



## **BHSU School of Education**

### **Transition Point 1:**

# **Admission to the Professional Teacher Preparation Program**

## **Application Packet**

*"The mission of the School of Education is to prepare competent, confident, and caring professionals."*

## Provisional Admission to the Professional Teacher Preparation Program

Any candidate applying to the Professional Teacher Preparation Program may be granted a provisional admission for one semester to complete all requirements for full admission. Provisional admission is determined by the Office of Field Experiences.

### Program Requirements for Full Admission

The submission of this packet constitutes your request for full admission to the BHSU School of Education's Professional Teacher Preparation Program. **Before beginning your student teaching internship**, you must be fully admitted to the program. Your request will be reviewed based on receipt of this fully completed application packet, including your advisor/program coordinator's signature on the Plan of Study page, and the following documentation:

1. minimum **2.60 GPA** both cumulatively and in all required coursework for your teaching major (ARSD 24:16:05:01; BHSU SOE Policy 2.0:2.2.6)
2. **minimum grade of C\*** in the following coursework:
  - a. EDFN 338 (Foundations of American Education)
  - b. EPSY 302 (Educational Psychology)
  - c. EDFN 295 (Pre-Admission Practicum) or  
Composite ECE/SPED major only will replace EDFN 295 with ECE 228 (Observation & Participation) after July 1, 2012
3. current professional **resume**
4. complete Teacher Efficacy **Survey** and Consent Form (*pages 7-8*)
5. current copy of your **Program Evaluation** printed from WebAdvisor, **required for all programs except Project SECOND and Project SELECT**
6. minimum of three (3) mandatory **Professional Dispositions Assessments (PDAs)**, **required for all programs except Project SECOND/SELECT, and Certification Only**
  - a. self-evaluation (*page 9*)
  - b. EDFN 295/ECE 228 clinical faculty
  - c. BHSU faculty member

**\*Project SELECT** candidates need a minimum grade of C in coursework, listed in number 2 above, before their spring internship.

Please complete and submit all required materials in this application packet to the Office of Field Experiences promptly. If you have any questions about the application packet or requirements, please contact Rhonda Wolff in the Office of Field Experiences ([Rhonda.Wolff@bhsu.edu](mailto:Rhonda.Wolff@bhsu.edu) or 605-642-6642).

### Candidate Information:

Name \_\_\_\_\_ Advisor \_\_\_\_\_

Major(s) \_\_\_\_\_ Minor(s) \_\_\_\_\_

Program: B.S.Ed. Degree \_\_\_\_; Certification Only \_\_\_\_

Project SELECT \_\_\_\_; Project SECOND \_\_\_\_; Endorsement \_\_\_\_

Postal Address \_\_\_\_\_

E-mail Address \_\_\_\_\_

## Part 1: BHSU School of Education Policies, SD Board of Regents Requirements, and South Dakota Administrative Rules

Please read each statement below regarding BHSU School of Education policies, SD Board of Regents requirements, and SD state administrative rules. If you have any questions regarding them, please contact the Director of Field Experiences. Sign on the lines provided below indicating that you have read, understand, and will comply with each of these policies and laws.

### Selected BHSU School of Education Policies

1. Candidate Progress in the Program.
  - a. Candidates' progress is reviewed at three transition points during the program as follows. (BHSU SOE Policy 2.0:2.3.1)
    - i. Transition Point 1 – Admission to the Professional Teacher Preparation Program
    - ii. Transition Point 2 – Admission to Student Teaching
    - iii. Transition Point 3 – Program Exit
  - b. The Professional Progress Committee (PPC) monitors all candidates' performance and has the authority to make decisions regarding a candidate's continuation or removal from the program. Candidates have the right to one appeal if they have been removed from the program by the PPC. (BHSU SOE Policy 3.0:2.3.2-3)
  - c. Candidates must present satisfactory progress throughout the program to be recommended for program continuation at each transition point. This includes maintaining acceptable GPAs and grades for coursework and receiving positive recommendations on Professional Dispositions Assessments (PDAs). A shortcoming in any of these areas may lead to a PPC referral and decision regarding the candidate's continuation in or removal from the program. This may also include a decision for continuation on a Plan of Assistance (POA) which will be reviewed as per the individual POA agreement. (BHSU SOE Policy 3.0:2.3)
  - d. If a student teaching intern is experiencing difficulty, he or she may be placed on a Plan of Assistance (POA) which must be successfully completed for program completion. (BHSU SOE Policy 3.0:3.2.3)
  - e. Interns who fail their student teaching internship must appear before the PPC. The PPC will make a final decision to determine whether or not they will be allowed to enroll in student teaching again. (BHSU SOE Policy 3.0:3.5.6)
2. Placements.
  - a. All field experience and student teaching internship placements are made by the Director of Field Experiences. These placements are made based on many factors, including individual candidate learning goals, P-12 school faculty expertise, P-12 student diversity, PDS commitments, experiences in a **minimum of two school districts**, placements in grade levels covering all levels of the candidate's program, and candidate input. Candidates are **NOT** to make arrangements or contact anyone else (university or P-12 school faculty) regarding placements. (BHSU COE Policy 3.0:3.3.2)
  - b. Candidates must have a **criminal background check** completed and on file in the district where they will be placed, prior to the beginning of their student teaching internship and/or the pre-student teaching practicum as per school's policy.
  - c. Proof of Liability Insurance before pre-student teaching practicum (One Year Residency/PDS) and student teaching internship.

