

SUNY Oswego
Curriculum and Instruction Department
Overseas Student Teaching Application Instructions

Overseas Student Teaching is a worthwhile culminating experience option that requires support from three offices:

1. The **Curriculum and Instruction Advisement Office**, located in 213 F Hewitt Union, receives your Overseas Student Teaching Application—which may require faculty recommendation--and approves your eligibility to student teach abroad.
2. The **Office of International Education and Programs (OIEP)**, located in 100 Sheldon Hall, approves your eligibility to study abroad and organizes the paperwork for your travel experiences.
3. The **Field Placement Office**, located in 175 Wilber Hall, verifies your completion of required documents related to student teaching and verifies your eligibility to student teach abroad in coordination with the Curriculum and Instruction Advisement Office and the OIEP.

The Overseas Student Teaching application process requires that you complete the forms indicated below and in the order they are listed. Deadlines for form submission vary by semester.

Application Form and Location
1a. Curriculum and Instruction Department / Field Placement Student Teaching Application 1b. Student Teaching Application for Academic Review https://oswego.tk20.com
2. Curriculum and Instruction Department Application for Overseas Student Teaching http://www.oswego.edu/academics/colleges_and_departments/education/placement/Student_Teaching.html
3. OIEP Study Abroad Application Australia Student Teaching: https://oswego.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10082 England Student Teaching: https://oswego.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10269 New Zealand Student Teaching: https://oswego.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10036

A checklist for the completion of the Overseas Student Teaching application process is found on the reverse side of this sheet.

Checklist for Completing the Overseas Student Teaching Application Process

- 1. Complete the Curriculum and Instruction Department / Field Placement Student Teaching Application in Tk20 (<https://oswego.tk20.com>) by the announced deadline, which can be found at: http://www.oswego.edu/academics/colleges_and_departments/education/placement.html.
- 2. Visit the Office of International Education and Programs to learn what international student teaching experiences are available and to obtain details about the travel experience and application process. Be sure to begin this process early.
- 3. Meet with your advisor—and faculty sponsor, if applicable—to discuss your plan to student teach abroad. (Note: MAT Art applicants will complete the Overseas Student Teaching Application with the MAT Art Graduate Coordinator.)
- 4. Complete the Curriculum and Instruction Department Application for Overseas Student Teaching.
- 5. Make an appointment to meet with a Curriculum and Instruction Advisement Coordinator:
 - Sandra Kyle, Coordinator, sandrakyle.youcanbook.me OR
 - Beth Smith, Assistant Coordinator, bethsmith.youcanbook.me
 - or MAT Art Graduate Coordinator
- 6. Meet with the Curriculum and Instruction Advisement Coordinator at your scheduled time. Bring the following documents to that meeting:
 - The Study Statement you intend to submit with the Office of International Education and Programs Study Abroad Application;
 - The completed Candidate Disposition Assessment Reference (in a sealed envelope);
 - The Application for Academic Review; and
 - Your Degree Works audit report.
- 7. Take the signed Curriculum and Instruction Department Overseas Student Teaching Application form to the Field Placement Office for the appropriate approval signature.
- 8. Take the signed Curriculum and Instruction Department Overseas Student Teaching Application to the Office of International Education and Programs.
- 9. Submit the Office of International Education and Programs Study Abroad Application online at www.oswego.edu/international.
- 10. Submit the Police Background Check Report—available from the Office of International Education and Programs—to the Office of International Education and Programs.

Important Note: If your plans to student teach abroad change, notify the Field Placement Office (fpoffice@oswego.edu) and the Office of International Education and Programs (caitlin.pollard@oswego.edu for Australia, England and New Zealand).

SUNY Oswego
Curriculum and Instruction Department
Curriculum and Instruction Department/Field Placement Student Teaching Application

- Directions:** Attach the following:
- A copy of your Office of International Education's Study Statement
 - Candidate Disposition Assessment Reference to Student Teach Overseas (in a sealed envelope)

Completed by Applicant

Full Name: _____ SUNY Oswego ID: _____

I am requesting to student teach in: Australia England New Zealand

Student Teaching Semester: Fall _____ Spring _____
Year Year

Check one: Adolescence Education Childhood Education TESOL
 MAT Art (see MAT Art Coordinator)

Concentration _____ Current Cumulative GPA _____

Degree Program: Undergraduate Graduate

What is the Oswego course for your overseas student teaching placement?
 ADO 421 CED 421 ADO 595 CED 595 AED 550 TSL 421

Complete with Curriculum and Instruction Advisement Office: Ms. Kyle or Mrs. Smith
MAT Art applicants meet with MAT Art Coordinator

Australia , England and New Zealand Program Applicants - Quarter You Plan to Student Teach:

- First or Third Quarter:** I need to return to New York to begin my **second** student teaching placement:

no later than _____
Mandatory orientation meeting date: _____
Student teaching begins: _____

- Second or Fourth Quarter**

I will complete my **first** student teaching placement in New York on:

_____ last date (month/date/year) of student teaching*

*You may leave after this date but not on this date.

