



**INDIANA UNIVERSITY  
KOKOMO**

SCHOOL OF EDUCATION

**STUDENT TEACHING APPLICATION INFORMATION AND INSTRUCTIONS**

**ALL APPLICATIONS ARE DUE:**

**3<sup>rd</sup> Friday in November** for the following Fall Semester  
**3<sup>rd</sup> Friday in February** for the following Spring Semester

**APPLICATION DOCUMENTS**

You must provide a complete application packet of error-free materials. All materials must be in *MS Word* document (doc.) form. Applications are available on the IU Kokomo School of Education Web site at [http://www.iuk.edu/academics/majors/education/resources/student\\_teaching.shtml](http://www.iuk.edu/academics/majors/education/resources/student_teaching.shtml). Your application will be considered incomplete without the following items:

- \_\_\_\_\_ Application - typed (completed and signed)
- \_\_\_\_\_ \*Resume
- \_\_\_\_\_ \*Reflections on Teaching Document

\*It is highly recommended that you consult with the Career Services Office to assist in resume preparation. Remember resumes should focus on your experiences working with children. That is what area principals want to know.

**Please update the School of Education Office with any changes such as name, address, phone, or email address.**

# INDIANA UNIVERSITY KOKOMO — REFLECTIONS ON TEACHING DOCUMENT

## Guidelines

Create a *MS Word* document (.doc) which will serve as an introduction to a school official who will be processing your Student Teaching Packet of materials for placement. This document will be sent to the appropriate school official in the form you submit. No editing from the School of Education will be provided. However, we do encourage all candidates to use the Student Success Center for assistance. Therefore, this document must be error-free (i.e., contain proper grammar and correct spelling) and printed on plain paper. All applications received that are not complete and/or copy-ready will be returned.

## Sample

Bold and center the heading.

**INDIANA UNIVERSITY KOKOMO  
SCHOOL OF EDUCATION  
REFLECTIONS ON TEACHING**

Type each of the following, left aligned, and bold the categories. Add your personal information in regular font (Times New Roman, 12 pt.).

**Full Name:**

**Phone:**

**IU Kokomo Email Address:**

Type the first writing prompt. On the next line begin your response. Leave a space and then type in the second prompt. Enter your response and continue in this manner until your response to the fifth prompt is completed. Most students complete this document within two to three pages.

1. Describe one of your experiences in working with children or youth and discuss its impact on your decision to become a teacher.
2. Describe an experience you had with an inspirational teacher and discuss the qualities that person possessed which you believe are essential for effective P - 12 teaching and student learning.
3. What specific strengths do you possess that will help you become a highly qualified and effective classroom teacher?
4. List personal skills, talents, special interests, or hobbies that might facilitate your contribution to the instructional or extra-curricular programs of a school.
5. Identify your favorite subject area and discuss why this subject is of interest to you. Be sure to include how your interest in this subject will translate into your teaching in the classroom and impact student learning.



# INDIANA UNIVERSITY KOKOMO

SCHOOL OF EDUCATION

## INDIANA UNIVERSITY KOKOMO — STUDENT TEACHING APPLICATION FORM

Last Name:			First Name:			M.I.	
Please check one:	Miss:	Mrs.:	Ms.:	Mr.			
Address:			City:		State:	Zip:	
Home Phone:		Cell Phone:		IU Kokomo E-Mail Address:			

Indicate the semester and year in which you plan to student teach:

- Fall Semester 2016  
 Spring Semester 2017

**Please check the program below in which you will be student teaching:**

**ELEMENTARY K - 6 PROGRAM**

**EDUC-M 425 Student Teaching: Elementary (12 credits)**

(Grades K - 6, depending on the organization of the school in which student teaching is completed)

**ELEMENTARY K – 6 PROGRAM with SPECIAL EDUCATION MINOR**

**EDUC-M 425 Student Teaching: Elementary (7 weeks) 6 credits**

**EDUC-K 488 Supervised Teaching in Special Education (7 weeks) 6 credits**

**SECONDARY 5 - 12 PROGRAM**

**EDUC-M 480 Student Teaching: Secondary (12 credits)**

(Grades 5 - 12, depending on the organization of the school in which student teaching is completed)

Check the teaching areas that apply to your program:

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| English/Language Arts                    | <input type="checkbox"/> | Social Studies ( <b>Check all that apply</b> ) : |                          |
| Mathematics                              | <input type="checkbox"/> | Economics  | <input type="checkbox"/> |
| Science ( <b>Check all that apply</b> ): |                          | Government                                       | <input type="checkbox"/> |
| Chemistry                                | <input type="checkbox"/> | Historical Perspectives                          | <input type="checkbox"/> |
| Earth/Space                              | <input type="checkbox"/> | Psychology                                       | <input type="checkbox"/> |
| Life Science                             | <input type="checkbox"/> | Sociology  | <input type="checkbox"/> |
| Physics                                  | <input type="checkbox"/> |  |                          |

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**☐ SECONDARY P - 12 PROGRAM Fine Arts: Visual Arts**

You are required to student teach in an elementary setting and in a secondary setting.