### **Selected SD Board of Regents Policy Requirements (SDBOR 2:16)**

3. Placement in Private Schools.
  - a. Interns are typically placed in public schools for student teaching. Interns may be placed in accredited private schools for their internship on an individual case basis.
4. Praxis Exams (cf. ARSD 24:16:05:03)
  - a. **Praxis Content Knowledge exams for a candidate's major(s) must be passed *prior to their student teaching internship*.**
  - b. Interns must submit passing Praxis scores in all required major content areas before they are allowed to begin their internship. (SDBOR 2:16:8B)
  - c. Interns must successfully complete the Praxis Principles of Learning & Teaching exam (PLT) during their student teaching semester. (SDBOR 2:16:8C)

### **Selected SD State Administrative Rules**

5. Pre-Student Teaching Practicum
  - a. Field experiences will be made with a focus on varied grade levels, content areas, and diversity required by the candidate's major(s)/minor(s). (ARSD 24:16:07:02)
6. Student Teaching Internship
  - a. Student teaching internships require a minimum of ten complete weeks of supervised experiences within the intern's chosen program. Programs leading to dual authorizations require a full semester with a balance of time spent in both areas of authorization. (ARSD 24:16:07:03; BHSU SOE Policy 2.0:2.2.4)

### **Other Important Information**

7. Inappropriate behaviors for an aspiring professional and documented by a Professional Dispositions Assessment (PDA) may lead to the candidate's administrative removal from the Professional Teacher Preparation Program.
8. Interns must pass the Praxis Content Knowledge and Praxis Principles of Learning & Teaching (PLT) exams for all certification areas they desire on their teaching certificate before being recommended for those authorizations on their teaching certificates.
9. Interns must successfully complete the Teacher Work Sample during the student teaching internship as part of program completion.
10. Candidates must keep all information relative to P-12 candidates and school personnel confidential.
11. Candidates must read, understand, and agree to comply with the South Dakota Professional Teacher Code of Ethics (<http://doe.sd.gov/oatq/propractices/PTPSC/ethicsteach.asp>).
12. Candidates with previous legal issues need to meet with the Director of Field Experiences regarding their ability to be certified as a teacher.

I have read, understand, and will comply with each of the above policies and laws.

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Candidate Signature

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Date

**Part 2: Plan of Study**

During or after meeting with your advisor(s), please write out your plan of study for your remaining semesters. [If you do not know your education advisor, contact [Melissa.Woodall@bhsu.edu](mailto:Melissa.Woodall@bhsu.edu) in The School of Education].

Candidate Name \_\_\_\_\_

Major(s) \_\_\_\_\_

Semester/Year		Semester/Year		Semester/Year	
Course Prefix & #	Credits	Course Prefix & #	Credits	Course Prefix & #	Credits

Semester/Year		Semester/Year		Semester/Year	
Course Prefix & #	Credits	Course Prefix & #	Credits	Course Prefix & #	Credits



## Understanding the Impacts of Methods Courses and Student Teaching Internships on Student Teacher Efficacy

### Participant Consent Form

As a candidate in the Black Hills State University School of Education's Professional Teacher Preparation Program, you are invited to participate in an important study being conducted by Dr. Richard Carriveau from BHSU. The study examines the impacts of your methods coursework and student teaching internship on your self-efficacy as a teacher. Data from this study will be used to inform the School of Education related to its stated mission: "The mission of the School of Education is to prepare competent, confident, and caring professionals." It will also be used in a research article to be submitted by Dr. Carriveau upon completion of the study.

No risks are connected with your participation. Potential benefits for you include the knowledge that your participation has helped strengthen the School of Education's Professional Teacher Preparation Program. Your participation in this study is voluntary. You may choose not to participate or to withdraw your consent to participate at any time without penalty.

If you consent to participate, you will be asked to complete a short 24-question survey at three points in your next two semesters. The survey will take no more than 5 minutes of your time. Your responses are kept completely confidential at all times. No names will be used at any point of the study, nor will names be used in any reports or articles for publication. However, your student ID # is requested so that responses between the three data point collections may be analyzed by the researcher. If you have any questions or concerns now or later, please contact Dr. Richard Carriveau at [richard.carriveau@bhsu.edu](mailto:richard.carriveau@bhsu.edu) or 605.642.6077 for assistance. You may also contact the Black Hills State University Sponsored Programs office (605.642.6204). You will receive a copy of this consent form for your records.

