

# PART II CHECKLIST

Student's Name: \_\_\_\_\_

Date Part II Submitted: \_\_\_\_\_

Deadline For Submitting  
Spring '11 Student Teaching Application Part II Packets:  
**Friday, September 24, 2010**

## 1. Please Note:

- We do not accept incomplete or late applications.
- We cannot make photocopies of your materials.

## 2. Print and Submit to 111 Satterlee Hall:

- Completed Part II Checklist (1 copy of this form)
- Completed teacher certification authorization form (1 copy)

## 3. Submit to 111 Satterlee Hall:

5 stapled sets of the following materials, in this order:

- Résumé
- Auto Bio Sketch
- Lesson Plan
- 1 Photocopy of driver's license or SUNY ID card only.  
(DO NOT ENLARGE)

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## 4. Reminders:

- Create New York State TEACH account at [www.highered.nysed.gov/tcert/teach](http://www.highered.nysed.gov/tcert/teach)
- Maintain your subscription to TaskStream throughout student teaching.
- Upload your Part II to Supervisor I when you receive your student teaching placements.
- HLTH 230 must be completed prior to applying for certification.
- Fingerprinting must be completed prior to applying for certification.

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### For office use only:

Log Authorization form.

Log Part II submitted.

Staple one Part II to the student's file on the back cover.

Staple photo to inside cover, file checklist and authorization form in folder.

Place four Part II applications in rolling bin. File according to US or CA, and if a student is completing one placement in the US and one in CA, place two Part II applications in US and two in CA.

\_\_\_\_\_  
Office Personnel Initials

\_\_\_\_\_  
Date

**TEACHER CERTIFICATION RECOMMENDATION  
AUTHORIZATION FORM**

**By completing and signing this form, I am authorizing SUNY Potsdam to submit Recommendations for Teacher Certification to the New York State Education Department's Office of Teaching Initiatives, after I have completed one of SUNY Potsdam's New York State Approved Teacher Education Programs.**

**1) Potsdam ID Number: P** \_\_\_\_\_

**2) SSN# or SIN #** \_\_\_\_\_

**3) NAME & ADDRESS**

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**LAST NAME** **FIRST NAME** **MI**

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**ADDRESS** **APT. #**

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**CITY** **STATE** **ZIP/POSTAL CODE**

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**TELEPHONE WORK/DAY TELEPHONE**

**4) AUTHORIZATION**

I hereby authorize the release of my name, social security and/or social insurance number, date of birth, appropriate program code, certificate type and certificate code necessary for recommending me for certification of the New York State Education Department's (NYSED) Office of Teaching Initiatives through the TEACH System. I understand the TEACH System is managed and maintained by the New York State Education Department and that SUNY Potsdam has no control over its operation.

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**STUDENT'S SIGNATURE** **DATE**

Please allow 30 - 60 days after the "degree awarded date" for your record to be finalized and for your recommendations to be sent electronically to NYSED.

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**Please mail or fax this completed form to the office below:**

**SUNY Potsdam  
Office of Field Experiences and Teacher Certification  
111 Satterlee Hall  
Potsdam, NY 13676  
Fax: (315) 267-3327**

**JANE Q. DOE**  
**111 Laney Street**  
**Zigford, NY 14435**  
(716) 864-4367

E-Mail: Doe25@potSDam.edu

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**EDUCATION**      **Bachelor of Arts**, SUNY College at Potsdam, Potsdam, NY (anticipated 5/12)  
Major: Childhood Education

Pittsford Mendon High School, Pittsford, NY (6/08)

**CERTIFICATIONS**      Childhood 1-6 and Early Childhood Birth-2 (anticipated 5/12)

**HONORS**

- Kappa Delta Pi, National Education Honor Society
- Psi Chi, Psychology Honor Society
- Phi Eta Sigma, National Freshman Honor Society
- President's List (5 semesters)
- Dean's List (2 semesters)

**TEACHING RELATED EXPERIENCE**

**Teacher's Aide**, Potsdam Day Care Center, Potsdam, NY (Academic years 09-12)  
Assisted the teacher with planning and implementing activities. Read to children ages 1-4. Maintained discipline.

**Field Experience**, Kennedy Elementary, Ogdensburg, NY (3/11-4/11)  
Observed and taught in a multi-age first and second grade classroom. Focused on teaching Math and English.

**Instructor**, Camp Northway Lodge, Ontario, Canada (Summers 08-12)  
Instructed canoeing and swimming for girls ages 8-15. Enforced camp policies and procedures.

**College Tutor**, SUNY Potsdam, Potsdam, NY (9/09-5/12)  
Tutored college students in Psychology, Elementary Education, and English courses. Assisted students with their course assignments.

