



STUDENT TEACHER APPLICATION

Application Instructions

*Fall semester: Applications are due by September 15th or the next business day.
Spring semester: Applications are due by February 15th or the next business day.*

***This is a checklist for you to use when completing your application to Student Teach.
Submit all materials together.***

For acceptance to Student Teach you will need to meet the following criteria and include the following information with your application:

1. Admission to the Teacher Education Program – Undergraduate candidate only (This is N/A for MSE candidates.)
2. Passing scores on applicable ISBE Content Tests. You may attach a copy of your upcoming scheduled test date(s).
3. All required licensure courses, content area, and methods courses must be completed with a GRADE OF “C-” or higher.
4. Background Check – FBI and Illinois Background Checks must be completed as part of your application to Student Teach. However, they cannot be done until your student teaching placement has been made. You will be conditionally accepted into Student Teaching until all required documents and tests are completed, including Background Checks. More information is provided upcoming confirmation of your student teaching placement.
5. Cumulative GPA of 2.6 or higher.
6. Declared major correctly stated on your transcript. Change of major or minor is done through the Registrar’s Office and your advisor.
7. No academic or dispositional concerns.
8. Include **two** recommendations from instructors in the School of Education. If you are a secondary education major, please include one recommendation from a School of Education instructor and one from an instructor in your content area.
9. Attach a copy of your transcript showing all of your coursework; this may be printed from your QU Portal account.
10. Program completion needs to be verified. Undergraduate student should provide a current degree audit from the Registrar’s Office (contact them for more information) and MSE students should get a signed checklist from their advisor. Additionally, attach a completed academic degree checklist signed by your academic advisor.
11. Submit a 1-2 page essay addressing the following:
 - o How you have incorporated the key components of the School of Education’s mission statement into your teaching.
 - o How your views on classroom management, discipline, and your own teaching practices have changed to reflect these elements.
12. *Please note: Application for TEP and Student Teaching should **NOT** be done at the same time.*

ALL of the above information and materials must be submitted together to the School of Education, Francis Hall 320.

INCOMPLETE APPLICATIONS WILL NOT BE ACCEPTED

Please turn in your completed applications to:

**Quincy University
School Of Education’s Office
Francis Hall, Room 320**



STUDENT TEACHER APPLICATION

Date application completed: _____

Semester in which you plan to **student teach**: Fall 20 Spring 20

Initial Application

*Reapplication * Attach a separate document explaining the reason you are re-applying, including previous deficiencies cited and how they have been addressed.*

Date of TEP Acceptance, Semester _____ 20__

Personal Information

Name: _____ Date of Birth: _____

Last, First

Student ID#: _____ Cum. GPA _____ Cell Phone: _____ ELIS# _____

Address @ QU: _____

Street City, State Zip Phone

Home Address: _____

Street City, State Zip Phone

QU Email _____ Advisor Name _____

Teacher Licensure Area

- Early Childhood (Birth – 2nd)
- Elementary (1-6)
- Middle School (5-8)
 - English / Language Arts
 - Math
 - Science
 - Social Studies
- Music (K-12)
- Secondary (9-12) Biology
- Secondary (9-12) English
- Secondary (9-12) History
- Secondary (9-12) Mathematics
- Special Education (Pre-K -21): LBS I

Placement Preference: Requests are made during your EDU 390 or MSE 590 course. If you are not currently enrolled in one of the courses, please see Student Teaching Director, currently Dr. Glenda McCarty [mccargl@quincy.edu] for placement requests.

The Teacher Education Committee may require an interview as needed.
You will not be accepted if you fail to meet any of the stated requirements.

Any information stated on this form should be true and factual. Altered transcript copies, false information, or erroneous attachments will render this application null and void. Further action, including academic suspension, may be the result of falsified information submitted with this application.

Your Signature

I realize that it is my responsibility to meet all prerequisites for acceptance to the Teacher Education Program; I certify that all of the information provided is true and complete to the best of my knowledge.

Candidate's Signature: _____ Date: _____

Advisor's Signature

I have reviewed the qualifications & eligibility of the above applicant and recommend him/her to the Teacher Education Program.

Advisor's Signature: _____ Date: _____

Quincy University School of Education
Request for Reference
Statement of Recommendation for a Candidate

Candidate Name (Print) _____ Date _____

Application: Teacher Education Program Student Teaching

Name of Recommending Individual: _____

To the Recommending Individual:

• **Please return this form to the student requesting the reference, or if you wish to not have the student review your statement, please send it directly to the School of Education office – 1800 College Ave., Quincy, IL 62301, or email to mccargl@quincy.edu.**

• **Directions:** This **reference form** will be used to provide the **School of Education Teacher Education Committee** with pertinent information. Please place an **X** in the box that most accurately indicates the degree of competency of this applicant:

Behavior and Aptitude of Candidate
4= Consistently 3= Usually 2= Sometimes
1= Seldom/Rarely NA= No opportunity to observe

Evaluation Criteria	4	3	2	1	N/A
1. Is self-confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exhibits appropriate interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates leadership abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is resourceful and creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Works cooperatively with others in pursuit of a task/goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrates a caring, positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is goal oriented, produces quality work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates effective oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates effective written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is dependable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Goes beyond minimal expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is receptive to and implements feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Maintains high ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Demonstrates appropriate decision making skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Exhibits self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Demonstrates tolerance and open mindedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Candidate Name: _____

Recommendation Pg. 2

Application: Teacher Education Program Student Teaching

How long have you known this applicant?

In what capacity?

This candidate's greatest strength is:

Overall potential as a Candidate: Excellent Good Fair Poor

Would you be pleased to have this candidate teach/work with your child? **YES** **NO**

Any additional Comments and Recommendations:

Reference Signature: _____ Date: _____

Printed Name: _____ Organization/Position: _____

QU appreciates any and all support given to our candidates. Thank you for your time!

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