

## APPLICATION FOR STUDENT TEACHING SECONDARY EDUCATION

**Instructions:** This application must be filled out in its entirety (both pages) or you will not be placed for student teaching. The information on past field experience placements is necessary to ensure that we are meeting NCATE and Education Department requirements for providing you with the opportunity to learn in a variety of settings that include diverse populations, students with exceptionalities, and students of different ages.

**Student ID Number** \_\_\_\_\_ **Date** \_\_\_\_\_

**Local Address** \_\_\_\_\_ **Phone** \_\_\_\_\_

\_\_\_\_\_ **Campus Box #** \_\_\_\_\_

**Home Address** \_\_\_\_\_

\_\_\_\_\_

**SECONDARY EDUCATION** Content Area Major \_\_\_\_\_

**Check all that apply:**

1. \_\_\_\_\_ I will do my student teaching in the fall 20 \_\_\_\_\_.
2. \_\_\_\_\_ I will do my student teaching in the spring 20 \_\_\_\_\_.
3. \_\_\_\_\_ I prefer to do my student teaching in a public school.
4. \_\_\_\_\_ I prefer to do my student teaching in a parochial school.
5. \_\_\_\_\_ I prefer to teach at one of the following schools: (School preference is not guaranteed. Students are placed in partnership schools in and outside of Atchison.)

\_\_\_\_\_  
\_\_\_\_\_

**Check one:**

- \_\_\_\_\_ I will have the use of an automobile.  
\_\_\_\_\_ I will not have the use of an automobile.

**Concerning transportation:**

It is the responsibility of the student teacher to find transportation to the school they are placed at for student teaching. In a number of cases this will require travel of some distance. This is not the responsibility of the Education Department.

If you are carpooling, riders share the expenses of travel.

**Previous Field Experience Placements**

ED 201 (Intro to Ed)	_____	_____
	(School)	(Grade level)
ED 201 (Intro to Ed)	_____	_____
	(School)	(Grade level)
ED 358 (Gen Sec Meth)	_____	_____
	(School)	(Grade level)
MU 309 (Music Methods)	_____	_____
	(School)	(Grade level)
MU 309 (Music Methods)	_____	_____
	(School)	(Grade level)
ED 332 (Content Area Read)	_____	_____
	(School)	(Grade level)
-- 457*	_____	_____
	(School)	(Grade level)

\*This is the required methods course specific to your certification area (i.e. BI 457, EN 457, PE 457, MA 457, SS 457, FL 457, etc.) A field experience is required for this course.

ED 313 (School as Community)	_____	_____
	(Visitation School or Center)	(Grade levels)
ED 313 (School as Community)	_____	_____
	(Visitation School or Center)	(Grade levels)
ED 313 (School as Community)	_____	_____
	(Visitation School or Center)	(Grade levels)
ED 313 (School as Community)	_____	_____
	(School for Course Project)	(Grade levels)

# Professional Portfolio Guide



**BENEDICTINE**  
COLLEGE

Education Department

## GUIDE TO CREATING YOUR PROFESSIONAL PORTFOLIO

Your Professional Portfolio will be used to determine whether you are accepted into the Teacher Education Program, into student teaching, and for completion of your degree in education. It is therefore critical for you to do a good job in its preparation.

### **General Requirements**

Your professional portfolio is to be submitted in a white hardcover three-ring notebook with a transparent plastic cover. Insert into the cover of the notebook a title page following the format shown on pg. 6 of this guide. *This title page is available in the Education Department Office, FAC 212.* Also, on the vertical spine of the notebook, insert a strip of paper with your Student ID Number and whether you are applying for “Admission to Teacher Education Program,” “Admission to Student Teaching,” or “Program Completion.