**Counselor**, Camp Hacco, Rochester, NY (Summers 08-09)  
Supervised mentally disabled campers ages 4-16. Assisted students with developing job and social skills.

**Aerobics Instructor**, SUNY Potsdam, Potsdam, NY (9/10-5/11)  
Taught all level aerobic classes to students ages 16-40. Planned lessons, choreographed exercise routines, and evaluated students' performance.

**ACTIVITIES**

Secretary, Phi Eta Sigma Honor Society  
Senior Chaplin, Agonian Social Sorority, coordinated all of the community service activities.  
**Note-taker**, for a fellow college student with disabilities.

**SPECIAL SKILLS**

**Dance**: Choreographed several musicals for summer camp and sorority.  
**Wilderness Survival**: hiking and canoe guide.

**TRAVEL**

Extensively through the U.S. and Canada.  
Lived near San Francisco, California for seven years.

## Writing the Autobiographical Sketch: A Workshop For Student Teaching Applicants

### **Overview**

The autobiographical sketch should show why the student teacher would be a benefit to the sponsor's classroom and should help the sponsor evaluate whether s/he would be a good match for the student teacher.

Students should not present life histories. Students should select a few of their most relevant qualities and experiences and communicate them well. The message should be: "I can contribute to the classroom, and I can learn with you and from you."

### **Be Well Represented**

The application materials stand in for the student in this important process. Be sure they are easy to read, interesting, professional, correct, and appealing to the eye. Seek feedback from trustworthy sources, including the College Writing Center. Accurate use of English is critical.

Students should evaluate their **relevant strengths** and share them clearly. Students should show the sponsor teachers why they want the student teacher to be in their classroom. Students should help them imagine what they are really like and what they can contribute to the classroom and in collaboration with them.

### **Be Represented Honestly**

Honesty and accuracy allow the sponsor teacher to make the best match and lay a solid foundation for a relationship with the sponsor teacher.

A good match, an honest character, and a good working relationship will contribute to a student teacher's successful learning experience. Ultimately they also contribute to the best possible recommendation by their sponsor teacher. (Remember that the sponsor teacher's recommendation to future employers is an important part of an application for future jobs.)

Analyze this: What is known about the reader's needs? What does the reader already know about the student as an applicant?

### **Possible Format for the Autobiographical Sketch**

Modify this format, but try to cover these areas:

#### **I. Opening:**

- Student teachers should clearly state what they are applying for, and when they will be completing student teaching. Summarize the sketch in a few words so the reader knows what to expect;
- Student teachers should communicate their eagerness to contribute to the teacher's classroom; and
- Somewhere in the sketch, the student's major, and perhaps the student's professional goals -- however it does not have to be in the opening.

#### **II. Student teachers should describe themselves:**

- discuss **a few** personal qualities and how they could contribute to the educational goals of this teacher's classroom; briefly describe one or two experiences that show how those qualities are used;
- the teacher also has the student's résumé: students should mention only the most relevant experiences in the sketch, using them to communicate their personality, style, talents, and needs; and
- student teachers are special individuals; give the reader a sense of lifestyle, if it is relevant; volunteer experiences; passions; parenting or care giving experiences; how do these things support the classroom?; don't sound like "just another college student."

### III. **What does the student teacher want and need?**

- Curriculum: Communicate particular interests, so that the sponsor teacher can imagine what parts of the curriculum could be taught by the student teacher.
- Development of skills: student teachers should state which skills they are comfortable with, and which ones they want to develop further; show some self-assessment; the sponsor teacher can evaluate whether s/he is a good match for the student teacher's needs.
- Send the message: "I'm self-directed and self-aware; you can picture us working together."

### IV. **Closing**

- The conclusion should fit with the rest of the sketch, not just be an "add-on."
- Student teachers should communicate that they are eager to contribute and grow.

### ***A Word About Introductions and Conclusions***

In general, introductions should summarize what has been said in the essay in a lively way. They should give the reader an accurate preview. Introductions make a promise of what will be delivered in the essay. REVISE THE INTRODUCTION – change it to keep it accurate as the essay builds.

For the autobiographical sketch, again think of the busy teacher reader going through a stack of 30 sketches. The introduction should be very lively and immediately show this person what your qualities are.

#### **Grab his or her attention with an interesting opening story or question.**

Through these stories, USE description drawing on all THE SENSES – what is seen in the scene, what is heard, what can be touched or felt? Make the reader feel that they are right there in that scene, watching the action, or sharing your point of view and getting inside your thoughts and feelings.