**EDUC-M 425 Student Teaching: Elementary (7 weeks) 6 credits**

(Grades P - 6, depending on the organization of the school in which student teaching is completed)

**EDUC-M 480 Student Teaching Secondary (7 weeks) 6 credits**

(Grades 5 - 12, depending on the organization of the school in which student teaching is completed)

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**☐ SPECIAL EDUCATION P –12 PROGRAM**

You are required to student teach in an elementary setting and in a secondary setting.

**EDUC-K 488 Supervised Teaching in Special Education: Elementary (7 weeks) 6 credits**

(Grades P - 6, depending on the organization of the school in which student teaching is completed)

**EDUC-K 488 Supervised Teaching in Special Education: Secondary (7 weeks) 6 credits**

(Grades 5 - 12, depending on the organization of the school in which student teaching is completed)

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## **INDIANA UNIVERSITY KOKOMO — STUDENT TEACHING POLICY STATEMENTS**

### **PLACEMENT OF STUDENT TEACHERS**

Students are placed in a public school which is a member of the Center for Educational Partnership by the School of Education with the cooperation of local school corporations. Students must not contact classroom teachers or school corporations to which they may be assigned. Such contacts are the sole responsibility of the University. **The final decision of student teaching placement will be made by the IU Kokomo School of Education.** Teachers selected to supervise student teachers must meet the requirements specified in the agreement between Indiana University and participating school corporations.

### **OBLIGATION TO MEET STUDENT TEACHING TIME COMMITMENT**

Student teachers are expected to become immersed in the culture of their school. That means student teachers must be able to meet all the obligations of their cooperating teacher and school community. Student teaching requires a full-time commitment on the part of every student teacher. As a result, normally no other courses are taken during this period of time. In addition, student teachers are discouraged from holding full-time or part-time, evening or weekend jobs, as these added demands will cut into time that should be spent planning and preparing lessons and materials and will diminish opportunities for involvement in after-school meetings and extra-curricular activities. Participation in education activities of the school in which a student teacher is assigned is regarded as an integral part of the student teaching experience and not as either optional or supplemental.

Conflicts between work, family, and student teaching must be resolved so that all of your student teaching obligations are met. Conflicts that cannot be resolved may result in unsatisfactory student teaching performance.

### **CONFIDENTIALITY**

Under the Family Educational Right to Privacy Act (Buckley Amendment), P-12 students have specific rights associated with confidentiality. Schools are obligated to safeguard those rights. In permitting student teachers entry into the classroom, cooperating schools entrust the student teacher with some of the responsibility for safeguarding those rights. Therefore, it is imperative that all student teachers understand and appreciate the importance of maintaining student confidentiality. For this reason and for ethical reasons, any information which could be used to identify a student (including name, parent's occupation, specific characteristics, uncommon disabilities, birth date, Social Security Number, relationship to individuals within the school or community, publicly known accomplishments or activities, etc.) must be carefully omitted in any conversation with anyone other than the

cooperating teacher or principal.

It is the responsibility of the student teacher to omit identifying information when participating in group discussions in the student teaching seminar or in any other conversational situations. Discussion of P-12 students with friends and/or relatives is discouraged. Student teaching experiences involving specific P-12 students should not be discussed in public places where they may be overheard by someone who could glean information from the discussion (e.g., in restaurants, stores, etc.). Student records must always be maintained with strict adherence to confidentiality guidelines. If access to student records is deemed appropriate by school representatives, student teachers must keep the information therein absolutely confidential.

Any student teacher notes, journals, course work or other forms of documentation and data gathering must also maintain the confidentiality of the P-12 students. Photocopies of student work, individualized educational programs (IEPs), etc., to be used by the student teacher for course related purposes must have all identifying information removed prior to submission.

### **CONFLICT OF INTEREST**

An effective evaluation of your student teaching performance requires objectivity and neutrality. A Conflict of Interest arises from a personal connection with an individual Cooperating School, Cooperating Teacher or Cooperating School Corporation which can adversely affect objectivity and neutrality. A Conflict of Interest exists between you and a Cooperating Teacher if he or she is a relative, a former teacher, or if you know him or her personally before the inception of your Student Teaching experience. A Conflict of Interest exists between you and an individual Cooperating School if you have attended that school or were employed by that school within the past ten (10) years or if you have a close relative who is an administrator or faculty member in that particular school. It is also a Conflict of Interest if you have children, siblings or other close family members attending the individual Cooperating School you are assigned to. You are required to list all schools in all school corporations in Indiana University Kokomo's Center for Educational Partnership in which a potential Conflict of Interest may exist.

