

College of Education

APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM(Post-baccalaureate / Graduate)

Submit completed application and supporting materials together to: Office of Teacher Education & Student Services, 112 Clay Hall

**** INCOMPLETE APPLICATIONS WILL NOT BE PROCESSED ****

SECTION I: (To be completed by Student: Please Print) Date: SS#: _____ T#
Email Address: ____ T#: _____ Phone: ()_____ Address: City/ State/ Zip Code:_____ Permanent Address: Phone: () City/ State/ Zip Code: _____ Licensure Only: Classification: Degree Seeking: M.Ed.: M.S.: M.A.Ed.: Major: Certification Area/Level: ANTICIPATED DATE OF GRADUATION: _____ (Month) (Year) Gender: Female Male Date of Birth: (mo) / (day) / (yr) GPA: Baccalaureate or Overall (Most recently awarded degree) Test Score MAT ____ GRE ___ OTHER ____ Race: | American Indian or Alaskan Native Primary Language: _____ Asian or Pacific Islander __ Black, Non-Hispanic Hispanic White, Non-Hispanic Decline to state

SECTION II: (To be completed by Student and Advisor)	Continued
Have you completed nine (9) hours of graduate level coursework or are you enrolled in your 9 th hour? No Yes (Attach a Program of Study / Transcript evaluation)	ı currently
Are you seeking special accommodations under ADA No I If Yes, please attach A Reasonable Accommodation Request Form If Yes, are you registered with the Office of Disabled Student Services I	Yes No Yes
Have you ever been convicted of a misdemeanor of felony? (Attach a receipt from Criminal Background Check) If yes, explain:	Yes 🗌
Have you ever been removed from an observation, field placement, internsh teaching or academic program? No Yes If yes, explain:	nip, student

Important Note <u>Completed</u> applications received after published deadlines will be deferred to the following cohort. Candidates may <u>not</u> apply for admission to professional education program and student teaching in the same semester.

(Signature)

Date:

Postbac/ Graduate Admission to Teacher Education Checklist

Date Ap	pplication Submitted:
(Office	use only)
	Proof of liability insurance (Liability Insurance may be acquired through STEA Membership. See Ms. Debra Jackson, Curriculum Lab Director, 212 Clay Hall or register online http://www.teateachers.org/) *Note: STEA membership runs from September 1 - August 31.
	Background Check (Register with Morpho Trust Identogo. To register go to www.identogo.com or call (855) 226-2937. To register on-line students will need to provide the ORI number, TNCC19138 – TSU Academic Affairs. Cost of the background check is \$48. Payment may be made by debit or credit card.
	Copy of First Draft of Personal Teaching Philosophy
•	Career plans
•	Travel experience
•	Work experience (last five years)
□ .	Copy of Autobiography (Minimum of 300 words) should include the following Experience with children
	Two (2) dispositions assessment forms
•	Copy of GRE score (870 or above)
□ .	Copy of one of the following Copy of MAT score (370 or above) or
	Copy of Official Transcripts from TSU and/or other institutions (cum GPA 2.75, in last sixty hours or full graduate school admission status and acceptance into a graduate degree program

