



TEACHER EDUCATION PROGRAM

ACCEPTANCE CRITERIA

Each student who wishes to be accepted to the Teacher Education Program must have:

- 1) Completed application
- 2) Essay– A written 500-1000-word essay.
- 3) At least two letters of recommendation completed by individuals who are able to assess the candidate's pre-service teacher disposition. to the candidate's suitability as a prospective teacher. Please use the Mitchell College recommendation forms included in this application.
- 4) Acceptable GPA – 3.0 cumulative for ALL college coursework
 - a. Education courses of a 200 level or higher = C minimum.
 - b. Probation status: If a student needs to repeat any subject area courses outside the major to achieve a C or better or within the department they will be put on probation.
 - Probationary period can only be for one semester
 - Transfer policy for GPA – If a student is transferring credits from another institution that has been accepted by the registrar, they will be accepted for admission to teacher education program.
- 4) Copy of SAT, ACT, GRE, or Praxis I score
- 5) Updated Resume

****All candidates will be interviewed prior to admission into the Certification Program.**

All students must be accepted into the Early Childhood Education Certification Program to maintain a major in Early Childhood Education N-3 Leading to Teacher Certification.

Application materials must be emailed to Laurie Lewis at:

lewis_l@mitchell.edu

FALL DEADLINE FOR ACCEPTANCE: **NOVEMBER 1ST**

SPRING DEADLINE: **APRIL 1ST**

Updated: 2/29/24



Education Department

Admission Application to the Teacher Education Program

Candidate Application & Checklist

For this application to be complete you must attach all the required documentation listed below.

Only completed applications will be reviewed.

Please Print CLEARLY

Candidate Name: _____ *EIN: _____

Home Address: _____ City: _____ State: _____ Zip: _____

Personal E-mail Address: _____

Mitchell E-mail Address: _____

Telephone: _____ Cell Phone Number: _____

Mitchell College Mailbox #: _____ Advisor Name _____

As a student applying for admission into the Teacher Education Program, I have attached the following:

Essay on the topic “Why I Want to be a Teacher.”

Electronically submit a written 500-1000-word essay. In this essay:

- a) discuss your personal and professional goals,
- b) include specific experiences you have had working with children
- c) techniques you consider to be effective when working with children.

Be sure to make a copy of your essay to keep in your files.

Note: This is not the same essay you submitted for application to Mitchell College.

Information on my two recommenders.

The letters of recommendation must speak to your suitability as a prospective teacher and your supervised work with children. They must be mailed or emailed directly to the Education Department. Please use the recommendation form included in this application.

My letters of recommendation coming to the Department of Education are from:

Name: _____ Relationship to Candidate _____

Name: _____ Relationship to Candidate _____

***Educator Identification Number**



At the submission of this form and all documentation, an interview for Admission to the Teacher Education Program will be scheduled.

The undersigned agrees that the information furnished on this Application for Admission to the Teacher Education Program, together with the information and materials received by the Education Department from other sources, shall be completely confidential and shall not be disclosed to anyone without candidate permission. For official purposes, the Department Chair of Education may disclose part or all of these materials to the Teacher Education Program Admissions Review Committee. The Education Department adheres to FERPA regulations.

Candidate signature: _____

Date: _____



EDUCATION DEPARTMENT RECOMMENDATION FORM

Name of applicant: _____ Semester/Year: _____

Name of person making this recommendation: _____

Professional relationship with applicant: _____

Instructions: Rate each item on a scale of 1 to 4: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, and n/a = no basis for judgment

