

Spring Admission deadline- October 15th

Fall Admission deadline- April 1st

Application for Admission to Teacher Preparation

Complete and **submit two copies of this application and all attachments**. Transfer students and students who hold Baccalaureate Degrees should submit unofficial transcripts from previously attended institutions. Applicants are responsible for securing a VCU unofficial transcript, which may be printed from e-services. An application is incomplete if any item on the form is left unanswered. **All applicants** to the Teacher Preparation program must present at least a 2.8 GPA and **must submit passing standardized test scores with this application. Testing options are included on the next page.** Transfer students **will not be admitted** until they have completed one semester at VCU. **Please return the completed application to the Student Services Center, Room 3106, Oliver Hall.**

I. PERSONAL DATA

Name: _____ Student VID # _____
Last First Middle

Local Address: _____
Street City State Zip

Permanent Address: _____
Street City State Zip

Telephone: _____ Cell: _____ e-mail address: _____

Have you ever been convicted of a felony in the U.S. (or territories) or found guilty of a criminal offense in another country? YES NO

Have you ever been found guilty of a misdemeanor involving children or drugs? YES NO

Have you ever had a teaching certification or license denied, revoked, canceled or suspended? YES NO

If you checked yes to any of these questions, please make an appointment immediately with Dr. Diane Simon, Associate Dean for Student Affairs, School of Education, Oliver Hall, Room 2090.

Do you hold a teaching license YES NO IF YES, from which state _____

(PLEASE ATTACH A COPY OF YOUR TEACHING LICENSE AND COMPLETE SECTIONS I and II)

****IF YOU DO NOT HOLD A TEACHING LICENSE, YOU MUST APPLY FOR ADMISSION TO TEACHER PREPARATION**

Did you previously attend community college? YES NO IF YES, which community college(s) _____

II. PROGRAM INFORMATION

Extended Teacher Preparation Program (M.T.):

Humanities and Science Major: _____ Undergraduate Advisor: _____

M.T. Program:

Are you a **degree holder**? _____ Yes _____ No

Degree (BA/BS) _____ Major _____ Name of University _____ (ATTACH TRANSCRIPT)

(Please Circle)

EDBL Secondary Biology
EDCH Secondary Chemistry
EDEE Early Elementary Education
EDEN Secondary English

EDES Secondary Earth and Space Science
EDHS Health and Physical Education
EDHP Secondary History
EDHP Secondary Math

EDPH Secondary Physics

IV. DESCRIPTIVE STATEMENT

Please attach a 1-2 page typed description of previous experience you have had working with children, adolescents and/or adults and share your perspectives on how to improve student learning (presumably for the age group or subject you wish to teach). Your statement should serve as a professional sample demonstrating your skills in writing coherent text, which is organized, clear and content rich.

V. SUCCESSFULLY COMPLETED OR CURRENTLY ENROLLED IN THE FOLLOWING:

TEDU 101 or EDUS 301 or equivalent course (Transferred in from another university—based on program approval. **(Please attach a course description and a syllabus for the transferred course).**

VI. INTERVIEW

You will be interviewed by the program faculty in your respective endorsement area. Once application is complete, you will be assigned an interview date and time. Notification of interview will be provided via email.

Note:

Please be advised that before you may be recommended for licensure, you will need to have met the technology standards for instructional personnel as specified by the Virginia Board of Education.

Student's Signature

Date

Descriptors of Dispositions Valued by the Faculty in the School of Education

Candidates are expected to exhibit appropriate professional dispositions for educators as described in the following descriptors

Exhibits a Commitment to Professional Standards Associated with Their Areas of Expertise:

The candidate is familiar with the appropriate subject-matter standards and incorporates those standards in his or her professional work.

EG.: VA state standards, technology standards, professional organization standards.

Supports Learning Environments that Encourage the Academic, Social, and Personal Growth of All Students:

The candidate develops work plans that address different abilities, needs, and learning styles of students; considers the developmental stages, variety of cultures, and linguistic abilities of students; and creates positive learning environments.

Recognizes the Importance of the Social Context of Schooling:

The candidate includes awareness in lesson plans or other plans to work with students, the importance of maintaining a friendly, welcoming environment for all students. The candidate models acceptance of all types of people.

Collaborates with Parents and other Relevant Parties:

The candidate contributes to group learning, including team planning; works with peers on various projects; prepares for sessions with parents to provide a context for increased student learning and, where necessary, improved student behavior; views parents as partners in striving for student achievement; takes perspectives of others into account

Has High Expectations for All Students:

The candidate communicates the belief that every student can learn, confidence in the ability of students to do the work assigned, and requisite emotional and academic support to students.

Takes Other Perspectives into Account:

The candidate considers the diverse perspectives of students during lessons and conflict resolution. The candidate is aware that all perspectives must be considered when collaborating with parents and colleagues, and in decision-making.

Commits to Engage in Reflective Practice:

The candidate uses available data regarding student learning to adjust, refine, and extend professional practice.

Adheres to a Professional Code of Ethics in Decision-Making:

The candidate is aware of and functions within the boundaries of a recognized professional code of ethics in order to provide the highest quality of professional service. The candidate monitors personal performance and behavior and does not participate in any activities which are contrary to accepted standards of professional practice. The candidate behaves in ways that warrant the confidence and respect of students, staff, parents, and colleagues. The candidate follows the school handbook of the school in which he or she has a clinical placement.

Other Dispositions Valued by the Faculty

Demonstrates Integrity:

The candidate exhibits honesty, trustworthiness, and sincerity in all professional endeavors. The candidate models integrity by respecting confidences, being open to others, answering questions forthrightly, and admitting mistakes or lack of knowledge. The candidate is fair in evaluation, respects diverse opinions, and recognizes the dignity and worth of all students.

Accepts Responsibility and Shows Evidence of Self-Motivation:

The candidate accepts and agrees to perform tasks that are associated with the role and which are assigned by a legitimate authority and carries out these duties promptly and without complaint. The candidate initiates action to achieve a result without prompting from others.

Demonstrates Commitment To Chosen Professional Role:

The candidate is enthusiastic about their professional role in education and working with students and demonstrates that enthusiasm in word and in action. The candidate appears to be committed to a long term career in education.

Exhibits Sound Judgment:

A candidate attempts to take all available and relevant information into account when making a decision, considers possible implications and consequences of the proposed decision, and hears and considers the views of stakeholders prior to making a decision.

Accepts Constructive Criticism:

A candidate hears and gives careful consideration to evaluative comments of others that pertain to the candidate's performance. Accepting constructive criticism does not necessarily mean that the candidate will agree with or act on others' comments, but it does imply that the candidate avoids behaving defensively.

Models Appropriate Assertiveness:

The candidate, when presented with classroom or other educational issues, articulates positions and, when necessary, takes specific action. The candidate is proactive, not passive, and works actively for the betterment of teaching and learning.

I have reviewed the above document and understand that the demonstration of appropriate dispositions for teachers is an expectation of all candidates in VCU teacher preparation programs.

Signature: _____

Date: _____

Print Name: _____