



**The Minnesota Board of Teaching Application for Minnesota Teaching/Administrative/related Services License form asks the following questions. The Personnel Licensing Office of the Board of Teaching investigates and recommends licensure on a case by case basis.**

1. Have you ever been convicted of a crime?       Yes       No  
[For purposes of this question, the term "CRIME" includes a misdemeanor, a gross misdemeanor, a felony or a charge, which resulted in a stay of imposition of sentence. **(DWI's and DUI's are included in this definition and should be disclosed). IT DOES NOT INCLUDE PETTY MISDEMEANORS.** The term "CONVICTION" includes a finding of guilty by a jury or judge, an admission of guilt or plea of guilty, or any "no contest" or Alford plea (a plea without an admission of guilt). You are considered convicted whether or not the sentence is stayed or executed.] [If your criminal conviction has been expunged by a Court, you must still answer "YES" to this question, unless the Court Order issuing the expungement specifically stated that you do not have to disclose your conviction.]
2. Have you ever NOT reported a conviction for a crime on a Minnesota initial or renewal application form? (THE DEFINITIONS FROM QUESTION 1 ALSO APPLIES TO THIS QUESTION.)       Yes       No
3. Have you ever had an education or other occupational license revoked, suspended, or denied in Minnesota or in any other state?       Yes       No
4. Have you ever voluntarily surrendered an education or other occupational license?       Yes       No
5. Is disciplinary action against your education or other occupational license currently pending in another state?       Yes       No
6. Is any criminal charge currently pending against you in any state?       Yes       No
7. Have you ever resigned from or otherwise left any employment after allegations of misconduct were made against your or when an investigation into those allegations was pending?       Yes       No
8. Have you or a school district in which you were employed ever been a party to a civil settlement, award or agreement of any kind that involved an allegation concerning your sexual conduct?       Yes       No

**Minnesota State University Moorhead reserves the right to not place a person for student teaching or to terminate student teaching if the person is convicted of a crime, which directly relates to student teaching.**

**CERTIFICATION OF INFORMATION**

I certify that all information contained on and submitted with this application is, to the best of my knowledge, true and accurate.

I understand that any intentional misrepresentation of facts or falsification of statements may result in denial of Admission to the Teacher Education Program.

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(Signature of Applicant)

(Date)



# Student Dispositions Self-Assessment

Complete and include with SARTE Application

Name \_\_\_\_\_ Dragon ID \_\_\_\_\_ Date \_\_\_\_\_

Please mark honestly where you think you score on the continuum, with 5 being the highest and 1 being the lowest.

## Professional Commitment and Responsibility

1. I show initiative.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

2. I get excited about learning new things.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

3. I take pride in the high quality of my work.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

4. Being prepared is very important to me.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

5. Others can count on me. I am reliable.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

6. I am punctual.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

7. A professional appearance is important to me.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

8. I take personal responsibility for both positive and negative outcomes.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

## Reflection and Self Improvement

9. I seek ways to improve my performance.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

10. I welcome constructive feedback.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

## **Interpersonal Relationships**

11. I want everyone in the group to feel comfortable and welcome.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

12. I think it is important to respect the position of those in supervisory roles.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

## **Effective Communication**

13. Even when I do not agree, I listen and consider the viewpoints of others.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

14. Others are receptive to me as a communicator.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

15. I listen respectfully to all other students in my group.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

16. I am enthusiastic and have a positive attitude.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

## **Attitudes Toward Learners**

17. I am friendly and warm towards students, but understand boundaries.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

18. I have the expectation that every student will succeed.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

19. I think it is important to teach to different learning styles of students.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

## **Respect for Diversity**

20. I recognize and respect that each person is unique.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

21. I embrace the challenge to learn from and about people from other cultures and ethnic groups.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

22. I believe that diversity enhances the classroom.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

## CONCEPTUAL FRAMEWORK OF THE MSUM TEACHER EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

