NOTICE:

Student Teaching Pre-Orientation Meeting
Tuesday, April 26, 2011
6:00 – 7:30 P.M.
Visser Hall 330

This pre-orientation meeting is required for anyone planning to student teach in the Fall 2011 semester. Students will be taking the Bloodborne Pathogen Training that includes a short quiz during this session. If you require assistance, alternative formats and/or accessible locations consistent with the Americans of Disabilities Act, please contact Dr. K. Sue Peterson, VH208, when you submit your application.

HEALTH CERTIFICATE REQUIREMENTS:
Student teachers are not required to show proof of health certificates to OPES. However, the student teacher is responsible for providing an original copy (copy with original signatures of physician) to the school principal or, in some districts, to the central/superintendent’s office.

If you were not enrolled in Phase I the semester immediately before student teaching and/or if your health certificate expires during the student teaching semester, you will need to get a new certificate completed by your personal physician or at the ESU Student Health Center for $10.00. The $10.00 fee includes the TB test and a brief physical examination, which will occur when the student meets with a nurse to learn the results of the TB test. An appropriate (canary) form is included in this packet. Additional forms are available in OPES (VH208).
Intent to Student Teach

Completion of this form indicates your intent to student teach. Before leaving class, you may obtain the appropriate information to apply for student teaching. Students being licensed in PreK-12 e.g. art, foreign language, music and physical education, complete the same application as secondary education students.

In 1975, the U.S. Congress passed a law called the Family Educational Rights and Privacy Act (FERPA). Regarding your rights to privacy, these laws are significant; no one may be given or obtain information about you without your authority. Please sign the below statement. Without your signature on this form, we cannot arrange a student teaching assignment.

I have read the above information and understand my rights to educational privacy. I understand by my signature below I am waiving my rights only to the extent necessary to provide adequate information about myself to be shared so that an appropriate student teaching assignment can be made.

NAME (print)____________________________________
NAME (sign)____________________________________
ESU Student Email Address________________________
STUDENT ID (E)#________________________________
PHONE # _____________  CELLPHONE #____________
ADDRESS (local) _________________________________
DATE__________________________________________
EMPORIA STATE UNIVERSITY
Instructions for Applying to Student Teaching

Before a student is authorized to participate in student teaching, admittance to Teacher Education (Phase II) must be completed:

a. Senior or graduate status much be achieved.
b. All elements of the admissions process to Phase II must have been successfully completed. Your application to student teach will activate your request for admission to Phase II.

Student teaching is a semester program designed to provide all professional experiences of a normal teaching assignment. Student teachers are expected to devote their time and efforts to this assignment.

The most critical elements of student teaching are the quality of the cooperating teachers and the working relationship established between the student teacher and the cooperating teacher. Students may request their student teaching site, subject to the approval of the Director of The Office of Professional Education Services (OPES), but in the process should give primary consideration to the quality of experience that the site offers.

The application for student teaching is completed by logging on to the Emporia State website (http://indri.emporia.edu/Downloads/). As you are completing the application, make sure that you have at least one backup copy. Once the application is completed, save the application on both your computer and a disk, or save the application on 2 different disks. Then print out a hard copy and take it to your academic adviser(s) for signatures and comments. Proof the form carefully before having your adviser sign.

If you are requesting a specific school(s) and/or teacher(s)*, discuss this with your adviser. If your adviser agrees that the placement or teacher you are requesting would be beneficial to your professional development, the advisor must indicate his/her approval of the specific request(s) by noting it in the comments box below the signature line. After obtaining the required signatures, make additional copies as indicated below in item #10. Then bring the original application (the hard copy with original signatures) and the required duplicated copies to OPES (VH208) to complete your application file and initiate the placement process.

*Do not request to be placed at a school where you have a relative working or attending!!!!!!!
HERE’S WHAT I NEED TO DO/KNOW

1. Complete the Intent to Student Teach form and make sure you have signed it. TURN THIS FORM IN TODAY! This is very important as no action can be taken without it.

   (If you do not intend to student teach next semester, come to Visser Hall 208 to pick-up a new application packet the first week of the semester BEFORE you plan to student teach. Be sure to complete, sign, and submit The Intent to Student Teach form at that time!!!)