Responsibility					
The student attends class regularly	4	3	2	1	n/a
The student arrives to class on time	4	3	2	1	n/a
The student completes assignments and other course responsibilities	4	3	2	1	n/a
The student assumes responsibility when working with others	4	3	2	1	n/a
The student meets work submission deadlines	4	3	2	1	n/a
The student keeps scheduled appointments with program faculty integrity	4	3	2	1	n/a
Integrity					
The student completes his or her own work	4	3	2	1	n/a
The student gives credit to others work using APA formatted citations and references	4	3	2	1	n/a
The student adheres rigorously to the college's guidelines for academic integrity https://mitchell.edu/college-catalog/	4	3	2	1	n/a
The student displays sensitivity to social, cultural, ethnic, and religious differences	4	3	2	1	n/a
The student treats faculty and staff respectfully	4	3	2	1	n/a
The student treats peers respectfully	4	3	2	1	n/a
Enthusiasm					
The student demonstrates a desire to learn	4	3	2	1	n/a
The student shows concern for mastery of material	4	3	2	1	n/a
The student shares knowledge with the class	4	3	2	1	n/a
The student accepts feedback and works to improve he/his or she/her skills	4	3	2	1	n/a
Communication					
The student clearly articulates ideas verbally and in written expression	4	3	2	1	n/a
The student uses correct spelling, grammar, and punctuation	4	3	2	1	n/a
The student uses appropriate language in online discussions, emails, and course meetings	4	3	2	1	n/a
The student communicates in a logical and organized manner	4	3	2	1	n/a
The student is a thoughtful and responsive listener in online discussions, emails, and course meetings	4	3	2	1	n/a
The student maintains emotional control	4	3	2	1	n/a
Reflection					
The student demonstrates the characteristics of a reflective practitioner in course discussions, assignments, and meetings	4	3	2	1	n/a
The student connects theory with practice	4	3	2	1	n/a
The student connects prior knowledge and new information	4	3	2	1	n/a

Bradley, E., Isaac, P., & King, J. (2020). Assessment of Pre-Service Teacher Dispositions. *Excelsior: Leadership in Teaching and Learning*, 13(1).

Updated: 2/29/24



Education Department Entrance Interview & Essay Rubric

Component	Exemplary 3 Points	Proficient 2 Points	Area Needing Growth 1 Point
ABE Communication Outcome: Uses Appropriate Conventions, Style, & Structure			
<i>Written Essay</i>	<i>Candidate cites and connects several relevant examples of reasons to enter the field of education. Essay uses appropriate conventions, style and structure.</i>	<i>Candidate cites and connects one reason to enter the field of education or several reasons are unarticulated. Essay mostly uses appropriate conventions, style and structure.</i>	<i>Candidate does not cite reasons to enter the field of education. Essay contains several errors in conventions, style and/or structure.</i>
InTASC Standard 2: Learning Differences			
<i>Oral Interview</i>	<i>Candidate has a deep understanding of individual differences and diverse culture and communities to ensure inclusive learning environments that enable each learner to meet high standards</i>	<i>Candidate has a some understanding of individual differences and diverse culture and communities to ensure inclusive learning environments that enable each learner to meet high standards</i>	<i>Candidate has a some misunderstanding of individual differences and diverse culture and communities to ensure inclusive learning environments that enable each learner to meet high standards</i>
ABE Communication Outcome: Supports Position/Development of an Idea			
<i>Knowledge of Children to Inform Teaching</i>	<i>Candidate uses one or more examples of how he/she intends to impact practice</i>	<i>Candidate uses one example of how he/she intends to impact practice</i>	<i>Candidate does not use examples of how he/she intends to impact practice</i>
InTASC Standard 1: Learner Development			
<i>Oral Interview</i>	<i>Candidate speaks to how learners grow and develop recognizing that each child is different</i>	<i>Candidate gives one example or limited discussion about how learners grow and develop recognizing that each child is different</i>	<i>Candidate makes generalizations about how learners grow and develop recognizing that each child is different</i>

ABE Communication Outcome: Utilizes Methods of Delivery and Consumption Appropriate for Purpose			
Communication	<i>Candidate exhibits professional oral communication skills and uses language well to convey precise thought</i>	<i>Candidate exhibits good oral communication skills and uses language well to convey thought</i>	<i>Communication skills and language use is unclear or confusing</i>
ABE Communication Outcome: Supports Position/Development of an Idea			
Overall Presentation	<i>Responses are logically sequenced and build on one another to create a cohesive answer</i>	<i>Responses are sequenced and mostly build on one another to create a cohesive answer</i>	<i>Answers are mostly independent of one another or do not create a cohesive answer</i>
InTASC Standard 10: Leadership and Collaboration			
Oral Interview	<i>Candidate has sought appropriate leadership roles with students and shows significant experience working with learners, families and colleagues to ensure learner growth</i>	<i>Candidate has sought some leadership roles with students and shows significant experience working with learners, families and colleagues to ensure learner growth</i>	<i>Candidate has sought limited leadership roles with students and shows significant experience working with learners, families and colleagues to ensure learner growth</i>

Student Name: _____

Total Score _____

Evaluator: _____

Signature _____

Date: _____

Title: _____

I RECOMMEND this candidate for acceptance into the Teacher Certification Program.

I DO NOT RECOMMEND this candidate for acceptance into the Teacher Certification Program.