

# Secondary/K-12 Teacher Education Program Application

The Secondary/K-12 Teacher Education Program (STEP) is seeking applications from candidates who would like to be admitted to our program. Please review the following criteria for admittance.

## Essential Qualifications for Admission:

- Applications are due the sixth Friday of the semester, at 4 p.m., for the following semester. Applications should be submitted in person, in Montague 120. For specific dates each semester, see: <http://www.d.umn.edu/educ/deadlines.html>
- You must have declared your teaching major within the College of Education and Human Service Professions (CEHSP).
- You must have completed a minimum of 45 credits to apply to STEP; and you must have completed 60 credits before you can begin the block coursework.
- You must have a 2.5 GPA overall *and* 2.5 GPA in your major.
- You must have confirmation that you have taken the Pre-Professional Skills Test (PPST) for reading, writing, and mathematics.
- You must have passing scores on a standardized test.
- You must have completed or be currently enrolled in Educ 1101 - Education in Modern Society.
- You must have a demonstrated commitment to working with children.
- You must have a minimum of one signed letter of recommendation.

To be considered for admission, prospective candidates must complete the application.

ALL essential components listed below must be completed correctly and submitted on time in order for the application to be accepted. *Late or incomplete applications will be returned and students will need to wait until the next semester to apply.*

## **Essential Components of Application:**

**(Detailed description of each component follows this list)**

1. Check list with signatures of student and advisor(s) attached to the top of the application  
The signed check list indicates that all parts of the application are present.
2. Signed cover letter
3. Resume
4. A minimum of one signed letter of recommendation
5. Current APAS showing the information listed below:  
(Post Baccalaureate candidates can submit a *copy* of their Post Baccalaureate Contract.)
  - Courses required for your major highlighted (please use highlighting marker)
  - Verification of a current major GPA and overall GPA of 2.5 or higher (on APAS) GPAs should be highlighted.
  - Completion of or current registration in Educ 1101 - Education in Modern Society
  - Completion of 45 credits, minimum
6. Evidence of working with youth - verification of a minimum 30 hours working with children or youth age 18 or younger
7. Pre-Diversity Experience Questions
8. Confirmation that you have taken the PPST; reading, writing, and mathematics
9. Verification of passing scores for reading, writing, and mathematics from one (or a combination) of the following tests:

<u>Test</u>	<u>Minimum Passing Scores</u>
PPST	reading 173 or 320 CBT    writing 172 or 318 CBT    mathematics 171 or 316 CBT (CBT = computer based test)
SAT	50 <sup>th</sup> percentile in comparable subject for reading, writing, and/or mathematics
ACT	21 on each subtest comparable for reading, writing, and/or mathematics
CTBS	notification of a passing score from the Dept of Education for the comparable subtest(s)

10. Program schedule
11. Dispositions

## Detailed description of each component:

### **1. Check List:**

This check list is to be attached to the top of your application when you submit your application. It should be the top page of your application.

Included within the application is a check list of all the components of the application. Follow this list as you put together your application. Carefully review all parts to be sure they are both present and correct, checking off each item as you go. Once you have checked off each item, have your advisor(s) review the application and check each item. Your signature and the signature of your advisor(s) indicate that you have verified the presence and accuracy of all components.

Submit your application to the Department of Education, 120 Montague Hall. You will need to secure all papers together (simply staple or paper clip) and turn the completed packet of documents in to the Dept of Education, 120 Montague Hall. It is not necessary to put the application in a folder, binder, envelope, etc.

### **2. Signed Cover Letter:**

A signed letter between one to two type-written pages (single-spaced) addressed to:

Dr. Frank Guldbrandsen  
Secondary Teacher Education Program Coordinator  
UMD Department of Education  
120 Montague Hall  
1211 Ordean Court  
Duluth MN 55812-3012

This letter should be professional in nature, signed by you, and describe the reasons that you consider yourself a good candidate for the Secondary/K-12 Teacher Education Program.

At a *minimum*, you should address directly each of the essential qualifications, highlighting your strengths in meeting or exceeding these qualifications. You may go beyond this minimum and describe other qualities and skills that you bring as a prospective candidate to the teaching profession. For example, you may include descriptions of experiences which have led you to teaching, qualities you have that apply to being a classroom teacher, philosophical statements describing your ideas about youth or education at this time, etc.

Letters that contain spelling and punctuation errors will negatively effect the evaluation of your application.