TENNESSEE STATE UNIVERSITY ADMISSION TO TEACHER EDUCATION PROGRAM DISPOSITIONS ASSESSMENT FORM

Teacher Candidate:		SSN:					
Email:		Circle Current Sem	ester: F	SP	\mathbf{SU}		
Year: College:	Degree	Major		_			
Teacher Education Program. available for review by the stu-	This information will be av dent upon their request. <i>Pl</i> essed to: Tennessee State Un	ining the applicant's qualificati ailable to the Teacher Educatio lease complete this form and retu iversity, Office of Teacher Educa	n Comm <i>urn it to</i>	ittee the ap	and n	nay b n <i>t in</i>	e a
CANDIDATE. <u>Instructio</u> below each of the seven of even if all of the specific by $0 - \underline{Unacceptable}$ $1 - \underline{Developing} - \underline{Verticolorization}$ $2 - \underline{Acceptable} - \underline{Verticolorization}$ $3 - \underline{Exemplary} - \underline{Verticolorization}$ $N/O - Not observe$	ns: To inform your rating verall dispositions. However the period was seen performance is not acceptable performance is at the level performance exceeds the red	level expected of a beginning	, B, C, for each er. eginning	.) list cate teacl	gory	,	
Disposition 1: Plan	tes or has the potential to	demonstrate for following:		0	1 2	3	N/O
•	ces and strengths as a bas	sis for growth and their error	s as	U	1 2	, 3	14/0
to identify the diverse need B. Plans and designs conter assessments appropriate to	s of students as a whole cla nt instruction that is develo the content and learner. (K	assessments, and classroom for uss, as groups, and as individual pmentally appropriate and incluSD 1.C.2) diverse students. (KSD 1.C.3)	ls. (KSD	1.C.	1)		
Disposition 2. Maximize L	oarnina			0	1	2 3	N/O
	n to all learners, encoura	ges critical thinking and self	efficacy,		1	2 3	IN/O
A. Paces the presentation of and clarifies when students B. Uses questioning technic order thinking. (KSD 2.A.3 C. Emphasizes student own employability and/or postso	f concepts appropriately to misunderstand. (KSD 2.A. ques appropriate to the con b) nership of learning through econdary education. (KSD 2 ent to students through rese	tent and structures activities that connecting the content and con 2.B.1) arch based methods, activities,	nt require	stud idards	ents t	o use	higher
Disposition 3. Evaluate			0 1	2	3	N/0)
Facilitates ongoing learni	ng through reflection and	assessment.	0 1		3	11/(
		, curriculum guides, and state a	Issessme	nt out	come	28.85	

A. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection. (KSD 3.C.1)

- B. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.(KSD 3.C.2)
- C. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues. (KSD 3.C.3)
- D. Demonstrates efficacy with struggling students and diverse groups. (KSD 3.C.4)

Disposition 4. Manage	0	1	2	3	N/O
Maintains a positive and productive learning environment that both encourages and	U	1		5	11/0
protects learners.					
A. Exhibits enthusiasm and positive disposition toward the content area and conveys high expe	ctati	ons	for s	ucc	ess to
students. (KSD 4.A.1)					
B. Establishes clear classroom standards and expectations for behavior that emphasize self-con-	trol,	self	-disc	cipli	ne,
collaboration, and mutual respect among students and teacher. (KSD 4.A.2)	,			1	,
C. Establishes clear classroom standards and expectations for achievement that focus upon contact of the contac	tent !	knov	wled	ge,	
engagement in purposeful learning, high academic performance, and ownership of learning. (K				•	
Disposition 5. Model Professionalism	0	1	2	3	N/O
Consistently demonstrates caring, fairness, responsibility, professional dress and					
behaviors, appropriate interactions, professional standards and ethics, commitment to					
service, and respect for all learners and constituents.					
A. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and	cons	siste	ntly		
demonstrates respect, accessibility, and expertise. (KSD 5.C.1)			-		
B. Performs assigned duties in a timely manner with instructional and non-instructional respons	sibili	ities	(K	SD	
5.C.2)					
C. Dresses appropriately for the situation (i.e. wears appropriate attire for teacher in schools s	ettir	igs).			
Disposition 6.Communicate	0	1	2	3	N/O
Habitually communicates effectively in all teaching and learning interactions,					
cooperates with all constituents, and values the communication of others.					
Works cooperatively with parents, peers, faculty, school personnel and other professionals to p	rom	ote t	he		
education and well-being of all students.					
Disposition 7. Specialize	0	1	2	3	N/O
Demonstrates dispositions consistent with specialty area(s) standards in order to					
facilitate the success of all.					
Demonstrates professional dispositions while engaging in professional responsibilities related t	o co	nten	t ma	ster	у,
based on Tennessee and specialized professional association (SPA) criteria. (KSD 7.A.3)					
Do you think this candidate possesses the necessary qualifications and characteristics for to the TSU Teacher Education Program? Yes No		issio	on		
Please provide comments regarding dispositions of the candidate or address other items (or professional appearance, tactfulness, etc	e.g.,				
Rated by:					
Signature: Position/Title:					
Print Name: Date:					
Email: Phone:					
Please indicate your relationship to the student:					
Advisor Instructor K-12 Teacher/Principal/Con	unse	lor			

