

Georgia Southwestern State University School of Education
APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Semester for which you are seeking admission

Fall 2012

Fall 2013

(Please circle one)

Name Last First Middle SSN# GSW ID #

Address (permanent) Street City State Zip

Address (local) Street City State Zip

Email Address: Phone #

Major Program Advisor

PERSONAL AFFIRMATION: Answer the following questions by writing yes or no at the left of the statement.

- Have you ever been discharged from the armed services or any position for unprofessional conduct?
Have you ever been convicted of a misdemeanor other than a minor traffic offense?
Have you ever been convicted of a felony?

If you answered yes to any of the questions above, please review and discuss this matter with your advisor.

I certify that the information provided above is true and correct, to the best of my knowledge. I have read and understand the requirement for teacher education, clinical experiences, student teaching and certification.

Signature Date

AUTOBIOGRAPHY: An autobiography is required as part of this application. It should include aspects in your life, which have influenced you to pursue a career in teaching. In narrative form, evaluate your dispositions using the Dispositions' Rubric (attached) with descriptions and/or examples. Describe one of your strong characteristics, which will help you become a good teacher. This autobiography must be a minimum of two pages (typed with 12-point font, double-spaced).

RECOMMENDATION: Admission to Teacher Education requires a recommendation from a professor other than your academic advisor. Please ask a professor (who has recently taught you) to sign below as a recommendation for you to be admitted into Teacher Education.

Professor's Signature Date

ADVISOR'S REVIEW: Your advisor must complete the checklist on the reverse side of this form, attach an updated copy of your curriculum sheet, and sign as a recommendation for you to be admitted into the Teacher Education program. Completed applications must be submitted to: Yolanda West, Georgia Southwestern State University, School of Education, 800 GSW State University Drive, Americus, GA 31709 by June 30, 2012

ADMISSION TO TEACHER EDUCATION - ADVISOR CHECKLIST

This checklist must be completed and signed by your advisor.

Student _____ SSN# _____

Major Program _____ Advisor _____

Please confirm each of the listed requirements:

Advisor's Initials

SoE office use only

- | | | |
|-------|--|-------|
| _____ | completion of EDUC 2110 (Investigating Issues in Education), EDUC 2120 (Exploring Diversity in Education), and EDUC 2130 (Exploring Learning and Teaching) or approved substitutions with a grade of "C" or higher in each course. | _____ |
| _____ | completion of an Associates degree in Education with a minimum gpa of 2.50 | _____ |
| _____ | completion of COMM 1110 (Fundamentals of Speech) with a grade of "C" or higher. | _____ |
| _____ | completion of the Humanities component of the core with a minimum grade point average of 2.25. | _____ |
| _____ | completion or exemption of the GACE I/Praxis I requirement. | _____ |
| _____ | completed application and autobiography attached. | _____ |
| _____ | current advisor's transcript and updated curriculum sheet attached. | _____ |

These are the minimum requirements for admission to teacher education. All requirements must be met for admission and eligibility to enroll in 3000 - 4000 level educator preparation courses. This can include the semester hours the candidate is enrolled in at the time of application. End of semester grades will be reviewed to verify admission and further enrollment eligibility.

ADVISOR'S RECOMMENDATION

I have reviewed the student's application and autobiography. I recommend this student for admission to teacher education.

Advisor's Signature _____ Date _____

Advisor Note: Please attach an updated copy of the student's curriculum sheet. Application should not be submitted until all of the above requirements have been met.

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Comments: _____

Reviewed by: _____ Date _____

GSW School of Education Dispositions' Rubric

	Outstanding (Effectively Demonstrated) (4 pts)	Proficient (Demonstrated) (3 pts)	Basic (Partially Demonstrated) (2 pts)	Unacceptable (Not Demonstrated) (1 pt)	Not Applicable (0 pt)
Collaboration - Interacted and collaborated effectively with all individuals in educational environment	Demonstrated outstanding collaboration skills (e.g. took leadership role or enthusiastic member role willingly; assumed additional responsibilities in positive manner, handled conflict)	Demonstrated proficient collaboration skills (e.g. accepted leadership roles, took responsibility for details, interacted in positive manner with others)	Demonstrated basic collaboration skills (e.g. accepted tasks; interacted appropriately with others)	Demonstrated an inability to work with individuals in collaborative assignments/activities	
Responsibility - Handles tasks and duties in a timely manner, e.g. assignments, project collaboration	Completed all assignments and activities with precise adherence to instructions and on due date or before	Completed most assignments according to instructions and adhered to dues dates	Demonstrated difficulty following instructions and/or turning in assignments on due date	Turns in assignments late or fails to turn in assignments; did not follow instructions for assignments/activities	
Responsibility - Is Reliable in attendance; punctuality	Attended each class session on time; remained in class throughout full class sessions	Adhered to attendance policy; was absent or late fewer times than allowed in policy; remained in class throughout full class sessions	Adhered to attendance policy	Unable to adhere to attendance policy as outlined on syllabus	
Integrity - Adheres to all policies	Demonstrates absolute compliance with the Code of Ethics; Respectfully adheres to University policies	Proficient knowledge of Code of Ethics and other policies	Basic adherence to Code of Ethics and other policies	Failed to observe Code of Ethics and other policies	
Respect - Courteous, collegial and empathetic	Always is courteous to others, always demonstrates; always demonstrates collegial relationships; always demonstrates empathy	Is often courteous to others; often demonstrates collegial relationships often shows empathy toward others	Is usually courteous to others; usually demonstrates collegial relationships; usually shows empathy to others	Is seldom courteous to others; seldom demonstrates collegial relationships; seldom shows empathy to others	
Commitment to Life Long Learning - Participates in professional opportunities	Participates in all GSW and PDS mandatory and non-mandatory events. Joined professional organizations required by GSW and related to PDS School/area of study. Shows evidence of reading educational literature required by GSW and to enhance personal ambitions	Participated in only GSW and PDS school mandatory events. Joins professional organizations and shows evidence of required reading of educational literature	Participates in only mandatory professional developments at GSW; joins one organization and shows evidence of some literature reading	Does not attend professional development events, join professional organization, nor shows evidence of reading educational literature	
Positive Affect - Accepts constructive feedback; demonstrates interpersonal skills and positive attitude	Always accepts constructive feedback and makes positive changes based on the feedback; demonstrates positive interpersonal skills with an encouraging attitude	Demonstrates reflective changes based on constructive feedback most of the time; Demonstrates proficient interpersonal skills with a good attitude	Demonstrates difficulty in accepting constructive feedback; Is reluctant to change based on feedback; Demonstrates basic interpersonal skills with an apathetic attitude	Does not accept constructive feedback; does not demonstrate interpersonal skills; has a bad attitude	
Diversity - Demonstrated positive regard for cultures, genders, SES, other differences	Demonstrates no inappropriate behaviors in the presence of others	Demonstrates few inappropriate behaviors (e.g. verbal, written, and/or behavioral); showed improvement following discussion with professor	Demonstrated some instances of inappropriate behaviors (e.g. verbal, written, and/or behavioral)	Consistently demonstrated inappropriate behaviors (e.g. verbal, written, and/or behavioral)	