



## Application Process for OPSU Teacher Education Program (TEP)

- **Items that need to be submitted to Mandy Batenhorst, Field Placement Officer, HMH122A**
  1. **TEP Application**
  2. **Check Sheet** (*Provided by advisor*)
  3. **Unofficial Transcripts** (*Mandy Batenhorst will print them*)
  4. **Distribute three recommendation forms to your instructors** – (*Any current or previous OPSU instructor are eligible to complete the recommendation form for you and the Instructors will return these forms directly to the Field Placement Officer (not the student).*)
- **Must have completed and/or be enrolled in these classes**
  1. **ENGL 1113 AND ENGL 1213** (*Grade of C or above*)
  2. **COMM 1113 or Public Speaking** (*Grade of C or above*)
  3. **EDUC 2113, MUED 2113, OR AGED 3103** (*Grade of C or above*)
  4. Institutional GPA Requirement is:  
**Gen Ed and Overall GPA of 2.5 or above.**
  5. Must **ALSO** meet one of the below OSRHE requirements:
    - a. General Ed GPA of 2.75
    - b. ACT of 22 or above
    - c. SAT of 1120 or above
    - d. Praxis Core Academic Skills Test completing 30 credit hours
    - e. Earned a Baccalaureate degree from an accredited institution

**PLEASE NOTE:** Although one of the OSRHE requirements must be completed before full admittance to TEP, it does not have to be completed before applying to TEP.

- **A complete application including the application process, application, recommendation forms, interview rubric, and sample questions can be picked up at HMH 123 or found at the link provided:** <https://opsu.b-cdn.net/app/uploads/2023/09/TEP-Application.pdf>

### Final Steps

The Field Placement Officer will contact you, through your school email, to set up an appointment for your First Portfolio Review (Interview) once the application deadline has passed. (**A three-member committee will be selected by the Director of Teacher Education, to conduct this interview.**)

**If you have any questions, please contact:**

Mandy Batenhorst, Field Placement Office at [fieldplacementoffice@opsu.edu](mailto:fieldplacementoffice@opsu.edu)



College of Arts and Education  
Teacher Education Program (TEP) Application

Return this form either by email to [fieldplacementoffice@opsu.edu](mailto:fieldplacementoffice@opsu.edu) or in person to HMH 122  
by the Friday prior to Fall Break or the Friday prior to Spring Break.

First Name  Last Name   
School ID#  D.O.B. m/d/yr   
Race  Gender  Social Security Number

Certification Information

Elementary  AgEd  English  Music  HPE  Math

Personal Information

Mailing Address  City & State  Zip Code   
OPSU Email Address  Personal Email   
Phone #  Cell Phone #   
Name of HS  Year Graduated (M/Y)  /   
Location of HS: City  County  State

Recommendation Forms

Please enter the names of the **three** instructors to whom TEP recommendation forms were given:

Name:  Name:  Name:

**Recommendation forms are private. Instructors should drop them off at HMH 122A or email them to: [fieldplacementoffice@opsu.edu](mailto:fieldplacementoffice@opsu.edu)**

Previous Experience

In the space provided, please list any previous experience you may have working with children or youth (i.e., Sunday school, summer camp, substitute teaching, etc.)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



College of Arts and Education

Teacher Education Program Recommendation for \_\_\_\_\_ ID# \_\_\_\_\_

(Applicant's name)

Note on confidentiality: Applicants will not have access to their application records. Pursuant to the Family Rights and Privacy Act of 1974, these records are temporary. After the process is complete, these forms become part of the student's permanent record.

Table with 5 columns: Statement, 3, 2, 1, N/O. Rows include instructions and various behavioral statements like 'Demonstrates good work habits' and 'Respects authority'.