### 3. Resume:

This is not expected to be a complete or extensive resume; but must, at a minimum, contain the items outlined below. Once you are admitted to the Secondary/K-12 Teacher Education Program you will continue to expand this into a more complete, professional resume.

#### Required items of resume:

1. **Name, local address & phone number, permanent address & phone number, UMD e-mail**
2. Education: current major, any minor, any certification program at UMD; listing of other universities or colleges that you have attended and programs of study at these institutions; any other education or training relevant to a career in teaching
3. Professional experience: include name of agency/school/organization for which you have performed your work with pre-college age students (minimum 30 hours); listing of any other volunteer work or employment related to education
4. Honors: list any applicable awards or honors that you have received
5. List of references: one reference is required; you may list up to three, include name and contact information for each reference

### 4. Signed Letter(s) of Recommendation:

You must have at least one signed letter of recommendation. Request your recommendation from someone who can speak to your level of responsibility, ability to complete tasks, and ability to work with children or youth. This preferably would be a supervisor who has observed you working with children or youth. Other letters may come from employers, professors, and other people who know you in another context but must be able to address such areas as your character, attitudes, and work ethic.

### 5. Current APAS (or Post Baccalaureate Contract):

A current APAS may be printed off the web or obtained at the information desk in the Solon Campus Center. This APAS should show all course grades up to and including the previous semester's grades and should also show the classes in which you are currently enrolled. Be sure that your APAS is complete with the following:

- confirmation that you have declared your major as Teaching in a Secondary Subject Area.
- indication of a 2.5 GPA overall **and** in your major (highlight each of these GPAs on the APAS)
- courses completed in your major should be highlighted
- evidence that you have completed or are currently enrolled in Educ 1101
- evidence that you have completed a minimum of 45 credits

If you intend to have any required courses waived or substituted by another course, you should fill out the course waiver/substitution form. You can obtain this form from the CEHSP Student Affairs Office in 113 Bohannon Hall. Submit a *copy* of this form with your application.

Post baccalaureate students must attach a *copy* of their contract signed by all parties.

## 6. Evidence of Working With Youth:

You must be able to verify at least 30 hours of working with pre-college age children or youth (age 18 or younger). To do this, provide a brief signed letter from a supervisor or supervisors indicating that you have performed a minimum of 30 hours of volunteer or paid work with pre-college age children or youth (age 18 or younger). You may choose to have your supervisor also be the person to write a letter of recommendation for you. If this is the case, be sure to have this person indicate in the letter the number of hours that you have worked directly with youth.

## 7. Pre-Diversity Experience Questions:

On a separate sheet of paper please answer these questions, to be included with your packet.

All STEP candidates will participate in a Diversity Experience. The first component is to reflect and answer the following questions to the best of your ability:

1. Who are you?
  - a. Please describe and reflect on your culture and background.
  - b. Consider what your comfort zone is with people having backgrounds different from your own.
2. How have your experiences influenced the ways in which you view and/or have interacted with people who are different from you?
  - a. Who or what were the most significant influences in the establishment of your racial/ethnic identity?
  - b. How did your family view people who were different? How were they treated? What messages did you get from family, friends, school, coworkers, community, etc. about people who were different from you?

## 8. PPST:

**YOU MUST HAVE TAKEN ALL THREE SECTIONS OF THE PPST** (reading, writing, mathematics) **prior to applying** to the Secondary/K-12 Teacher Education Program. The Minnesota State Board of Teaching (the state's licensing agent) requires this. You cannot be admitted to our program if you have not taken all three parts of the PPST. **You must attach evidence that you have taken the PPST.**

**9. Passing Scores on a Standardized Test: These must be submitted with your application.**

You will need to include a copy of any test scores that you wish to submit with this application. Do not include original documents of your test scores. Keep the original for your personal file and include a *copy* with your application. If you have requested any of your test scores to be sent to UMD, they do not come to the Department of Education office in 120 Montague Hall. You must submit the *copy* of any test score you wish to be considered with this application.

The National Council for Accreditation of Teacher Education (NCATE) requires that candidates for licensure programs achieve a passing score on a test of basic skills. You will need to provide a *copy* (not the original) of your test scores showing evidence of passing scores on a standardized test for reading, writing, and mathematics. You may submit passing scores from the PPST, SAT, ACT, or CTBS, or a combination of any of these tests for reading, writing, and mathematics.