When the conclusion is written, ask: what will the reader think when she or he walks away from reading this sketch? Remind the reader of the main points, in new words. Keep it warm and energetic: Make them want to meet you, the real live wonderful person behind the text. And draw on the reader's new knowledge. That is, now that she or he has read the sketch, what can be said that is deeper, more detailed, more specific, and more genuine than could have been said in the opening part of the sketch?

Adapted from a workshop by Ms. Jennifer Mitchell  
The State University of New York at Potsdam  
Department of English and Communication

## **The Autobiographical Sketch for Student Teaching Placement**

The Autobiographical Sketch serves two purposes: it introduces the teacher candidate to members of the profession and it is a personal writing sample. It should be a well-constructed reflection on the teacher candidate - as both a teacher and as a writer.

### ***Getting Started***

To begin, gather your thoughts. It can be hard to write about you. It seems egotistical to brag, doesn't it? That said, help the reader of the sketch get to know you. The sketch should help them imagine your doing a good job in their classroom.

The good news is that although you will want to get around to focusing on you, in planning a piece it is always a good idea to "consider the audience." Fortunately, the audience for this piece of writing is clearly defined - teachers. How to see things from their point of view? It is actually pretty easy. You have known teachers, and want to be a teacher. To write a piece that addresses the kinds of issues that are important to teachers, try these three points of view:

**Imagine** - That you will be helping to select a teacher for the grade level you are interested in. What qualities do you want in a teacher at that grade level? Jot down some notes - a word, a phrase; silly or smart, write it down.

**Imagine** - What kind of teacher do you want at that grade level for your child, your niece or nephew, your neighbor, or your community? Jot down your ideas.

**Remember** - Your favorite teacher.

What qualities did that teacher possess and share with students?

**Remember** - Your best teacher. (Sometimes favorite and best aren't the same person.) Again, what qualities made them a "best teacher"?

By this time you should have taken lots of notes. If not - go back!

Now, of the desirable qualities listed, which do you have? Some of those qualities you will recognize as also belonging to you. Select one or two and think - how have you demonstrated those qualities? Jot down some notes. Remember this - it really helps readers if they are offered something to see:

- you in the swimming pool training preschoolers
- you working backstage on a college production
- you showing a younger sibling how to make and use flash cards
- you listening to a concerned parent
- you comforting a homesick child at summer camp
- you helping the children you baby-sit for settle an argument
- you stepping off the plane in Europe
- you working well with your colleagues at the local grocery store

Think of scenes in your life in which those desirable qualities are demonstrated. Notice that you are in the picture now, and that what you say about you ties directly to qualities that are needed in the classroom.

### ***Using Resources***

Ask other people what qualities they see in you. Ask family; ask friends. When someone says, "Oh, you'll be a great teacher," thank him or her and ask, "Why do you think so?" Talk to other education majors, swap stories. In tutoring students on this assignment, without fail - the student tells me something that is great to include that they did not even mention. Find out what other people find impressive. Of course, be honest - do not inflate to impress. The sketch should be accurate, self reflective and positive.

### ***Writerly Practice***

Somehow there is an idea in our culture that asking people for help with writing is a sign of weakness or, worse yet, that it is cheating. Do this: open a few books and look in the front - very often there is an acknowledgment page thanking people - many times lots of people. What did these helpful people do? They read drafts, talked over ideas, gave suggestions about content - what to include, what to leave out. At the very final stages, they offered help in editing. It is not weakness; it certainly is not cheating - it is common practice of the people who know the most about writing - published writers. Read each other's drafts, go to the College Writing Center (CWC). At the CWC, the teacher candidate will meet with a student who really likes to help people with their writing and has received training to give that help. The teacher candidate will learn not just how to improve this one paper, but how to improve writing in general and also learn how to be a better peer editor. Think you are 'good enough' and don't need that kind of help? Guess where I brought this piece of writing so another set of eyes could look at it: the CWC. That doesn't make me a weak writer - it makes me a smart one. So, talk to others, write, revise, edit. Develop a piece for the autobiographical sketch that will make the reader want to meet and welcome you into their classroom.

Submitted by Eudora Watson

## **Where To Go For Help With Resumes And Autobiographical Sketches**

**College Writing Center** – Carson 106 – 267-3059 or [cwc@potsgdam.edu](mailto:cwc@potsgdam.edu)

Help with both by appointment.

**Career Planning** – Sisson S106 – 267-2344 or [hamkl@potsgdam.edu](mailto:hamkl@potsgdam.edu) or [kerwinee@potsgdam.edu](mailto:kerwinee@potsgdam.edu)

Help with resumes by appointment or email. 48-hour turn around.

**ALLE/TLQP** – 481 Van Housen Extension – 267-2508 or [hugheskc@potsgdam.edu](mailto:hugheskc@potsgdam.edu)

Help with both by appointment or email.