The Student Teacher Application Process

Applying for secondary student teaching in Biology, Chemistry, Geology or Physics involves two forms:

1) A one-page sheet entitled "Preferences for Location of Student Teaching," and

2) Two copies of a four-page packet entitled "Student Teacher Personal Data Sheet for Cooperating Teachers." Please complete these forms by the indicated deadline and in the manner described.

Directions on How to Complete the Forms:

1) "Preferences for Location of Student Teaching"

While we cannot guarantee you will be placed in your first choice, we will do everything we can to assign student teachers to locations that work best for all parties involved (student teachers, supervisors, and the schools themselves). This form is designed to give you the opportunity to provide as much information as possible to assist in that task. Type or neatly print the requested information:

Place a 1 in your first grade level preference and a 2 for your second choice. If you have no preference between high school or junior high/middle school, mark both spaces with a 1. If you do not wish to be considered for placement at one of the two levels, mark your first preference with a 1 and leave the other space blank.

Answer questions 1-7

#1 Name the high school from which you graduated. As a general rule, you will not be placed there for student teaching.

#2 Provide the name of the town where you intend to live while student teaching. This is very important in helping decide in which region you will be placed. If you are not sure, please say so, but provide as much information as you can to assist us in placing you.

#3 Provide the names of the schools where your ILAS 201 & ILAS 301 clinical experiences were held.

#4& 5 Provide the requested information. As a general rule, we will not place you at one of these schools.

#6 List any particular schools where you would be interested in being placed. If appropriate, explain why.

#7 Use this question to provide any additional information you would like considered as we attempt to place you.

2) "Student Teacher Personal Data Sheet For Cooperating Teachers"

Of the two forms, this one is sent directly to the schools when we request placement. Therefore it is critical to fill out this form comprehensively and professionally. You should make two copies, one for practice and one for your final draft. You will return the final draft to the secondary science education coordinator (Judy Boisen) by the requested due date. She will check to make sure it is complete and professional. If necessary, she will return it to you for revisions. All information on this form must be typed. If you believe that you can reproduce the form on a word processor, you may do so. However, the science education coordinator will be the final judge of whether your reproduction is acceptable.
• "Biographical Information" (Page 1):

Provide the requested information for name, address and telephone numbers.

• "Work Experience" (Pages 1 and 2):

Answer each question in either complete sentences or a neatly presented list. If you have no information relevant to a particular question, write "none" in the appropriate space. "Previous classroom teaching experience" may include clinicals, but only if you actually "taught" during that experience. Indicate how much time you actually spent teaching. "Additional work experience" should not be strictly confined to the world of education as schools are often interested in their teachers as people with outside interests. In other words, let them know what else you have done with your life.

• "Education" (Page 2):

Much of the information is self-explanatory, but pay particular attention to the following:

- When listing "colleges and universities attended in addition to NIU," include full name of the school, dates of attendance, and degrees completed (if any).
- "Date of expected graduation" is the date at the end of student teaching.
- For Students-At-Large the "degree sought" is "certification." For all others, it is the applicable B.S. or M.S.
- Teaching field/major is Biology, Chemistry, Geology or Physics.
- Subjects best prepared to teach are your major and any other disciplines in which you anticipate earning endorsements.
- If you are not sure of your GPAs, leave them blank and we will check them for you.
- Total semester hours taken ... in teaching field/major includes all courses completed (and anticipated completing) in the major by the time of student teaching.

• "Personal Statement" (Page 3):

This is arguably the most important part of the application. Here you give the prospective school a sense of who you are as a person, what your views are on educating secondary students, and whether or not you are capable of communicating effectively in writing. Therefore, the best advice is to be yourself, be honest, and do not try to impress anyone with your knowledge of education-related jargon.

• "List of Courses" (Page 4):

There are three separate categories on this page:

1) courses in your major (Biology, Chemistry, Geology or Physics)
2) courses in Professional Education, and
3) courses in science outside of your major

The following stylistic notes refer to all three categories:

- Give complete title of each course (or properly abbreviate, if space is limited).
- "Course number" includes both the department name and the number (e.g., PHYS 494, EPS 406, not just 494 or 406).
- "Institution" is NIU or other college or university.
- "Year" is year completed.
- "Semester hours" is self-explanatory.
- "Grade" is self-explanatory, but leave the space blank if you are currently taking the course or will be taking it the semester before student teaching. You should list courses you have not yet finished but anticipate completing by the time of student teaching. If you are not sure what those may be, indicate in the appropriate space(s) something like “upper division course in Biology”.