2. Review the “sample” application in your packet to make sure you have all the essential information before you sit down at the computer to complete the student teaching application.

3. To access the student teaching application, go to http://indri.emporia.edu/Downloads/ and click on the Student Teaching Application. Download the form including a backup of the form to your computer and/or disk(s).

4. Complete the forms with your information. Word process all sections of your application. Handwritten applications will not be accepted.

5. Make sure that you have submitted requests for placements in three different districts. For example, do not request two different schools in the same district as two of your choices.

6. Make sure that you have indicated both the district number and the official district name by using the KS Education Directory in OPES (VH208). When the OPES staff has to look these up after your application has been turned in, it wastes valuable time that is needed to process and finalize your placements!

7. Do not request to be placed in a school where you have a relative teaching, attending, or serving as an administrator. Do not request to be placed in a school you attended.

8. Once you have completed and proofread all documents, save the document to your computer or removable drive and print one copy of the entire application. (Please do not print on the front AND back of the paper as it presents a problem on separating the documents that need to be sent to the schools.)

9. Make an appointment to meet with your adviser to acquire his or her signature on page 2 of your application. If you have more than one teaching field, you will need a signature from an adviser in each field.

10. Make extra copies in addition to the originally signed form as indicated:
    a. One copy for you to keep safely in the event of a loss!
    b. Three additional copies to be submitted with the original. (It is not necessary to copy instruction or blank pages.)
    c. A total of four photo-copies (one for you and three for OPES) are needed.
11. Deliver the original and three copies to OPES (VH208) by February 10, 2011, 5 P.M.
   Allow time for the application to be proofed and a checklist to be completed. Consider submitting it earlier!!

12. Mark the Student Teaching Pre-Orientaiton Meeting on Tuesday, April 26, 2011, 6:00 – 7:30 P.M., Visser Hall 330 on your calendar!

**NOTE:** If you have a professional reason for missing this meeting, you will be allowed to view a video and take the Blood Pathogen test at a later time. However, you are expected to view the video and take the test before ESU closes for the holidays. Under no circumstances will a student teacher be allowed to report to a site without doing this!

13. If you have not recently completed Phase I or if your TB test will expire during student teaching, you should have your Health/TB certificate updated by the ESU Health Center or your private physician and present it to the principal(s) of the building(s) where you will be student teaching. Note that a brief physical examination is required & will occur when you are given the test results by a nurse. The testing and examination fee is $10.00 at the ESU Student Health Center.

TB tests are valid for 1 year. Note that it is a serious legal liability for you to be in the schools without an updated Health/TB certificate. Violation of this responsibility may prevent you from completing student teaching. **Important note:** you should not be tested if you are pregnant or if it has been less than 12 months since your last screening!

14. Under the provisions of Senate Bill 432 that was signed into law on May 9, 2000, school districts and the Kansas Department of Education are authorized access to national crime history records information regarding applicants for employment. This access is based on submission of fingerprint identification cards and will result in release of conviction information for adult prosecutions, diversions of adult prosecution, and current adult arrests still “in process” in the criminal justice system.

   Note that some school districts consider student teachers as employees and may request an interview before accepting placements and/or submission of fingerprint identification at the Student Teacher’s expense.

**NOTE:** Turning in this application to student teach will activate your admission to Phase II request, provided you have five recommendation forms completed by appropriate university faculty.
Emporia State University  
**Student Teaching Assignment Request**

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>Student Teaching Request for:</td>
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<tr>
<td>Semester</td>
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<td>Year</td>
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<td>Last Name:</td>
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<td>First Name:</td>
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<td>I.D. (E)#</td>
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<tr>
<td>ESU Address (include city/state/zip):</td>
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<td>Local Phone:</td>
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<td>Cell Phone:</td>
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<td>Home Address (include city/state/zip):</td>
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<td>Home Phone:</td>
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<tr>
<td><strong>ESU Email Address:</strong> (Used for contacting you regarding student teaching information or questions.)</td>
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<tr>
<td>Personal Email: (Used for post graduate contact)</td>
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<tr>
<td>High School Attended:</td>
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<td>Year Graduated:</td>
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**6 – 12 LICENSURE**  
High School only (16 weeks)  
Middle School only (16 weeks)  

