

## MI Application Supplement Form

### Part I: Personal Information

Name:		
Mailing Address:		
Work Telephone:		
Home Telephone:		
E-mail Address:		
Teaching position: Building, District, grade level, subject		
<p>Select one of the following content areas in which you are most interested in improving your teaching. Your choice will be used to match you with an advisor. Your choice does not limit your choice of courses. (Circle one.)</p>		
<b>Educational Technology</b>	<b>Literacy</b>	<b>Mathematics</b>
<b>Science</b>	<b>Social Studies</b>	<b>Agriculture</b>
<p><b>School Library Media</b></p> <p style="text-align: center;"><b>If you choose School Library Media, please indicate if you have completed the online course EDLM 626 Development of Libraries in Society?    Yes    No</b></p>		

## **Part II: Self-analysis of Teaching Strengths and Weaknesses**

*The National Board for Professional Teaching Standards* has enunciated five general propositions that characterize accomplished teaching. A list of these Propositions, plus a short description of each one is included on the MI website. To complete Part II of this application supplement, you must study each of the propositions and the brief narrative that explains each of them to determine which of the propositions represents your strong suit as a teacher right now, and which represents your weaker area. The task is to find areas in which you are stronger and where you are weaker. After you have made this determination, write a one-page essay (double-spaced) for each of the two areas - the one that represents your strength and the one that represents your weakness - citing evidence to support your judgments. Submit the two pages on separate sheets with the other material here. Make sure your name is on each sheet.

## TEACHING STRENGTH

**Applicant's Name:**

Check one:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

## TEACHING WEAKNESS

**Applicant's Name:**

Check one:

- Teachers are committed to students and their learning.
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- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

### **Part III: Professional Goals to be addressed through the MI Program**

On a separate piece of paper with the heading, MI Goals, write out the initial goals designed to improve your instruction that you will address in the MI program. Of course, the goals may change over time as you study instruction in the program and as your career shifts from assignment to assignment.

Ask your principal or your supervisor to sign your goal statements. Including this signature serves at least two purposes. First, it is a signal to the MI faculty that the principal or supervisor thinks that the goals make sense for you as a developing member of the school faculty. Second, the signature indicates that the principal is informed about your purposes within the MI program, and this information may come in handy as the School organizes its school improvement plans.

If you are applying to the school library media concentration, your instructional objectives must address the following statement made by *The National Board for Professional Teaching Standards* (NBPTS) for Library Media:

As a result of the wealth of information that is available through a wide range of media, the role of the library media specialist is more demanding than ever and is constantly changing. Accomplished library media specialists, lifelong learners by nature, lead their profession in making information literacy attainable for all members of the learning community. They know a wide range of source materials and how to access it; they develop interdisciplinary collections to meet the demographic and cultural needs of the learning community; they partner with teachers to create exciting learning experiences in an information-rich environment. They understand the curriculum of the school thoroughly and serve as leaders in implementing quality teaching and learning. (p.1)

Beyond enjoying children's and adolescent literature, the school library media specialist must be a committed instructional partner. Note applying to the library media concentration implies a shift of focus in your teaching career. In addressing your instructional objectives, consider the NBPTS statement and relate that statement your objectives then obtain your principal or supervisor's signature.

**Professional Goals:**

**Applicant's Name:**

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MI Applicant Signature

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date

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Principal or Supervisor Signature

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date

## Part IV: Timeline for making progress through the MI Program

We recognize that full-time teachers are very busy throughout the school year and therefore allow MI program candidates to complete courses on a part-time basis. However, enrolling in a program on a part-time basis can make it very difficult to continually make progress towards graduation. The purpose of this section is help you think about the time commitment you are making by applying to the MI program.

The University of Delaware **time limit** to complete the degree requirements for a master's degree program is **ten consecutive fall/spring semesters**. Degree requirements include all coursework and the culminating portfolio. Following are three examples of the time limit.