The Department of Education offers the **Comprehensive Test of Basic Skills (CTBS)** each semester at 1 p.m. on a Thursday - that's the day before the sixth Friday of each semester, when the program applications are due.

**The CTBS test is offered for anyone who does not have a passing score for reading, writing, or mathematics on another standardized test.** To take the CTBS, please register in the Department of Education Office, 120 Montague Hall, at least one day before it's given. The cost of this test is \$20 for each section you may need. Please contact Chris Peterson ([capeters@d.umn.edu](mailto:capeters@d.umn.edu), 120 Montague Hall, 726-7592) for details, and to register to take the test.

**10. Program Schedule:**

The program schedule (included within this application) is a crucial component of your application as it helps you, your advisor, and the program coordinator ensure that you are taking the necessary courses and in the appropriate order to complete your degree/license successfully.

**11. Dispositions**

Included within the application is a section labeled dispositions. It is to be filled out by you and is about yourself. Please include it with your application.

**Note:**

The table that follows is **GENERAL INFORMATION** about the grades **5-12** secondary education blocks. The College of Education and Human Service Professions' Student Affairs Office has **ALTERNATE** program schedules for the blocks for **K-12** majors in:

- **Art,**
- **Foreign Language (French, German or Spanish),**
- **Music (Instrumental or Vocal), and**
- **Physical Education.**

Students in these K-12 majors should use the worksheets posted on the Student Affairs web site, at:

<http://www.d.umn.edu/cehsp/studentaffairs/worksheets/index.html>

**Program Schedule (Note for K-12 secondary majors: please see box above)**

- Please indicate as accurately as possible your proposed course schedule for each remaining semester through graduation. Also, do not forget to verify when your subject area's *special methods* course is offered and note that in your schedule.
- If, under special circumstances, you have any variations to the Block course schedule shown below, you must have approval for these changes from your advisor. Where you make such changes, please attach a sheet of explanation.
- Students in majors that follow a program sequence that takes longer than three semesters may choose to use a different format for their program schedule than on this sheet. This is acceptable provided they show the sequence in which they will finish this program.

Semester	Block Courses, Secondary Education (Grades 5 - 12)	Additional Courses
	<b>Block One:</b> EdSe 3204 - Designing Learning Environments and Lessons - 3 cr EdSe 4100 - Teaching in a Diverse Society - 3 cr EdSe 4501 - Adolescent Development and Learning Theory - 3 cr SpEd 3415 - Special Education in the Secondary School - 3 cr	

	<p><b><u>Block Two:</u></b>  EdSe 3206 - Apprenticeship: Secondary School - 2 cr  Educ 4381 - Teaching Indigenous Students - 2 cr  EdSe 4214 - Teaching Reading in Content Areas - 2 cr  <b>Methods class appropriate for major:</b>  e.g. EdSe 4222 - Teaching Mathematics: Grades 5-12 - 4 cr  (offered Spring Semester only)  EdSe 4244 - Teaching Social Studies: Grades 5-12 - 3 cr  EdSe 4255 - Teaching Science: Grades 5-12 - 3 cr  (offered Fall Semester only)  EdSe 4525 - Assessment for Secondary Education Majors  - 3 cr</p>	
	<p><b><u>Block Three:</u></b>  Educ 4500 - Professional Issues and Ethics - 1 cr  EdSe 4600 - Student Teaching - 12 cr  or  EdSe 4600 - Student Teaching - 6 cr  EEd 4650 - Student Teaching in Individual  Subjects K-8 - 6 cr</p>	

## Application - Secondary K-12 Teacher Education Program

Name: \_\_\_\_\_

ID #: \_\_\_\_\_

Date: \_\_\_\_\_

### Checklist\*

\*to be attached to the front of the application packet

	Essential Components	Student's Initials	Advisor's Initials	PROGRAM ADMINISTRATOR (for Dept of Educ use only)
1.	Check list			
2.	Cover letter - signed			
3.	Resume			Name Local address & phone # Permanent address & Phone # UMD e-mail
4.	Signed letter(s) of recommendation			
5.	APAS or Post Bacc Contract <ul style="list-style-type: none"> <li>• Highlighted courses</li> <li>• GPAs</li> <li>• Educ 1101</li> <li>• Min. 45 credits</li> </ul>			GPAs <ul style="list-style-type: none"> <li>• Overall</li> <li>• Major</li> </ul> Educ 1101 Min. 45 cr
6.	Working with youth (minimum 30 hrs)			
7.	Pre-Diversity Experience			
8.	Confirmation of taking the PPST			
9.	Passing scores on a standardized test			Reading Writing Math
10	Program schedule			
11	Dispositions			
		Signature _____	Signature(s) _____	

Every item, 1 through 11, should be included with your application. Each item is applicable to each candidate. Not applicable or N/A is not an option for any item for anyone.