**DUAL LICENSURE**, e.g. PreK-12, Double Majors and/or Levels  
Elementary (PDS) & Middle School (2 levels at 8 weeks each)  
(Seeking Middle School Licensure in _________________)  
(Subject)  
Elementary & High School (2 levels at 8 weeks each)  
(Seeking Secondary Licensure in _________________)  
(Subject)  
High School and High School (2 subjects at 8 weeks each or split day)  
High School and Middle School (2 levels at 8 weeks or split day)  
(Seeking Middle School Licensure in _________________)  
(Subject)  

**Check as appropriate for Pre K – 12:**  
Art:  
Music: (also, specify choral or instrumental or both)  
Physical Education:  
Foreign Languages: (also, specify language)  

Indicate Endorsement(s); contact the licensure officer if you are not sure at ext. 5412 or VH Room 208F.  
Name of advisors for each endorsement area:  
Content/subject(s) desired to teach:
Placement Request:
Use school district name and number. Do not request schools in which you have a family member. Do not request schools from which you graduated or attended. Do not request two schools in the same district unless requesting two levels.

Preference:
1st: USD #
   School District Name:
   Building Preference*:
   Teacher Preference*:

2nd: USD #
   School District Name:
   Building Preference*:
   Teacher Preference*:

3rd: USD #
   School District Name:
   Building Preference*:
   Teacher Preference*:

Comments from student teacher:

Note: Signature of advisor(s) indicates approval to request placement(s) but does not grant approval to student teach.

TO BE COMPLETE BY DEPARTMENT REPRESENTATIVE(S) after your form has been processed.

- Request for a specific school or teacher in a district must be approved in writing by one or both representatives (if applicable). Special requests will only be considered if requested by representative(s) in comments section. Note that many school districts will not accept requests for specific schools/teachers.

Signature, Department Representative
First Teaching Field

Comments from First Teaching Field Rep.:
(Indicate approval for specific teacher &/or school.)

Signature, Department Representative
Second Teaching Field

Comments from Second Teaching Field Rep.:
(Indicate approval for specific teacher &/or school.)

**Note that student teaching site must be within 100 mile radius. Out-of-area placements are not permitted without approval of the department chair of your major area and/or the department chair of your concentration area as well as the OPES Director. Students requesting out-of-area placements that are approved will be responsible for paying for supervision costs to contracted individual or college university approved by academic department and OPES Director. ($250 - $800).
# INFORMATION ABOUT STUDENT TEACHER
FOR COOPERATING TEACHER AND BUILDING PRINCIPAL
Emporia State University – The Teachers College

Check one:
Male: [ ] Female: [ ]

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<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Date of Birth</th>
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Home Address: [ ]
Present Address: [ ]
Email Address: [ ]

Phone: [ ]
Cell #: [ ]

In case of emergency while student teaching, notify the following person:
Name: [ ] Phone: [ ]

Please list courses that will help the district better understand your preparation for the student teaching assignment. Include the semester that each course was taken. (* To add more lines use the tab key.)

<table>
<thead>
<tr>
<th>Course Titles</th>
<th>Sem./year</th>
<th>First Teaching Field (major)</th>
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<table>
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<tr>
<th>Course Titles</th>
<th>Sem./year</th>
<th>Second Teaching Field (minor)</th>
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Total Hours, Major [ ]
Total Hours, Minor [ ]
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<th>Course Titles</th>
<th>Sem./year</th>
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Resume to be Submitted With Placement Request

During your Phase I class, Dr. Steve Neill will provide instruction as to how to prepare a resume that will be reviewed by school personnel as a basis for deciding whether or not you will be accepted as a student teacher in the district or school where your request was sent. In some districts, the resume may be reviewed by a superintendent or associate superintendent before the request is sent to the principal and teacher of a school for consideration. In larger districts, the resume may be reviewed by a human resources director, an associate director or an administrative assistant before being sent to a school for consideration by a principal and teacher.