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Please indicate your consent to participate (or not) in this study by placing a check mark in the appropriate space below and then signing and dating the form. Thank you!

I give my consent to participate in the study, "Understanding the Impacts of Methods Courses and Student Teaching Internships on Student Teacher Efficacy."

I do not give my consent to participate in the study, "Understanding the Impacts of Methods Courses and Student Teaching Internships on Student Teacher Efficacy."

\_\_\_\_\_  
Participant Name (printed neatly)

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Richard Carriveau

Principal Investigator

\_\_\_\_\_  
Principal Investigator Signature

\_\_\_\_\_  
Date

**Teachers' Sense of Efficacy Scale** (Tschannen-Moran & Woolfolk-Hoy 2001)

Participant ID# \_\_\_\_\_ Major(s) \_\_\_\_\_

\_\_\_\_\_ (Transition Point 1: Admission to PTPP) \_\_\_\_\_ (Transition Point 2: Pre-Student Teaching) \_\_\_\_\_ (Transition Point 3: Program Exit)

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the questions below. Your answers are confidential.

Teacher Beliefs Question	How much can you do?								
	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
	1	2	3	4	5	6	7	8	9
1. How much can you do to get through to the most difficult students?									
2. How much can you do to help your students think critically?									
3. How much can you do to control disruptive behavior in the classroom?									
4. How much can you do to motivate students who show low interest in school work?									
5. To what extent can you make your expectations clear about student behavior?									
6. How much can you do to get students to believe they can do well in school work?									
7. How well can you respond to difficult questions from your students?									
8. How well can you establish routines to keep activities running smoothly?									
9. How much can you do to help your students value learning?									
10. How much can you gauge student comprehension of what you have taught?									
11. To what extent can you craft good questions for your students?									
12. How much can you do to foster student creativity?									
13. How much can you do to get children to follow classroom rules?									
14. How much can you do to improve the understanding of a student who is failing?									
15. How much can you do to calm a student who is disruptive or noisy?									
16. How well can you establish a classroom management system with each group of students?									
17. How much can you do to adjust your lessons to the proper level for individual students?									
18. How much can you use a variety of assessment strategies?									
19. How well can you keep a few problem students from ruining an entire lesson?									
20. To what extent can you provide an alternative explanation or example when students are confused?									
21. How well can you respond to defiant students?									
22. How much can you assist families in helping their children do well in school?									
23. How well can you implement alternative strategies in your classroom?									
24. How well can you provide appropriate challenges for very capable students?									



**Black Hills State University Professional Dispositions Assessment**  
**Admission to the Professional Teacher Preparation Program**

*The mission of the College of Education is to prepare competent, confident, and caring professionals.*

Candidate Name \_\_\_\_\_ ID \_\_\_\_\_ Major \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

This form is used in making decisions regarding a candidate's admission to the BHSU Professional Teacher Preparation Program. It may also be used to document specific concerns about a candidate's behavior in relation to decisions regarding admission (or denial of admission) to the program. Please return this form to the Office of Field Experiences (Unit 9038).

**Rating Scale: 4 = consistently; 3 = most of the time; 2 = occasionally; 1 = rarely; 0 = never; N/O = not observed**

Professional Conduct	The teacher candidate ...	Rating
<b>Demonstrates responsibility</b>	1. is present, punctual, and prepared for class	4 3 2 1 0 N/O
	2. completes assigned tasks that demonstrate high personal standards and best effort	4 3 2 1 0 N/O
	3. models professional attire and personal hygiene	4 3 2 1 0 N/O
	4. models educated language and behavior	4 3 2 1 0 N/O
	5. recognizes her/his professional responsibility by being actively engaged in class	4 3 2 1 0 N/O
<b>Is accountable</b>	6. complies with university, COE, school building, and district policies and procedures	4 3 2 1 0 N/O
	7. maintains professional relationships	4 3 2 1 0 N/O
<b>Maintains confidentiality</b>	8. maintains confidentiality of professional information	4 3 2 1 0 N/O
<b>Competent</b>	9. knows that subject matter is not a fixed body of facts but is continuously evolving	4 3 2 1 0 N/O
<b>Confident</b>	10. shows respect for the individual learner and/or diverse talents of all learners	4 3 2 1 0 N/O
	11. displays a positive, enthusiastic attitude toward the discipline	4 3 2 1 0 N/O
<b>Caring</b>	12. believes all children can learn	4 3 2 1 0 N/O
	13. respects others as individuals with differing personal and family backgrounds and various skills, talents, and interests	4 3 2 1 0 N/O

<b>Recommendation for Admission to BHSU Professional Teacher Preparation Program (check one)</b>		
Admit _____	Admit with reservations _____	Do not admit _____

Comments (use back, if necessary) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_