



BLACK HILLS
STATE UNIVERSITY

Admission Application Packet

to the

School of Education

Professional Teacher Preparation Program

(Transition Point 1)

Admission Application Checklist

(check the appropriate box next to EACH item attached)

<input type="checkbox"/>	I have attached a current professional resume
<input type="checkbox"/>	I have attached a recent picture
<input type="checkbox"/>	I have read and understand the policies and laws on pages 3 and 4 (<i>signed page 4</i>)
<input type="checkbox"/>	I have completed the Disclosure of Convictions (<i>signed page 5</i>)
<input type="checkbox"/>	I have utilized Degree Works to complete the Plan of Study (<i>page 6</i>) and discussed it with my advisor (<i>signed page 7</i>)
<input type="checkbox"/>	My advisor has reviewed and signed my application (<i>signed page 7</i>)
<input type="checkbox"/>	Professional Dispositions Assessments - Self (PDA) are on file in the Office of Field Experiences (<i>see page 2 number 5 for details</i>)(<i>signed page 8</i>)
<input type="checkbox"/>	Professional Dispositions Assessments - Clinical Educator (PDA) are on file in the Office of Field Experiences (<i>see page 2 number 5 for details</i>) (<i>signed page 9</i>)
<input type="checkbox"/>	Professional Dispositions Assessments - Faculty (PDA) are on file in the Office of Field Experiences (<i>see page 2 number 5 for details</i>) (<i>signed page 11</i>)

Submit your completed application packet to:
Black Hills State University – School of Education
Office of Field Experiences – Jonas 203A
1200 University Street Unit 9038
Spearfish SD 57799-9038

Email: Kellie.Hatch@BHSU.edu

Phone: 605-642-6642

“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. Candidates with GPA's below 2.6 will not be granted a provisional 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 **2.70 GPA** both cumulatively and in all required coursework for your teaching major (BHSU SOE Policy 2.1:2.1.2)
2. **minimum grade of C*** in the following coursework:
 - a. ENGL 101 & 201 (Composition I & II)
 - b. SPCM 101 (Fundamentals of Speech)
 - c. PSYC 101 (General Psychology)
 - d. MATH (Any Gen Ed Math – *Elementary Education Majors ONLY*)
 - e. EDFN 338 (Foundations of American Education)
 - f. EPSY 302 (Educational Psychology)
 - g. EDFN 295 (Pre-Admission Practicum) or
Composite ECE/SPED major only will replace EDFN 295 with ECE 328 (Observation & Participation) after July 1, 2012
3. current professional **resume**
4. discuss your DegreeWorks status with your advisor
5. minimum of three (3) mandatory **Professional Dispositions Assessments (PDAs)**, **required for all programs**
 - a. self-evaluation (*completed during EDFN 295 practicum*)
 - b. EDFN 295/ECE 328 clinical faculty
 - approved transfer and experiential substitution will add a PDA from a second BHSU faculty member instead of the clinical faculty for EDFN 295/ECE 328.
 - c. BHSU faculty member (*completed during EDFN 295 practicum*)
6. a recent picture for your file

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 Kellie Hatch in the Office of Field Experiences Kellie.Hatch@BHSU.edu or 605-642-6642.

Candidate Information:

Name _____ Advisor _____

Major(s) _____ Minor(s) _____

Student's Banner ID # _____ Cell Phone # _____

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 2.3:2.3.1)
 - 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 2.3:2.3.2 & 2.3:2.3.3)
- 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 2.3:2.3.5)
- 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 3.5:3.5.4)
- 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 3.5:3.5.6)

2. Placements

- a. The Director of Field Experiences, utilizing a negotiated agreement with selected school districts in South Dakota and Wyoming, coordinates placements to ensure that candidates are assigned to school faculty who are accomplished professionals, with at least three years of experience, and are prepared for their roles as mentors and supervisors. Field experiences will include P-12 students with exceptionalities and P-12 students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Candidate's placements will be in grade levels covering his/her program with a minimum of two school districts. Candidates are **NOT** to make arrangements or contact anyone else (university or P-12 school faculty) regarding placements. (BHSU SOE Policy 3.1:3.1.3 & 3.3:3.3.2)
- 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. (SDCL 13-10-12)
- c. Proof of Liability Insurance before pre-student teaching practicum (One Year Residency/PDS) and student teaching internship. (BHSU SOE Policy 3.2:3.2.2)

3. Placements for Certification Only

- a. All placements are coordinated by the Director of Field Experiences and Post Baccalaureate Programs' Coordinator/Director. Certification only candidates are also subject to satisfy criminal

background check and proof of liability insurance. (BHSU SOE Policy 3.2:3.2.2; 3.3:3.3.4; SDCL 13-10-12)

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

4. 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.
5. Praxis Exams (cf. ARSD 24:16:05:06)
 - 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 the student teaching internship. (SDBOR 2:16:7B)
 - c. Interns must successfully complete the Praxis Performance Assessment for Teachers (PPAT) during their student teaching semester. (SDBOR 2:16:7C)

