



## **TEACHER EDUCATION PROGRAM**

### **ACCEPTANCE CRITERIA**

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

- 1) Completed application
- 2) Entry Essay “Why I Want to be a Teacher” – A written 250-500-word essay. Evidence of appropriate professional dispositions in an essay focused on why they want to be a teacher.
- 3) At least two letters of recommendation from people able to testify to the candidate’s suitability as a prospective teacher. Please use the 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.
    - The 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 the teacher education program.
- 5) Copy of SAT, ACT, or Praxis I score

**\*\*All candidates will be interviewed before admission into the Certification Program.**

All students must be accepted into the Early Childhood Education Program to maintain a major in Integrated Early Childhood Education (n-grade 3) Leading to Teacher Certification.

The Education Department accepts applications into the Teacher Certification Program once a year.

**Applications are due by February 15, 2025.**

**Students must have at least a sophomore status.**

Application materials must be emailed to Joanna Salmon: [salmon\\_j@mitchell.edu](mailto:salmon_j@mitchell.edu)



**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: \_\_\_\_\_

Business 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 250–500-word essay. In this essay, **a)** discuss your personal and professional goals, **b)** include specific experiences you have had working with children, **and 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:

1. Name: \_\_\_\_\_ Relationship to Candidate \_\_\_\_\_

2. 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 the candidate's 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  
UNDERGRADUATE RECOMMENDATION FORM**

**Directions: Students should hand out this form to anyone who will write a recommendation for admittance to the Teacher Certification Program. All recommendations should be returned to Joanna Salmon, Certification Officer ([salmon\\_j@mitchell.edu](mailto:salmon_j@mitchell.edu)).**

Name of applicant: \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Program: \_\_\_\_\_

**Confidentiality: I hereby waive my rights to review the recommendations in my education file.**

Name of person making this recommendation: \_\_\_\_\_

Professional relationship with applicant: \_\_\_\_\_

**(Education Department Undergraduate Recommendation Form continued)**

Please rate the applicant on each of the qualities on the scale below as a “potential teacher.”

As compared to others, the applicant:

<b>LEARNER CHARACTERISTICS</b>	<b>Considerably Above Average</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Considerably Below avg.</b>	<b>Not Observed*</b>
Proficiency in reading/writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking (oral/written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellective ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments:

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<b>DEDICATION TO LEARNING</b>	<b>Considerably Above Average</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Considerably Below avg.</b>	<b>Not Observed*</b>
Ability to accept and implement new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maturity and Preparedness for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments:

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<b>CHARACTER</b>	<b>Considerably Above Average</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Considerably</b>	<b>Not Observed*</b>
Resourcefulness and Eagerness to work with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to communicate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care and respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptiveness to difference/diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments:

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

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

**\*Note: More than two ratings of “not observed” will invalidate this recommendation**

Return Joanna Salmon, Certification Officer ([salmon\\_j@mitchell.edu](mailto:salmon_j@mitchell.edu)) or mail to Education Department 437 Pequot Ave, New London, CT 06320

Updated 10/25/24

**Mitchell College**  
**Teacher Education Program**  
**Candidate Essay(s) Rubric**

Candidate Name: \_\_\_\_\_

The following essays are required for entrance into the teacher education program as part of the teacher application process: **Why I want to be a teacher**

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

Score: \_\_\_\_\_

**Interview Team**

Teacher Certification Officer

ECE Department Member

Other Members

<b>Criteria</b>	<b><u>Unacceptable</u> 1</b>	<b><u>Acceptable</u> 2</b>	<b><u>Target</u> 3</b>
Content  (Disposition criteria)	Little or no understanding of what teaching is about.	Considerable understanding of what teaching is about, with a positive attitude towards student learning and development.	Demonstrates a solid understanding of... Strongly stated commitment to the profession and belief that all students can learn.
Focus	Comprehends little to none of the topic.	Comprehends the basic points of the topic.	Comprehends fully the distinct points made about the topic.
Conventions	Demonstrates skill in the use of grammar, spelling, usage, and sentence formation.	Demonstrates skill sufficient in the use of grammar, spelling, usage, and sentence formation.	Demonstrates skilled use of grammar, spelling, usage, and sentence formation.
Organization	Demonstrates little or no skill in content arrangement.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Sophisticated arrangement of content with evident and subtle transitions.
Style	Minimal variety in word choice and sentence structures.	Uses a narrow variety of words and sentence structures that create the writer's voice and tone appropriate to the audience.	Precise, illustrative use of a variety of words and sentence structures to create a consistent writer's voice and tone appropriate to the audience.

**Each candidate must successfully complete a candidate essay to be accepted into the Teacher Education Program.**