To help control possible bias on the part of evaluators, we are requiring that you white out/ black out or otherwise remove your name wherever it occurs in your professional portfolio on **all** artifacts. Your name should not be visible at all once removed. *Replace it with your Benedictine College Student ID Number.*

Artifacts **MUST** be presented *in the order shown* on the following pages and separated by tabbed, labeled notebook dividers (see pg. 2).

If you have completed the course in which a particular artifact is produced (or its equivalent at another college) and **for some reason do not have it, please include a written explanation in place of the artifact.** If you have not yet completed the course, a written explanation is not necessary.

It is your responsibility to obtain copies of required artifacts/rubrics at the time they were completed in your coursework. Make copies of all field experience evaluations at the time you receive them from cooperating teachers. ***Your failure to provide required artifacts, without a valid written explanation, may result in you being denied admission to the Teacher Education Program, admission to student teaching, or completion of the degree in education.***

Artifacts that are in your Professional Portfolio **MUST** include the professor’s grades and/or completed rubrics. When course instructors return artifacts to students, they will be accompanied by a Standardized Artifact Rubric (SAR). It is your responsibility to include the completed rubric, **IF REQUIRED**, with its respective artifact in your Professional Portfolio. An example of the SAR follows on pg. 7.

**DO NOT** include extraneous materials in your Professional Portfolio. A portfolio that includes materials that are not in the required *Portfolio Components* section (pg. 3) may be returned to the student without being scored.

Please do not put Professional Portfolio materials in plastic sheet protectors.

## Evaluation Process

As you progress through the Teacher Education Program, you will submit your Professional Portfolio three times. Each time, the following evaluation process occurs:

1. A team that usually consists of one Education Department faculty member and one K-12 educator who have received special training evaluate the portfolio. Each member of the team individually rates your portfolio in nine areas: 1) knowledge, 2) performance/skills, 3) professional dispositions, and 4) each of the six program outcomes for “Educators as Builders of Community.” A copy of the scale used in evaluating portfolios follows:

	<b>Unacceptable</b> Specific criteria are included in each rubric.	<b>Acceptable</b> Specific criteria are included in each rubric.	<b>Distinguished</b> Specific criteria are included in each rubric.
Evaluator’s Name			
	0   .25   .50   .75   1.0	1.25   1.50   1.75   2.0	2.25   2.50   2.75   3.0

The evaluator simply makes a mark on the number line to indicate his/her evaluation for the specific outcome.

2. At a special meeting the Education Department faculty summarizes the ratings your portfolio received and agrees upon a recommendation to be made to the Committee on Teacher Education. *If your portfolio receives a mean score of less than 1.0 on knowledge, performance/skills, dispositions or any of the six outcomes, the Education Department recommends that you not be approved for acceptance into the Teacher Education Program, into student teaching, or for program (degree) completion.*
3. The Committee on Teacher Education votes on the Education Department’s recommendations.
4. Students who disagree with a decision of the Committee on Teacher Education are extended the right of a due process hearing before this committee. Following this, if necessary, an appeal may be made to the Dean of the College.

## Portfolio Organization

Your Professional Portfolio is to be divided into the following labeled sections:

1. Applications
2. Knowledge
3. Performance/Skills
4. Dispositions
5. Outcome 1
6. Outcome 2
7. Outcome 3
8. Outcome 4
9. Outcome 5
10. Outcome 6

## PORTFOLIO COMPONENTS

### APPLICATIONS

- Completed “Application to the Teacher Education Program”.
- Completed “Application for Student Teaching”.
- Completed “Application for Program Completion”.

*If you are only applying for acceptance into the Teacher Education Program, do not include an application for Student Teaching or Program Completion. When you apply for Student Teaching, both completed applications should be included and applicants for Program Completion should include all three applications.*

- An autobiography which includes an introduction, an explanation of why you want to be a teacher, any experiences working with children/adolescents, and a list of pertinent interests and accomplishments. Do not refer to yourself by name in your autobiography.
- Satisfactory recommendations from three faculty members outside the Education Department. If you are a transfer student, two of these recommendations may be from faculty members of the college previously attended. Please put your name and Student ID Number on these forms before giving to faculty members for recommendation.