TENNESSEE STATE UNIVERSITY ADMISSION TO TEACHER EDUCATION PROGRAM DISPOSITIONS ASSESSMENT FORM

Circle Current Semester: F SP SU		andidate:		SSN:							
The information requested below is to be used in determining the applicant's qualification for admission into the Teacher Education Program. This information will be available to the Teacher Education Committee and may be available for review by the student upon their request. Please complete this form and return it to the applicant in a sealed and signed envelope addressed to: Tennessee State University, Office of Teacher Education, Box 9533, 3500 John A Merritt Blvd, Nashville, TN 37209-1561 PLEASE CHECK THE APPROPRIATE BOX TO INDICATE YOUR RATING OF THE CANDIDATE. Instructions: To inform your ratings review the sub-elements (A, B, C,) listed below each of the seven overall dispositions. However, provide an overall rating for each category, even if all of the specific behaviors were not seen. 0 - Unacceptable - performance is not acceptable for prospective teacher. 1 - Developing - performance is acceptable but is not at the level of a beginning teacher. 2 - Acceptable - performance is at the level of a beginning teacher. N/O - Not observed The applicant demonstrates or has the potential to demonstrate for following: Disposition 1: Plan Values learners' experiences and strengths as a basis for growth and their errors as learning opportunities. A. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals. (KSD 1.C.1) B. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner. (KSD 1.C.2) C. Plans and designs evaluations and assessments for diverse students. (KSD 1.C.3) Disposition 2: Maximize Learning Provides quality education to all learners, encourages critical thinking and self efficacy, and believes in and helps all to succeed. A. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solv				Circle Current Sen	ıestei	r: F	SP	SU			
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	and cla B. Use order th C. Employ D. Con	rifies when students mist s questioning techniques hinking. (KSD 2.A.3) phasizes student ownersh vability and/or postsecond municates the content to	appropriate to the cont ip of learning through dary education. (KSD 2 students through resea	ent and structures activities the connecting the content and co (2.B.1) arch based methods, activities	at req	uire stand	stude	ents	s to	use	highe
	Dispos	ition 3. Evaluate			0	1	2	3		N/O	l
			rough reflection and	assessment.		1				21/0	

- A. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection. (KSD 3.C.1)
- B. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.(KSD 3.C.2)
- C. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues. (KSD 3.C.3)
- D. Demonstrates efficacy with struggling students and diverse groups. (KSD 3.C.4)