In what capacity do you know the applicant? \_\_\_\_\_ Advisee \_\_\_\_\_ Instructor

If you have taught the applicant, please list the courses taught. \_\_\_\_\_

Please answer the appropriate question below:

Do you recommend this candidate be accepted for Admission to the Teacher Education Program? \_\_\_ Yes \_\_\_ No

Do you recommend this candidate be accepted for the Internship? \_\_\_ Yes \_\_\_ No

Signature of Evaluator

Name of Department

Date



College of Arts and Education

Teacher Education Program Recommendation for \_\_\_\_\_ ID# \_\_\_\_\_

(Applicant's name)

Note on confidentiality: Applicants will not have access to their application records. Pursuant to the Family Rights and Privacy Act of 1974, these records are temporary. After the process is complete, these forms become part of the student's permanent record.

Table with 5 columns: Statement, 3, 2, 1, N/O. Rows include instructions and various behavioral statements like 'Demonstrates good work habits', 'Shows ability and willingness to adapt to planned and unplanned aspects of teaching/learning', etc.

In what capacity do you know the applicant? \_\_\_\_\_ Advisee \_\_\_\_\_ Instructor

If you have taught the applicant, please list the courses taught. \_\_\_\_\_

Please answer the appropriate question below:

Do you recommend this candidate be accepted for Admission to the Teacher Education Program? \_\_\_ Yes \_\_\_ No

Do you recommend this candidate be accepted for the Internship? \_\_\_ Yes \_\_\_ No

Signature of Evaluator

Name of Department

Date



College of Arts and Education

Teacher Education Program Recommendation for \_\_\_\_\_ ID# \_\_\_\_\_

(Applicant's name)

Note on confidentiality: Applicants will not have access to their application records. Pursuant to the Family Rights and Privacy Act of 1974, these records are temporary. After the process is complete, these forms become part of the student's permanent record.

Table with 5 columns: Statement, 3, 2, 1, N/O. Rows include instructions and various behavioral statements like 'Demonstrates good work habits', 'Shows ability and willingness to adapt to planned and unplanned aspects of teaching/learning', etc.

In what capacity do you know the applicant? \_\_\_\_\_ Advisee \_\_\_\_\_ Instructor

If you have taught the applicant, please list the courses taught. \_\_\_\_\_

Please answer the appropriate question below:

Do you recommend this candidate be accepted for Admission to the Teacher Education Program? \_\_\_ Yes \_\_\_ No

Do you recommend this candidate be accepted for the Internship? \_\_\_ Yes \_\_\_ No

Signature of Evaluator \_\_\_\_\_

Name of Department \_\_\_\_\_

Date \_\_\_\_\_



College of Arts and Education

Admission to Teacher Education Program Interview Rubric

Candidate Name: \_\_\_\_\_ Teaching Area: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	3-Target	2-Acceptable	1-Unacceptable*
<b>Appearance</b>	<ul style="list-style-type: none"> <li>▪ Overall neat appearance</li> <li>▪ Choice of clothing is acceptable</li> <li>▪ Well-groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appearance is somewhat untidy</li> <li>▪ Choice in clothing is inappropriate (shirt un-tucked, tee-shirt, too much jewelry, etc.)</li> <li>▪ Grooming attempt is evident</li> </ul>	<ul style="list-style-type: none"> <li>▪ Overall appearance is untidy</li> <li>▪ Choice in clothing is inappropriate for any interview (torn unclean, wrinkled)</li> <li>▪ Poor grooming</li> </ul>
<b>Greeting</b>	<ul style="list-style-type: none"> <li>▪ Acceptable behavior, well-mannered, professionalism shown at all times</li> <li>▪ Courteous to all involved in the interview</li> </ul>	<ul style="list-style-type: none"> <li>▪ Used typical (not professional at all times) behavior and language – did modify behavior to fit the interview</li> <li>▪ Less than courteous to all involved in the interview</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unacceptable behavior and language</li> <li>▪ Unfriendly and/or not courteous to all involved in the interview</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Show interest throughout the interview</li> <li>▪ Spoke clearly</li> <li>▪ Minimal mistakes in sentence structure and grammar</li> <li>▪ Volume is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Showed some interest</li> <li>▪ Speech was unclear – lapses in sentence structure and grammar</li> <li>▪ Volume is uneven (varied)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation shows a lack of interest</li> <li>▪ Speaking is unclear – very difficult to understand the message of what is being said (ex. mumbling)</li> <li>▪ Volume is inappropriate for the interview (ex. spoke too loudly, too softly)</li> </ul>
<b>Body Language</b>	<ul style="list-style-type: none"> <li>▪ Minimal fidgeting (ex. occasionally shifting)</li> <li>▪ Acceptable eye contact</li> <li>▪ No slouching or quickly correcting self</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fidgeted (ex. movement of hands and feet frequently)</li> <li>▪ Eye contact is made intermittently</li> <li>▪ Occasionally slouching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fidgeted (ex. the constant movement of hands and feet)</li> <li>▪ Lack of eye contact</li> <li>▪ Slouching all the time</li> </ul>
<b>Responding to Questions</b>	<ul style="list-style-type: none"> <li>▪ Questions answered with forethought</li> <li>▪ Answered questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questions answered with some forethought</li> <li>▪ Attempted to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ No forethought was shown to questions</li> <li>▪ Did not attempt to answer questions</li> </ul>