*Recommendations normally are sent directly to Mrs. Kathy Scott, FAC 212, by faculty members, who places them in your portfolio. It is your responsibility to check with Mrs. Scott to insure that your portfolio has all three recommendations.*

- You must provide documentation that you have declared Education as your major for acceptance into the Teacher Education Program. This can be done in the Education Department Office.  
*NOTE: If you are a Secondary Education major, you **MUST** also provide documentation that you have declared a major in your content area (English, Math, Spanish, PE, Music, etc.) with that department. Secondary Education majors should have a “Petition for Acceptance to a Major Program” form from the Education Department AND your content area department in your portfolio.*

### KNOWLEDGE

- A current Benedictine College transcript showing a minimum cumulative GPA of 2.75. An unofficial transcript is acceptable which can be printed from the OASIS website.
- Documentation of a minimum composite ACT score of 23 OR a copy of your PPST test scores. Minimum acceptable PPST scores are 168 in Writing, 169 in Reading and 170 in Math with a total score of at least 519 (note that the total score of 519 requires 12 points in addition to the sum of the 3 minimum subtest scores).

*NOTE: If you are applying for acceptance into the Teacher Education Program and have registered for the PPST but not yet taken it or received your scores, you **MUST** include either: a) a copy of the admission form, or b) a copy of your completed application to take the PPST.*

In addition to the above, **PROGRAM COMPLETERS** must provide the following:

- Final Student Teaching Evaluation Scales for “**Knowledge**” from the cooperating teacher(s) and clinical faculty supervisor(s).

### PERFORMANCE/SKILLS

- All pre-student teaching field experience evaluations based on the following chart. If you are a transfer student, include field experience evaluations from colleges previously attended.

LEVEL	FIELD EXPERIENCE EVALUATIONS <i>(Required if course has been completed)</i>
Elementary & Special Educ.	<input type="checkbox"/> ED 201, <input type="checkbox"/> ED 307, <input type="checkbox"/> ED 314, <input type="checkbox"/> ED 317/319
Secondary Education	<input type="checkbox"/> ED 201, <input type="checkbox"/> ED 258 or MU 309, <input type="checkbox"/> ED 332, <input type="checkbox"/> Cont. Methods 457 (i.e. EN 457, SS 457)

In addition to the above, **PROGRAM COMPLETERS** must provide the following:

- Final Student Teaching Evaluation Scales for “**Skills**” from the cooperating teacher(s) and clinical faculty supervisor(s).

## DISPOSITIONS\*

- ❑ Evaluation sheet(s) from interview with two-person subcommittee of Committee on Teacher Education. *Applicants to Teacher Education Program only:* Please schedule an interview with Mrs. Kathy Scott, FAC 212, prior to, or at the time of, submission of your portfolio.  
*Note: After your interview, the interview evaluation sheet(s) is given directly to Mrs. Kathy Scott, FAC 212, who places it in your portfolio.*

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Final Student Teaching Evaluation Scales for “**Dispositions**” from the cooperating teacher(s) and clinical faculty supervisor(s).

\*The rubric score for dispositions is determined entirely by Education Department faculty and, if the candidate is a secondary education major, the respective content area chair at a special meeting. The professional qualities you display in courses, field experiences, and meeting Education Department requirements are all considered in determining your rating in this area.

## OUTCOME 1

- ❑ Outcome 1 portion of your Builders of Community essay  
The Builders of Community essay on our six program outcomes is a critical artifact in your Professional Portfolio. A separate guide for creating this artifact has been prepared to help candidates and is attached to this application.