Selected SD State Administrative Rules

6. 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)
7. Student Teaching Internship
 - a. Candidates must complete no less than ten weeks of the student teaching internship in each major, as per ARSD 24:53:06:03. Candidates majoring in K-12 programs (Art, Music, Physical Education, Special Education, and Foreign Language) must complete the student teaching internship at two of three levels (elementary, middle level, secondary). The third level should be completed during the pre-student teaching practicum. (BHSU SOE Policy 2.2:2.2.4)

Other Important Information

8. 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.
9. 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.
10. Interns must successfully complete the PPAT (*Praxis Performance Assessment for Teachers*) during the student teaching internship as part of program completion.
11. Candidates must keep all information relative to P-12 candidates and school personnel confidential.
12. Candidates must read, understand, and agree to comply with the South Dakota Professional Teacher Code of Ethics <https://sdlegislature.gov/Rules/Administrative/14062>
13. 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.

Candidate Signature

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 heather.maier@bhsu.edu or in Rapid City contact christopher.roman@bhsu.edu

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

Part 3: Plan of Study Review Signatures

Obtain the necessary signatures below, formally indicating your intent to complete the application process.

1. I have read, understand, and agree to comply with all of the conditions pertaining to admission to the Professional Teacher Preparation Program.

Signature of Applicant

Date

2. As academic advisor, I have reviewed this candidate's application and believe it to be accurate.

Signature of Advisor

Date

Director of Field Experiences Recommendation (Office of Field Experiences Use Only)

_____ **Full Admission** to Professional Teacher Preparation Program

Date

_____ **Provisional Admission** to Professional Teacher Preparation Program (see letter)

Date

_____ **Denial of Admission** to Professional Teacher Preparation Program (see letter)

Date

Signature of Director of Field Experiences

Black Hills State University Professional Dispositions Assessment

Admission to the Professional Teacher Preparation Program

Self-Assessment to be completed by the Applicant

The Mission of the School of Education is to prepare competent, confident, and caring professionals.

Candidate Name _____ ID _____ Major _____

Practicum Course Number _____ Date _____

This form is used in making decisions regarding a candidate’s admission to the BHSU School of Education Professional Teacher Preparation Program. It may also be used to document specific concerns about a candidate’s behavior in relation to decisions regarding admission to the program.

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

Professional Conduct	I, the teacher candidate ...	Rating
Demonstrates responsibility	1. am present, punctual, and prepared for class (InTASC 9)	4 3 2 1 0 N/O
	2. complete assigned tasks that demonstrate high personal standards and best effort (InTASC 9)	4 3 2 1 0 N/O
	3. model professional attire and personal hygiene (InTASC 9)	4 3 2 1 0 N/O
	4. model educated language and behavior (InTASC 5)	4 3 2 1 0 N/O
	5. recognize my professional responsibility by being actively engaged in class (InTASC 9)	4 3 2 1 0 N/O
Is accountable	6. comply with university, SOE, school building, and district policies and procedures (InTASC 9)	4 3 2 1 0 N/O
	7. maintain professional relationships (InTASC 9)	4 3 2 1 0 N/O
Maintains confidentiality	8. maintain confidentiality of professional information (InTASC 9)	4 3 2 1 0 N/O
Competent	9. know that subject matter is not a fixed body of facts but is continuously evolving (InTASC 4)	4 3 2 1 0 N/O
Confident	10. show respect for the individual learner and/or diverse talents of all learners (InTASC 2)	4 3 2 1 0 N/O
	11. display a positive, enthusiastic attitude toward the discipline (InTASC 5)	4 3 2 1 0 N/O
Caring	12. believe all children can learn (InTASC 2)	4 3 2 1 0 N/O
	13. respect others as individuals with differing personal and family backgrounds and various skills, talents, and interests (InTASC 2)	4 3 2 1 0 N/O

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

Candidate’s Signature _____

Comments (use back, if necessary) _____

Evaluator’s Signature _____

PDA Form Approved by the College of Education faculty on August 28, 2007 revised December 2012 (aligned with InTASC 2011)

Black Hills State University Professional Dispositions Assessment

Admission to the Professional Teacher Preparation Program

Completed by the practicum Clinical Educator

The Mission of the School 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 School of Education Professional Teacher Preparation Program. It may also be used to document specific concerns about a candidate's behavior in relation to decisions regarding admission to the program.

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

Recommendation for Admission to BHSU Professional Teacher Preparation Program (check one)

Admit _____ Admit with reservations _____ Do not admit _____

Practicum Clinical Educator Signature _____

Comments (use back, if necessary) _____

Black Hills State University Professional Dispositions Assessment
Admission to the Professional Teacher Preparation Program
Completed by any BHSU Faculty

The Mission of the School 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 School of Education Professional Teacher Preparation Program. It may also be used to document specific concerns about a candidate's behavior in relation to decisions regarding admission to the program.

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

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

Any BHSU Faculty Signature _____

Comments (use back, if necessary) _____