Date: \_\_\_\_\_

Admission Checkpoint

## PROFESSIONAL DISPOSITIONS FOR UMD SECONDARY/K-12 TEACHER EDUCATION PROGRAM

Disposition: **Natural mental and emotional outlook or mood; characteristic attitude.** Disposition is the natural or prevailing aspect of one's mind as shown in behavior and in relationships with others. (Webster's New Universal Unabridged Dictionary, 1996, p. 568).

Student's Name: \_\_\_\_\_

**Please complete all that apply:**

### 1) Attendance/Punctuality

- Perfect attendance record
- Always on time
- Rarely absent/generally punctual
- Frequently absent
- Frequently late
- N/A

Comments:

### 2) Self-Initiative/Independence

- Self-starter; identifies needs and attends to them immediately
- Creative and resourceful; independently implements plans
- Has good ideas, works effectively with limited supervision
- Passive; depends on other for direction, ideas, and guidance
- N/A

Comments:

### 3) Reliability/Dependability

- Responsible; attends to assigned tasks or duties on schedule without prompting
- Sometimes needs to be reminded to attend to assigned tasks or duties
- Usually fails to complete assigned tasks and duties
- N/A

Comments:

### 4) Oral Expression

- Expressive, animated
- Articulate
- Inarticulate/hesitates to express self
- Makes frequent speaking errors
- N/A

Comments:

**5) Written Expression (Please attach writing examples if available)**

- Frequently and effectively communicates with peers, instructors, advisors, parents, and/or administrators
- Organizes and clearly expresses ideas
- Writing is often unclear and disorganized
- Written work demonstrates frequent misspellings and/or grammatical errors
- N/A

Comments:

**6) Critical Thinking Skills**

- Distinguishes between relevant and irrelevant information, claims, or reasons in an efficient and effective manner
- Poses probing questions and problems once issues are identified
- Struggles with initial analysis, synthesis, and evaluation of information
- N/A

Comments:

**7) Tact Judgment (with peers and/or instructors)**

- Diplomatic; sensitive to others' feelings and opinions
- Perceives what to do in order to maintain good relations with others and responds accordingly
- Limited sensitivity and diplomacy
- Appears thoughtless, insensitive to others' feelings and opinions
- N/A

Comments:

**8) Collegiality**

- Willingly shares ideas and materials
- Prefers being part of a team
- Reluctant to share ideas and materials
- Prefers to work in isolation
- N/A

Comments:

**9) Reflective Response to Feedback/Supervision**

- Solicits suggestions and feedback from others
- Receptive and adjusts performance accordingly
- Receptive but doesn't implement suggestions
- Defensive: unreceptive to feedback
- N/A

Comments:

**10) Interaction with Students/Peers/Teachers/Others**

- Outgoing; actively seeks opportunities to work with students/peers/others
- Relates easily and positively with students/peers/others
- Shy; hesitant to work with students/peers/others
- Is sometimes antagonistic towards students/peers/others
- N/A

Comments:

**11) Desire to Improve Own Teaching Performance**

- Continually seeks new and better ways of teaching
- Makes some effort to improve own teaching performance
- Makes no effort to improve own teaching performance
- N/A

Comments:

**12) Commitment to the Profession**

- Appears deeply committed to the teaching profession
- Expresses a sincere interest and enthusiasm for teaching
- Genuine interest but lacks enthusiasm
- Unsure of teaching as a profession: Treats it like an insurance policy
- N/A

Comments:

**13) Attitudes Towards Learners**

- Seeks instructional strategies that provide opportunities for all students to attain higher order learning outcomes
- Believes all students can learn
- Makes negative comments about students' abilities to learn
- N/A

Comments:

**14) Professional Ethics and Demeanor**

**Indicate:    Yes    No    Unable to Judge**

- \_\_\_\_\_ Maintains high ethical and professional standards (e.g., does not share confidential information)
- \_\_\_\_\_ Aware of program policies and professional practices and responds to these guidelines
- \_\_\_\_\_ Maintains a professional appearance