Office of International Education: Place student teacher in the following grade range:

- Elementary, Grades 4 - 6 (ages 9 -11)
- Middle School, Grades 7 - 9 (ages 12 - 14)
- High School, Grades 10 - 12 (ages 15-18)

Eligible: No Yes with conditions: _____

Sandra Kyle or Beth Smith, Advisement Coordinators

Date

MAT Art Graduate Coordinator

Date

Student Signature

Date

Nichole J. Brown, Field Placement Director, 175 Wilber Hall

Date

Curriculum and Instruction Department
Candidate Disposition Assessment Reference to Student Teach Overseas

Student Name: _____ Date _____

Directions to Student: Ask a Curriculum and Instruction Department faculty member to complete this form. The faculty member seals it in an envelope for you to submit with your Overseas Student Teaching Application.

Directions to Faculty: This student is applying to student teach overseas. Use the following rating scale to assess the teacher candidate's demonstrated dispositions described in the left-hand column below. Enclose it in a sealed envelope and return to student.

Faculty Name: _____

2 = Met	1 = Developing	0 = Not Met	NB = No Basis
The teacher candidate has demonstrated clear and consistent evidence of the disposition.	The teacher candidate has begun to demonstrate evidence of the target disposition, but has not yet fully or consistently demonstrated it.	The teacher candidate has not demonstrated evidence of the target disposition.	The teacher candidate has not yet had the opportunity to demonstrate the target disposition.

Dispositions	Ratings
1. Collaboration: The candidate shows commitment to Collaboration through evidence such as: <ul style="list-style-type: none"> • Listening, communicating and working effectively with others from a range of diverse backgrounds. • Sharing knowledge, expertise, and information with others to advance partnerships and foster professional relationships. • Maintaining a positive/receptive attitude while working with learners, colleagues, employees, supervisors and community members. 	2 1 0 NB
2. Critical Reflection: The candidate shows commitment to Critical Reflection through evidence such as: <ul style="list-style-type: none"> • Displaying critical inquiry into personal biases, prejudices and instructional/leadership practices. • Seeking, accepting and responding appropriately to constructive feedback from others. • Investigating diverse opportunities to learn about personal competencies and limitations and reflecting on these experiences to improve learning for others. 	2 1 0 NB
3. Integrity: The candidate shows commitment to Integrity through evidence such as: <ul style="list-style-type: none"> • Being honest, fair, ethical and trustworthy when dealing with learners, colleagues, employees, supervisors and community members. • Adhering to professional codes of ethics and standards of behavior, acting in the best interest of all individuals. • Exhibiting professional practice in appearance, preparation, and punctuality. 	2 1 0 NB
4. Socially Conscious Responsibility: The candidate shows commitment to Socially Conscious Responsibility through evidence such as: <ul style="list-style-type: none"> • Responding to the needs of all individuals by promoting equitable learning/working opportunities. • Maintaining high expectations for self and others. • Exhibiting initiative, reliability, maturity, and sound judgment in implementing best practices for all learners/workers. 	2 1 0 NB
5. Socially Conscious Respect: The candidate shows commitment to Socially Conscious Respect through evidence such as: <ul style="list-style-type: none"> • Demonstrating cultural competency, empathy, compassion and rapport when interacting with others. • Being open to diverse ideas and views of all learners/workers. • Seeking to understand varied opinions to exhibit knowledge of differing learning styles. 	2 1 0 NB

<p>6. Authentic Learning: The candidate shows commitment to Authentic Learning through evidence such as:</p> <ul style="list-style-type: none"> • Exhibiting enthusiasm, initiative, and dedication for the ongoing development and improvement of engaging curricula. • Seeking effective new ideas, diverse perspectives and information to grow continuously as educators/leaders for social justice. • Providing safe, inclusive, equitable leading/working environments for all individuals. 	<p>2 1 0 NB</p>
<p>7. Advocacy: The candidate shows commitment to Advocacy through evidence such as:</p> <ul style="list-style-type: none"> • Using strategies and policies to reduce negative impact of power relationships and social structures on all learners/workers. • Acting with courage and resolve to ensure that all individuals can learn. • Assuming an effective leadership role that recognizes and challenges social justice. 	<p>2 1 0 NB</p>

Comments

Faculty Member's Name Printed

Relationship to student (i.e. professor, advisor, etc.)

Faculty Member's Signature

Date