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ ED 455: Differentiated Instruction Multi-Media Presentation Standard Artifact Rubric (SAR) ONLY (no artifact)
- ❑ Benedictine Performance Assessment: Criterion 1: Contextual Information
- ❑ Final Student Teaching Evaluation Scales for “**Outcome 1**” from the cooperating teacher(s) and clinical faculty supervisor(s)

## OUTCOME 2

- ❑ Outcome 2 portion of your Builders of Community essay
- ❑ ED 451: Philosophy of Education paper Standard Artifact Rubric (SAR) ONLY (no artifact)

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ ED 462: Classroom Management Model Standard Artifact Rubric (SAR) ONLY (no artifact)
- ❑ Final Student Teaching Evaluation Scales for “**Outcome 2**” from the cooperating teacher(s) and clinical faculty supervisor(s)

## OUTCOME 3

- ❑ Outcome 3 portion of your Builders of Community essay
- ❑ ED 222: Reflection on Teaching Students with Disabilities and Standard Artifact Rubric (SAR).
- ❑ ED 313: Reflections on Multicultural Field Experiences, which include Boys and Girls Club, Lunch Delivery, and Valentine's Dance, and the Standard Artifact Rubric (SAR).

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Final Student Teaching Evaluation Scales for “**Outcome 3**” from the cooperating teacher(s) and clinical faculty supervisor(s)

## OUTCOME 4

- ❑ Outcome 4 portion of your Builders of Community essay
- ❑ ED 220: Builder of Community Peer Evaluation Standard Artifact Rubric (SAR) ONLY (no artifact)

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Final Student Teaching Evaluation Scales for “**Outcome 4**” from the cooperating teacher(s) and clinical faculty supervisor(s)

## OUTCOME 5

- ❑ Outcome 5 portion of your Builders of Community essay
- ❑ Standard Artifact Rubric (SAR) ONLY (no artifact) from one unit which was created with lesson plans, objectives, and assessment. If you are an elementary education major, this unit is normally created in Ed 301/307, Social Studies Methods and Media. Secondary education majors create their unit in Ed 257/258, General Secondary Methods and Media and Content Methods (i.e. EN 457, SS 457).

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Benedictine Performance Assessment: Criterion 2: Goals & Objectives
- ❑ Benedictine Performance Assessment: Criterion 3: Instructional Design
- ❑ Benedictine Performance Assessment: Criterion 6: Analysis of Assessment
- ❑ Final Student Teaching Evaluation Scales for “**Outcome 5**” from the cooperating teacher(s) and clinical faculty supervisor(s)

## OUTCOME 6

- ❑ Outcome 6 portion of your Builders of Community essay

In addition to the above, *PROGRAM COMPLETERS* must provide the following:

- ❑ Benedictine Performance Assessment: Criterion 7: Reflection and Self-evaluation
- ❑ Final Student Teaching Evaluation Scales for “**Outcome 6**” from the cooperating teacher(s) and clinical faculty supervisor(s)

### *Portfolio Submission*

When submitting your portfolio, you will be asked to sign the following statement verifying that your portfolio has been done according to directions provided for submission of portfolios and that you understand the penalty if your portfolio does not meet the standards:

*Any portfolio that doesn't meet form or content requirement will not be scored this semester and you will need to resubmit it again next semester. If your timeframe doesn't allow a later submission, you will be charged a **\$50** fine to pay scorers for the inconvenience of scoring it after corrections are made.*

Please be aware of the most common mistakes that are made each semester:

1. Students' names are still on artifacts,
2. Artifacts are not in the correct place in the portfolio,
3. Artifacts are missing or missing without a legitimate explanation,
4. Extra materials are included in the portfolio that are not required.

Take time now to insure that your portfolio is done correctly.