<u>Enter program in ...</u>	<u>Finish program by end of ...</u>
Fall 2007	Spring 2012
Spring 2008	Fall 2012
Summer 2008	Spring 2013
Fall 2008	Spring 2013

In order to finish within the time limit, you need to average a minimum of 7 credits each year. A “year” is based on when you enter the program: e.g., Spring-Summer-Fall, or Summer-Fall-Spring, or Fall-Spring-Summer.

All teachers in the MI program choose to take advantage of the summer tuition reimbursement program and enroll in summer courses. In fact, some teachers only take courses in the summer. We recognize this as an acceptable approach; however, if you choose this option then you must average a minimum of 7 credits every summer. In reality, this means you probably will be taking 3 courses every summer.

Because 3 courses every summer can be a heavy load, many teachers choose to take 2 courses in the summer and 1 course in either the fall or spring. This also is an acceptable approach.

Another acceptable approach is to spread the three courses throughout the year and take one course in each of the fall, spring and summer sessions.

We encourage you to finish your MI degree in fewer than 10 consecutive semesters (5 years). Historical data suggest the longer you spend in the program, the more likely life events will intervene and prevent you from completing the degree. To this end, we encourage you to take one course in each of the fall and spring sessions, and multiple courses in the summer session.

As part of the application process, you need to demonstrate that you are able to devote the time necessary to complete the program within the time limit (if not faster). On the following page, identify the number of courses you will be taking each semester. We recognize unforeseen events will occur and require you to alter your plan. We do not expect you to follow your plan exactly if you are accepted into the program. However, we do expect you to keep on pace to graduate within the time limit.

**Proposed Progress through MI Program**

**Applicant's Name:**

Select the appropriate section based on the semester you are applying for entry into the program. Fill in the years and the number of courses you plan on completing. You need a total of **ten 3-credit** courses and **one 1-credit** course, for a total of 11 courses, completed within the allotted time. You are encouraged to complete the program in fewer than 10 consecutive semesters, which means you can stop filling in the blanks when you have reached 11 courses.

<p><b><u>Spring admission</u></b></p> <p>Spring 20 ____ courses          Summer 20 ____ courses          Fall 20 ____ courses</p> <p>Spring 20 ____ courses          Summer 20 ____ courses          Fall 20 ____ courses</p> <p>Spring 20 ____ courses          Summer 20 ____ courses          Fall 20 ____ courses</p> <p>Spring 20 ____ courses          Summer 20 ____ courses          Fall 20 ____ courses</p> <p>Spring 20 ____ courses          Summer 20 ____ courses          Fall 20 ____ courses</p>	<p><b><u>Summer admission</u></b></p> <p>Summer 20 ____ courses          Fall 20 ____ courses          Spring 20 ____ courses</p> <p>Summer 20 ____ courses          Fall 20 ____ courses          Spring 20 ____ courses</p> <p>Summer 20 ____ courses          Fall 20 ____ courses          Spring 20 ____ courses</p> <p>Summer 20 ____ courses          Fall 20 ____ courses          Spring 20 ____ courses</p> <p>Summer 20 ____ courses          Fall 20 ____ courses          Spring 20 ____ courses</p>
<p><b><u>Fall admission</u></b></p> <p>Fall 20 ____ courses          Spring 20 ____ courses          Summer 20 ____ courses</p> <p>Fall 20 ____ courses          Spring 20 ____ courses          Summer 20 ____ courses</p> <p>Fall 20 ____ courses          Spring 20 ____ courses          Summer 20 ____ courses</p> <p>Fall 20 ____ courses          Spring 20 ____ courses          Summer 20 ____ courses</p> <p>Fall 20 ____ courses          Spring 20 ____ courses          Summer 20 ____ courses</p>	<p>You need to demonstrate you have the time to devote to completing this program. However, your plan should be realistic. Do <u>not</u> commit to more than you can handle in an effort to impress the application review committee. For example, suggesting you will finish in 1.5 years is unrealistic and will not be viewed favorably by the committee.</p>