To assist you in preparing this resume, an example and a template will be provided. *Students, who are not taking Phase I in the semester before student teaching, need to come to the Office of Professional Education Services (208 Visser Hall) to receive a sample resume and instructions as to how to access the template for the resume. After you have completed the resume, go to the Writing Center and have your resume critiqued to assure that it is error free if you are not in Phase I this semester.*

Do your best to present yourself in a professional manner. When schools or districts receive resumes or other application pages with errors, they are more likely to refuse to accept the student teacher for placement. Remember that your application and resume present the very first impression of you, and first impressions can be hard to change. Present yourself as a “Professional” as defined by The Teachers College Conceptual Framework!
DIVERSITY ASSESSMENT

PURPOSE: Because of the changing demographics in Kansas and the United States, the Teachers College is committed to providing a quality teacher education program, which includes experience in a diverse setting. The purpose of this requirement is to fulfill the commitment.

IMPORTANCE: The evidence you provide in this assessment will be used to assess/approve requested student teacher placement sites. It may be necessary to assign you to a diverse setting to assure that you are adequately prepared to teach in a rapidly changing society.

DIRECTIONS: Please complete a column for each job/volunteer position you have held in a diverse setting. Indicate your job/volunteer title(s) and provide a brief description of each experience. Report the dates and total number of hours. Indicate the diverse population(s) with whom you have interacted. You should include your Intro to Teaching tutoring. (If you have already completed Phase I, you may add this experience as well; it may be combined with your Intro to Teaching tutoring should you need additional space.) Specify both the district name and number of requested student teaching placement sites. Answer the two questions in essay form and identify references who can confirm these diverse experiences. Include a copy of the Diversity Assessment as part of your student teaching application.

SECTION A: Experience

<table>
<thead>
<tr>
<th>Job/Volunteer Title:</th>
<th>Brief Description:</th>
<th>Dates:</th>
<th>Total Hours:</th>
</tr>
</thead>
</table>

### Ethnicity (Check all that apply)
- African/Black American
- Middle Eastern
- Hispanic/Latino/Mexican/Amer.
- Asian American
- Other (Please Specify)

### Special Needs (Check all that apply)
- Mental
- ESL
- Physical
- LD/ADHD
- EH/BD
- Other (Please Specify)

### At Risk (Please Specify)
- Low Socioeconomic
SECTION B: Requested School District for Student Teaching

1. __________________ USD#: ______  2. __________________ USD#: ______  3. __________________ USD#: ______

REFERENCES WHO CAN CONFIRM DIVERSE EXPERIENCE:

Name: ___________________________ Name: ___________________________
Telephone Number: ___________________________ Telephone Number: ___________________________

FOR OFFICE USE ONLY:

Diverse Placement Needed:  ___________________________ Needs Placement Other Than Requested:  ___________________________

SECTION C: ESSAYS AND REFERENCES

Choose the two most significant experiences listed above in section A. Answer the following two questions based on your reflection of these experiences. Answers for each question should be approximately one page in length. Be sure your name and social security number is on every page added to this document.

1. Briefly describe your philosophy of teaching and explain how those identified diverse experience(s) has affected your philosophy of teaching. Include such things as the effect of educational expectations on student outcomes, building self-esteem, and relating to students.

2. In Question #1, you were asked to describe your philosophy of teaching and explain how your diverse experience(s) has affected this philosophy. Using examples, describe how your philosophy of teaching translates into actual methods and strategies of teaching. Include such things as how to promote equity in a diverse classroom, how to establish an accepting climate and how to plan effective instruction to meet individual and group needs.
DIVERSITY ASSESSMENT

Name: ___________________________  ID(E)#: ______________

Question #1: Briefly describe your philosophy of teaching and explain how those identified diverse experience(s) have affected your philosophy of teaching. Include such things as the effect of education expectations on student outcomes, building self-esteem, and relating to students.
Question #2: In Question #1, you were asked to describe your philosophy of teaching and explain how your diverse experiences have affected this philosophy. Using examples, describe how your philosophy of teaching translates into actual methods and strategies of teaching. Include such things as how to promote equity in a diverse classroom, how to establish an accepting climate and how to plan effective instruction to meet individual and group needs.