*(Format for Title Page of Professional Portfolio)*

Student ID #



# Application for Admission to Student Teaching

Professional Portfolio Submitted in Partial Fulfillment of  
Education Department Requirements at Benedictine College  
Date \_\_\_\_\_

# BENEDICTINE COLLEGE EDUCATION DEPARTMENT

## Standard Artifact Rubric (SAR) Example for Professional Portfolio

Course: ED 220/ Psychoeducational Development

Artifact: Builders of Community Peer Evaluation

Brief Description: During the semester, each student works in a cooperative learning base group on a variety of activities related to the course. These include discussions, simulations of teaching situations, and creating a film. At the end of the semester, each student anonymously evaluates each member of the group on their performance as a team member.

How related to outcome: This artifact is related to Outcome 4: “The BC student teacher builds partnerships with students, colleagues, families and community groups to enhance communication and learning.” It’s related because students are evaluated by their peers on their ability both to lead and to be receptive to the leadership of others.

<p><b>Unacceptable</b> Failure by the candidate to perform at an acceptable level</p>	<p><b>Acceptable</b> The candidate performed at an acceptable level on this artifact</p>	<p><b>Distinguished</b> The candidate performed at an exemplary level on this artifact.</p>
0    .25    .50    .75    1.0	1.25    1.5    1.75    2.0	2.25    2.5    2.75    3.0

Student \_\_\_\_\_

Instructor’s Signature \_\_\_\_\_

## GUIDE TO WRITING THE BUILDER OF COMMUNITY ESSAY

### **Introduction**

The Builder of Community Essay (BOCE) is probably the most important single artifact in your Professional Portfolio. In this essay, you are to critically reflect on your developing proficiencies as they relate to each of the six teacher education program outcomes. Self-evaluation is critical in writing a successful BOCE. Essays that describe best practices will be rejected if they fail to examine the candidate's growth in acquiring such practices.

### **Three Levels of Evaluation**

The BOCE is to be written at three points in a candidate's program: 1) Entry to the Teacher Education Program, 2) Entry to Student Teaching, 3) Program Completion. Because your skills are presumably growing as you progress through the program, you must meet a higher standard with each successive essay.

Entry to Teacher Education Program - At this "gate" of our program, you must show that you intellectually understand key elements of each outcome and that you are honestly considering your strengths and areas for improvement as related to each outcome. At this level, you must only demonstrate that you are meeting the outcome *to the extent to which you have completed Education Department coursework*. An important source of data for this essay is the experiences you have had with children and adolescents in quasi-educational settings (tutoring, coaching, teaching Sunday School, parenting, day cares, etc.).

Entry to Student Teaching - At this "gate" of our program, you must show that you intellectually understand key elements of each outcome and that you are honestly considering your strengths and areas for improvement as related to each outcome and that you have made substantive progress toward meeting each outcome. Because student teaching is normally done in your last semester at Benedictine College, this essay needs to show three years growth toward meeting the outcomes.

Program Completion - To go successfully through this "gate", you must demonstrate that you have met each of the six program outcomes. Use all of your experiences in the Teacher Education Program for making this argument. A common error made by candidates is to only discuss student teaching in this essay. Consider, for example, the candidate who completes student teaching at Kickapoo Nation School. If he/she in responding to Outcome 3 states, "Because all my third graders were Kickapoo children, I really don't know how to balance diversity in a classroom," the essay will be evaluated accordingly.

### **Requirements for BOCE**

1. BEGIN A NEW PAGE WITH EACH OUTCOME.
2. STATE THE OUTCOME **IN BOLD** AT THE TOP OF THE PAGE.
3. THIS IS AN ESSAY. WRITE IN PARAGRAPHS AND DOUBLE-SPACE YOUR ESSAY.
4. APPROPRIATE USE OF WRITING CONVENTIONS (GRAMMAR, PUNCTUATION, SPELLING, ETC.) WILL BE CONSIDERED IN EVALUATING YOUR ESSAY.
5. SUGGESTED MINIMUM LENGTH IS TWO PAGES PER OUTCOME.