\*Please note: a "1" in any category does not constitute a "fail"; it is a global decision of the team to pass or fail the applicant.

Comments:

Signature of Chair: \_\_\_\_\_

Pass Fail (circle one)



TEACHER EDUCATION PROGRAM

TEP Applicants/Candidates – Interview Questions

1. What is your greatest concern regarding your career choice? 

--	--	--
2. Do you believe teachers are role models for young people?  
In what way(s)? 

--	--	--
3. When you receive your degree, do you believe your education will be complete? 

--	--	--
4. As a new teacher, what roles [of a teacher] do you look forward to; and what roles do you anticipate you will not enjoy? 

--	--	--
5. As you consider the increasing number of problems a teacher Seems to face in his/her classroom, why would you choose teaching/education as a career? 

--	--	--
6. Was teaching your first career choice? Why or why not? 

--	--	--
7. What strengths are apparent in our school systems today? 

--	--	--
8. What weaknesses are prominent in our school systems today? 

--	--	--
9. Reflect on a teacher that you consider to be an effective educator.  
What characteristics did this person portray that led you to that conclusion? 

--	--	--
10. In your opinion, what are the greatest strengths and challenges facing classroom teachers today? 

--	--	--
11. What characteristics do you exemplify that will enable you to Become an effective teacher? 

--	--	--
12. How will technology be utilized in today's classroom? 

--	--	--
13. What are the rewards of serving as an educator? 

--	--	--
14. How does your major area of study (subject area) contribute To the overall goal of educating students? 

--	--	--
15. With what level or types of students are you most comfortable? 

--	--	--



College of Arts and Education

16. What is your philosophy of education?
17. What is your reaction to this comment? **“Those who can, do. Those who can’t, teach.”**
18. Describe any personal experiences you have had working With children and/or youth.
19. As a teacher, what is your greatest responsibility to a student?
20. Reflect on one of your best teachers and the characteristics he/she displayed in the classroom. How will you incorporate those same qualities in your teaching?
21. How important is your ability to communicate effectively in Both oral and written formats?
22. Tell us about yourself and why you want to become a teacher.
23. What personal traits or behaviors do you perceive, need improvement before teaching
24. Share ways you would involve parents in your classroom.
25. How do you plan to deal fairly and respectfully with students Whose culture differs from your own?
26. Of these 3 teacher traits: knowledge of the subject matter, fairness, or classroom discipline; what do you perceive to be the most important?
27. Do you believe some people are “born” to be teachers? Explain.
28. What does the term “differentiated instruction” mean to you?
29. How would you utilize the internet in classroom lessons/activities?
30. Describe the qualities that an OPSU teacher candidate should possess.

NOTES/COMMENTS: