individual strengths and needs of each student; Focuses on student’s competence versus deficits; Instruction is designed to address the achievement gap in most subject areas.</td>
<td>Identifies the individual strengths and needs of each student; Focuses on student’s competence versus deficits; Uses contextual data to design instruction relevant to students and addresses achievement gap issues;</td>
</tr>
<tr>
<td><strong>D1c.</strong> Knows how to use self-reflection to learn from his/her experiences and improves his/her effectiveness.</td>
<td>Does not uses information or evidence to review decisions; Solves problems without collecting information;</td>
<td>Reviews and revises decisions based on evidence; Recognizes situations that call for a problem-solving approach;</td>
<td>Reviews and revises decisions based on evidence; Provides a rationale for decisions; Exhibits critical thinking and problem solving skills;</td>
</tr>
<tr>
<td><strong>D1d.</strong> Knows how to secure and use various technological resources to enhance student learning, communication, and management tasks.</td>
<td>Does not utilize technology to enhance instruction; Communication to parents is not assisted by technology. Classroom tasks are not completed by the use of technology.</td>
<td>Plans appropriate and varied methods and activities utilizing technology to support student learning; Utilizes the available technology to communicate with parents, students, and other professionals;</td>
<td>Plans appropriate and varied methods and activities utilizing technology to support student learning; Uses technology to communicate with parents, students and other professionals; Utilizes technology to enhance classroom tasks such as planning, grading, and student progress reports;</td>
</tr>
<tr>
<td><strong>D1e.</strong> Embraces cultural diversity and accommodates the needs of diverse learners.</td>
<td>Does not attempt to differentiate instruction based on the varying needs of individuals in the class; The classroom environment or instruction does not demonstrate the cultural diversity in the classroom.</td>
<td>Plans to differentiate instruction based on the varying needs of some individuals in the class; Utilizes information on the cultural diversity of the learners in planning the instruction;</td>
<td>Effectively plans differentiated instruction based on the varying needs of the majority of individuals in the class; Shows respect and appreciation for the diverse perspectives of students by welcoming their ideas, building on them, and considering them in instructional planning;</td>
</tr>
<tr>
<td><strong>D1f.</strong> Values the role of the family in the child’s education and knows how to work cooperatively with parents and the community for the child’s benefit.</td>
<td>Does not include families in the planning of instructional strategies; Does not communicate with families beyond the required school communications;</td>
<td>Works with families to plan instructional strategies; Communicates with families in writing or orally on issues not required by school administration;</td>
<td>Serves as an advocate for the students and families; Works with families to plan instructional strategies; Communicates with families orally and in writing;</td>
</tr>
<tr>
<td>D2a. Supports learning for diverse learners in a caring, non-discriminatory, and equitable manner.</td>
<td>Does not treat students fairly and respectfully or allows the climate to interfere with access to appropriate learning opportunities for all students;</td>
<td>Treats students fairly and respectfully as the teacher; The classroom climate displays equitable treatment of all students.</td>
<td>Actively encourages fairness and respect among students and creates a climate that provides access to appropriate learning opportunities for all students;</td>
</tr>
<tr>
<td>D2b. Establishes high standards for all students.</td>
<td>The learning environment is not designed to meet the needs of diverse learners. Demonstrates limited understanding of the background, experiences, and skill level of most students in the class;</td>
<td>Creates a safe, secure, and supportive learning environment designed to meet the needs of diverse learners; Demonstrates basic understanding of the background, experiences, and skill level of most students in the class;</td>
<td>Creates a safe, secure, and supportive learning environment designed to meet the needs of diverse learners; Demonstrates detailed understanding of the background, experiences, and skill level of all students in the class;</td>
</tr>
<tr>
<td>D2c. Sets high standards for themselves by being personally invested in his/her own professional work and career development.</td>
<td>Does not participate in professional growth opportunities and does not belong to professional organizations;</td>
<td>Participates in professional growth opportunities;</td>
<td>Takes advantage of professional growth opportunities; Has membership in professional organizations;</td>
</tr>
<tr>
<td>D2d. Serves his/her community as an educational leader and advocates for the profession in all interactions.</td>
<td>Is not involved in professional or school activities;</td>
<td>Participates in school or professional activities;</td>
<td>Demonstrates leadership skills; Shows active involvement in school governance, student committees, or other leadership roles and professional activities;</td>
</tr>
<tr>
<td>D2e. Engages in service to the profession and community.</td>
<td>Does not volunteer in the school or community;</td>
<td>Volunteers in the school or community;</td>
<td>Volunteers in the school or community; Has membership in a community or professional organization; Selects opportunities to use their strengths to promote public education and the students;</td>
</tr>
<tr>
<td>An educator who is ETHICAL:</td>
<td>D3a. Respects and values all students and others for their diverse talents, abilities, and contributions.</td>
<td>Demonstrates empathy and concern for others and provides equitable treatment of others;</td>
<td>Listens attentively to others in a variety of contexts; Demonstrates empathy and concern for others; Demonstrates equitable treatment of others;</td>
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<tr>
<td>D3b. Is sensitive to community and cultural norms.</td>
<td>Does not listen to or demonstrate concern for others; Does not provide equitable treatment of others;</td>
<td>Respects divergent views and works cooperatively with others;</td>
<td>Respects divergent views; Easily communicates ideas to others; Works cooperatively with others;</td>
</tr>
<tr>
<td>D3c. Is timely, respectful, and responsible in meeting expectations.</td>
<td>Does not accept consequences for personal actions or decisions; Does not submit assignments on time or follow procedures for extensions; Does not prioritize work based on established goals;</td>
<td>Accepts consequences for personal actions or decisions; Submits assignments on time or follows procedures for extensions;</td>
<td>Accepts consequences for personal actions or decisions; Submits assignments on time or follows procedures for extensions; Prioritizes work based on established goals;</td>
</tr>
<tr>
<td>D3d. Models ethical and democratic principles in all relationships.</td>
<td>Does not make contribution to group effort and does not support decisions of the group unless it reflects their own ideas;</td>
<td>Makes contribution to group effort; Supports decisions of group willingly, even if different from own;</td>
<td>Makes contribution to group effort; Shares information and materials with others; Supports decisions of group willingly, even if different from own;</td>
</tr>
<tr>
<td>D3e. Uses sound judgment and displays confidence in practice.</td>
<td>Does not use appropriate strategies to respond to situations within the school;</td>
<td>Responds to situations professionally; Responds appropriately to actions and reactions of others;</td>
<td>Uses appropriate strategies to respond to emotional and emergency situations;</td>
</tr>
<tr>
<td>D3f. Is honest in communications and interactions with others.</td>
<td>Communicates with the intent to deceive; Does not give credit to others when using their work; Does not always model moral behavior expected of both teachers and learners in an educational setting;</td>
<td>Communicates without the intent to deceive; Gives credit to others when using their work;</td>
<td>Communicates without the intent to deceive; Gives credit to others when using their work; Models moral behavior expected of both teachers and learners in an educational setting;</td>
</tr>
<tr>
<td>D3g. Maintains confidentiality.</td>
<td>Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; Does not respect confidentiality of professional correspondence or conversations;</td>
<td>Maintains confidentiality of P-12 student records and of professional correspondence and conversations; Refrains from gossiping;</td>
<td>Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others;</td>
</tr>
</tbody>
</table>