## The Six Outcomes

Your awareness of our program outcomes will deepen during your years at Benedictine College because of experiences/interaction with faculty, cooperating teachers, other candidates, and students. To assist you, however, in understanding our expectations, each outcome is stated in bold below, followed by a number of prompts. Use the prompts to guide you in writing your essay, *however, it is essential for you to realize that your essay must stand as an integrated whole. Essays that consist of isolated answers to these questions will be rated unacceptable.*

### **Outcome 1: The BC candidate uses practices which nurture the whole child/ adolescent within the learning community.**

- How will you build positive relationships with students?
- How will you encourage and motivate students to always do their best?
- What personal qualities or techniques do you use for nurturing students as human beings?
- How will you apply what is known about multiple intelligences to make success possible for every student?
- How will you interact with students in ways that are appropriate to their age and/or developmental level?

### **Outcome 2: The BC candidate uses his/her understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.**

- How will you constructively manage students' behavior to enhance learning within the classroom community?
- How will you encourage positive student interaction, collaboration, and respect for others?
- What educational methods or projects do you plan to employ that will help students contribute to: a) the good of the classroom community, b) the good of the school community, and c) the good of the town or regional community?
- What practices will you use which engage students in active (as opposed to passive) learning?

### **Outcome 3: The BC candidate respects and promotes diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.**

- How will you balance diversity and unity within the classroom?
- How will you encourage students to be proud of their own unique qualities while at the same time encouraging them to work toward common goals?
- How knowledgeable are you regarding students of other cultures, ethnicities, and socioeconomic status?
- How knowledgeable are you regarding students with exceptionalities?
- What will you do to insure that you are being fair in terms of interacting equally with all students regardless of gender, ethnicity, religion, socioeconomic status, or exceptionality?
- When students in your class do group work, how will you determine the membership in groups?
- How will you see having diverse students in your classroom - as an advantage or a disadvantage? If such students are an advantage, how will you use their diversity as a

learning opportunity for you and other students?

- Are you interested in learning from students of different cultures, ethnicities, religions, socioeconomic status, and exceptionalities?
- How will you structure learning activities so that students can make meaningful choices and pursue their own interests?

**Outcome 4: The BC candidate builds partnerships with students, colleagues, families and community groups to enhance communication and learning.**

- How will you build partnerships with students and their families?
- How will you build positive relationships with your co-workers at the school?
- How will you work effectively with school administrators?
- How will you involve your students in the larger school community?
- How will you involve your students in the community outside of the school?
- How will you welcome the outside community into your school and your classroom?
- What will you mean to be professional and how will you model professionalism? For example, your dress, punctuality, communication, receiving constructive feedback, handling confidential information, your attitude, etc.

**Outcome 5: The BC candidate plans and assesses instruction based upon knowledge of subject matter, students, the community and curriculum goals.**

- How will you demonstrate knowledge of your subject matter?
- How will your lesson planning help you to engage all students in active learning?
- How will you plan lessons that take into consideration students' interests, needs and abilities?
- How will you use questioning techniques to promote student growth?
- How do you provide clear and effective feedback to students regarding their efforts?
- How will you plan lessons addressing the school and grade level's curriculum goals and state or common core standards?
- How will you plan lessons addressing the school and grade level's curriculum goals?
- How will you provide multiple ways of assessing student learning?

**Outcome 6: The BC candidate is a reflective builder of community who continually evaluates the effects of his/her actions on others and who actively seeks out opportunities to grow professionally.**

- How will you systematically use reflection?
- Give examples of your use of reflection in self-improvement.
- What would your goals be for building a learning community in your classroom?
- How will you consistently analyze and assess learning situations?
- As you progress through the teacher education program and into P-12 schools, what will you do to insure that you won't stagnate but will grow professionally?
- In writing to Outcome 6, be specific in describing the techniques/strategies you've used to improve yourself in the past and the techniques/strategies you will use to improve yourself in the future.
- How can we be sure that five, ten, or twenty years from now you will still be a Builder of Community?