Disposition (Manage		1	2	2	NI/O
Disposition 4. Manage	0	I	2	3	N/O
Maintains a positive and productive learning environment that both encourages and protects learners.					
A. Exhibits enthusiasm and positive disposition toward the content area and conveys high expe		0.00.0	ford		222 to
	ctati	ons	101 8	succ	ess to
students. (KSD 4.A.1)	41	1£	: L	. : 1 :	
B. Establishes clear classroom standards and expectations for behavior that emphasize self-con	troi,	sen	-aisc	прп	ne,
collaboration, and mutual respect among students and teacher. (KSD 4.A.2)	44	1	1	l	
C. Establishes clear classroom standards and expectations for achievement that focus upon con				ige,	
engagement in purposeful learning, high academic performance, and ownership of learning. (K				3	N/O
Disposition 5. Model Professionalism	0	1	2	3	N/U
Consistently demonstrates caring, fairness, responsibility, professional dress and					
behaviors, appropriate interactions, professional standards and ethics, commitment to					
service, and respect for all learners and constituents.			41		
A. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and	cons	siste	ntiy		
demonstrates respect, accessibility, and expertise. (KSD 5.C.1)	_:1L:11	:4:	(IZ)	a D	
B. Performs assigned duties in a timely manner with instructional and non-instructional respon	SIDIII	ines	. (K	טט	
5.C.2)	44:-	\			
C. Dresses appropriately for the situation (i.e. wears appropriate attire for teacher in schools .	settin	igs).			
Discosition (Communicate		1	2	2	NI/O
Disposition 6.Communicate	0	1	2	3	N/O
Habitually communicates effectively in all teaching and learning interactions, cooperates with all constituents, and values the communication of others.					
Works cooperatively with parents, peers, faculty, school personnel and other professionals to p	rom	ote i	the		
education and well-being of all students.					
Disposition 7. Specialize	0	1	2	3	N/O
Demonstrates dispositions consistent with specialty area(s) standards in order to					
facilitate the success of all.					
Demonstrates professional dispositions while engaging in professional responsibilities related to	осо	nten	t ma	ster	у,
based on Tennessee and specialized professional association (SPA) criteria. (KSD 7.A.3)					
Do you think this candidate possesses the necessary qualifications and characteristics for to the TSU Teacher Education Program? Yes No		issi	on		
Please provide comments regarding dispositions of the candidate or address other items (professional appearance, tactfulness, etc	e.g.,				
Rated by:			_		
Signature: Position/Title:					
Print Name: Date:					
Email: Phone:					
Please indicate your relationship to the student: Advisor Instructor K-12 Teacher/Principal/Co					

Tennessee State University Criminal Background Check Form

Procedures

- 1. Submit to a fingerprint scan at one of Tennessee Bureau of Investigation's (TBI) scan locations.
- a. In order to be fingerprinted, candidates must register with Morpho Trust Identogo. To register go to http://www.identogo.com/ or call (855) 226-2937. To register on-line students will need to provide the ORI number, TNCC19138 TSU Academic Affairs.
 - Click on Tennessee
 - ➤ Click on Online Scheduling
 - > Enter your name Click GO
 - ➤ Select Non-DCS Child Care / Adoption Providers Click GO
 - > Select Child Related Worker (Private) Click GO
 - > Enter ORI # TNCC19138 Click GO
 - > TSU ACADEMIC AFFAIRS ----Select- YES
 - ➤ Enter Zip Code
 - > Select site/ date/time
 - ➤ Complete Applicant Information Follow prompts
- b. Candidates will be fingerprinted at their own expense. The total cost of the background check is \$48. Payment my be made by debit or credit card for the criminal background check is \$48.00. Print payment receipt.
- c. Proceed, with receipt, to one of the fingerprint scan sites (list attached).
- 2. After completing the process and reading this form sign below. Return this form and your <u>and</u> fingerprinting receipt with your completed application packet by the published deadline.

Access to public and/or private schools (before, during, or after hours) will not be granted until all appropriate documentation is on file in the Teacher Education office.

Incidents

Subsequent to my completed background check and going forward, it is my responsibility to report any arrest or criminal citation to the TSU Assistant Dean for Teacher Education within 48 hours of the incident. Failure to do so may result in dismissal from the program. I understand that my admission to, and continuation in the Teacher Education or other programs are contingent upon satisfactory results of the fingerprinting and background checks.

NOTE: Background checks are valid for the duration of completing a program. If there is a break in service or you're completing another degree, you must go through the process again.

Student's Signature:	
Date:	

Morpho Trust IdentoGo Fingerprinting Locations

Nashville Academy of Personal Protection & Security 336 Hill Ave Suite 102 Nashville, TN 37210

Nashville Metro Nashville Public Schools 2601 Bransford Avenue Nashville, TN 37204

Old Hickory Goin Postal 14823 Lebanon Rd Old Hickory, TN 37138

Franklin Goin Postal 9050 Carothers Parkway Suite 104 Franklin, TN 37067

Hendersonville Guns & Leather 600 West Main St Hendersonville, TN 37075

Greenbrier Guns & Leather 2216 Hwy 41 South Greenbrier, TN 37073

Gallatin The UPS Store 3429 695 Nashville Pike Gallatin , TN 37066

Lebanon E & A Solutions 1037 West Main St, Suite A Lebanon, TN 37087