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Please list all corporations where a potential conflict of interest exists:

<u>Corporation</u>	<u>Nature of Conflict</u>
Corporation	Nature of Conflict

## CRIMINAL HISTORY BACKGROUND CHECK

All school corporations require student teachers to provide evidence of an expanded criminal history check. The student must comply with whatever process the school corporation requires for its student teachers. However, if a student has obtained an expanded criminal background check within five years of student teaching, the student might want to ask the assigned school corporation if a copy of that expanded criminal background check is sufficient.

Students with a criminal record are advised that many school corporations, who will have access to all relevant criminal history information prior to placement, may not accept them for student teaching with such a record. The Director of Student Teaching will discuss the seriousness of any criminal charge(s) or other details on a student's record with him/her. A student who cannot be placed in student teaching due to the seriousness of the charge(s) or conviction(s) listed on his/her background check will be unable to complete the program and will be advised to consider other degree programs and options.

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Have you ever been investigated for, charged with, or pleaded guilty or "no contest" to any crime involving the sexual misconduct or abuse of any person or indecency with a minor?  Yes  No

Have you ever been convicted of a felony?  Yes  No

Have you ever been charged with a crime, other than a minor traffic offense, where the court has deferred further proceedings without entering a finding of guilt and instead placed you on probation or in a public service or education program or assessed a fine or fee?  Yes  No

Have you ever pleaded guilty, been convicted of, or otherwise been found in violation of the law by a court for any matter other than a minor traffic violation?  Yes  No

If you are now working, is your conduct as an employee or the quality of your work the focus of any investigation by your current employer?  Yes  No

Effective August 1, 2012, a student teacher candidate who has details on an Expanded Criminal Background Check (ECBC) must write and submit a letter explaining the circumstances that led to his/her arrest and the results of that arrest. The letter will be submitted to the Director of Student Teaching and will be kept in a student teacher's official file in the School of Education Office. The Director of Student Teaching and the School of Education Office will not submit a student teacher candidate's application to a school prior to the submission of this required letter.

After reviewing current requirements and policy for student teaching at IU Kokomo, I hereby certify that the above information is, to the best of my knowledge, true, accurate, and complete, and will be updated as needed. **All updates to the information provided on this application must be submitted to the Director of Student Teaching immediately.** Any falsification of this information or failure to provide updated information about potential conflicts of interest or changes in criminal history may be sufficient cause for disqualification or administrative withdrawal from student teaching and dismissal from the Teacher Education Program.

I am requesting permission to complete student teaching, based upon my belief that I will have met all such requirements prior to the student teaching semester requested, and based upon my willingness and commitment to adhere to all School of Education Student Teaching Policy Statements during my student teaching semester. I give permission for IU Kokomo to disclose information concerning my academic preparation (to include transcripts and criminal history records) and eligibility for student teaching to officials in prospective schools in which I may be assigned for student teaching.

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Applicant's Signature

Date



# INDIANA UNIVERSITY KOKOMO

SCHOOL OF EDUCATION

Indiana University Kokomo  
Center for Educational Partnership  
Clusters of School Corporations

- Cluster #1 Carroll, Delphi, Pioneer, and Twin Lakes
- Cluster #2 Clinton Prairie, Frankfort, Rossville, and Tippecanoe County
- Cluster #3 Hamilton Heights, Sheridan, Tipton, Tri-Central, and Westfield
- Cluster #4 Kokomo, Northwestern, Southeastern Cass, Taylor, and Western
- Cluster #5 Eastern, Maconaquah, Oak Hill, Peru, and Wabash
- Cluster #6 Caston, Logansport, North Miami, and Rochester

\*Students may have an opportunity to Student Teach Internationally and the information will be sent out a year prior.

## SCHOOL PREFERENCES

List three clusters where you prefer to student teach, and in which you do not have any potential conflict of interest. You may circle individual schools in the cluster list above. Although there is no guarantee that you will be placed in one of the clusters you identify, every effort will be made to place you within a 50-mile radius of your home, in a school corporation that participates in the IU Kokomo Center for Education Partnership.

NOTE: Due to increased applications and competition from other campuses and universities, you will be expected to student teach where placements are available, regardless of your preferences.

Cluster # \_\_\_\_\_

Cluster # \_\_\_\_\_

Cluster # \_\_\_\_\_

**LEVEL PREFERENCES**

Please check the grade level where you would prefer to student teach. This is not a guarantee that you will be placed at this grade level.

**Elementary**

- Grades K-3
- Grades 4-6

**Secondary**

- Middle School
- High School

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Student Name (type)

Student IU ID Number

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**Education Office Use Only**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_