

ALICE LLOYD COLLEGE EDUCATION DEPARTMENT
Criteria for Admission into the Teacher Education Program

The Teacher Education Program (TEP) at Alice Lloyd College is a rigorous academic program. It is designed to aid students in acquiring a broad range of knowledge in their subject areas as well a firm background in the history of education in the United States, historical and current trends in education, theories of educational philosophy and human development and learning. The academic courses of study are supported by extensive field experience in classroom observation and practice.

CRITERIA

1. Complete and file an application with the Director of Teacher Education by the appropriate deadline date.
2. Attain a cumulative 2.75 grade point average on a 4.00 scale in all college academic work or a 3.0 for the last 30 credit hours.
3. Complete Education 200; English 101 and 102; Communication 126; Math 110 or 112 or 113 or 125; and CIS 100, all with a grade of "C" or better. Present a satisfactory record of pre-professional curricula experiences.
4. Demonstrate critical thinking, creative thinking, collaboration, and proficient communication skills, including evidence of satisfactory written and oral competency.
5. Present two satisfactory recommendations from your home community (non relatives) and two former college professors. Present a satisfactory written recommendation from the Director of the Student Work Program or a work supervisor (current or former).
6. Exhibit moral, social, and ethical behavior commensurate with professional competency and exhibit evidence of no impairments which would preclude teaching success.
7. Submit a satisfactory Criminal Background Check and Negative Drug Test.
8. Present satisfactory results on examinations as required by the Teacher Education Program and the Kentucky State Department of Education.
9. PPST scores in reading ≥ 176 , math ≥ 174 , and writing ≥ 174
10. Have membership in KEA-SP
11. Be interviewed and officially recommended by the Teacher Education Committee
12. Achieve satisfactory results on other tests or evaluations as requested by the Teacher Education Committee.

Students who do not meet established criteria for entrance into the Teacher Education Program, or who are denied admission, may submit a written request for a hearing before the Teacher Education Committee for further consideration.

The Director of Teacher Education will notify TEP candidates regarding the official results of the Committee's decision. This notification will be made within one week.

The Committee may recommend dismissal from the Teacher Education Program at any time that a student's social, academic, personal, or professional conduct is found to be unsuitable for the teaching profession.

**Alice Lloyd College
Education Department
Biographical Inventory and Application
for Admission to the Teacher Education Program**

Purpose of this application: You are to complete this document to supply information which will be used to determine your eligibility and qualifications for Admission to the Teacher Education Program at Alice Lloyd College. Admission to the Teacher Education Program is a prerequisite to your enrolling in any professional education course at the 300 level or above.

Personal Information:

1. Name _____ 2. SSN _____
3. Date of Birth _____ 4. Place of Birth _____
5. Mailing Address _____
(Street or apt.) (City) (State) (Zip)
6. Email Address _____
(Home) (ALC)
7. Home Telephone _____ 8. ALC Telephone _____ 9. Cell _____
10. Planned Program of Study ____ P-5 ____ 5-9 ____ 8-12 Content Area _____
11. Family Data: No. of sisters _____ No. of brothers _____ Your rank in birth _____
12. Parents or Guardians Names _____
13. Address of
Parents/Guardians _____
14. High School from which you graduated: _____ Date: _____
15. Size of your high school graduating class: _____ Your Rank in that class: _____
16. List below in outline form a record of main (summer or full-time) employment. Include work as an aide, summer school teacher, tutor, etc. Use the back of this page if the space below is inadequate.

17. List below any people-related, unpaid experiences you have performed under less controlled conditions than those described in question 16. This list could include experiences such as occasional baby sitting, school volunteer or community volunteer activities, church activities, musical groups, etc.

18. What special talents, abilities, or experiences do you have that would help make you an effective teacher? (Include college experiences, clubs, organizations, sports, office help, honors, etc.).

19. How do you like to spend your leisure time?

20. How do you deal with problems that arise in your interpersonal relationships with others (classmates, teachers, etc.)?

21. Describe one experience you have had with a child or children in your background which you feel was successful.

22. What is your current GPA? _____

23. What is your classification and semester in school (e., Soph., 1st semester)? _____

24. Who is your academic advisor? _____

IMPORTANT NOTE: YOUR APPLICATION WILL NOT BE CONSIDERED BY THE TEACHER EDUCATION COMMITTEE UNTIL THIS APPLICATION IS COMPLETE

Alice Lloyd College Education Department
***Checklist for Admission to the Teacher Education Program**
(To be Verified, Signed and/or Initialed by ALC Education Department Staff)

Teacher Education Candidate _____ **SS#** _____ **Major** _____

- _____ Biographical Inventory/Application
- _____ Updated Autobiography
- _____ Updated Personal Statement "Why I Want to be a Teacher"
- _____ Updated Philosophy of Education
- _____ Education 200 Field Observation Form(s)
- _____ Updated Satisfactory Criminal Background Check
- _____ Negative Drug Test

- _____ KEA-SP Membership
- Recommendations**
- _____ Home/Community (2)
- _____ Faculty (2)
- _____ Work Study (1)

Academic Requirements

- _____ Transcript
- _____ PPST scores in reading ≥ 176 , math ≥ 174 , and writing ≥ 174
- _____ Education 200 ("C" or better)
- _____ English 101 & 102 ("C" or better)
- _____ Communication 126 ("C" or better)
- _____ Math 110 or 112 or 113 or 125 ("C" or better)
- _____ CIS 100 or Equivalent ("C" or better)
- _____ GPA (2.75 or higher in all course work or a 3.0 for the last 30 credit hours)
- _____ General Education requirements met (75% minimum) _____ %

*To be submitted with Application

THE PROGRAM INTERVIEW

The purpose of the program entry interview is to establish a professional opinion of the candidate's suitability for entering the Teacher Education Program. Objectives of the interview include the following:

- Confirm the candidate's desire to enter the profession.
- Establish the extent to which the student is prepared academically to enter the Teacher Education Program.
- Confirm the candidate's ability to effectively communicate his or her philosophy of education.
- Ascertain that the student is aware of the realities of the teaching profession.
- Assess the candidate's skills in oral communication.
- Provide the candidate an opportunity to discuss and to form sound perceptions of the Teacher Education Program and of the teaching profession.
- Identify any area(s) in which the candidate may need to improve in order to perform effectively in the **Teacher Education Program** or in the teaching profession.

THE INTERVIEW PROCESS

The final step for acceptance into the Teacher Education Program (TEP) involves an interview conducted by a minimum of three members of the TEP Committee or designees (TEP faculty, P-12 faculty, P-12 administrators, college professors, etc.) Members ask questions of each candidate. There are ten questions drawn from the textbook used in **EDUC 200**, Educational Foundations. The textbook used is the Eighth Edition of *Becoming A Teacher* by F.W. Parkay and B.H. Stanford. Sample interview questions can be found in the Curriculum Center or Teacher Education Office. Candidates are rated on their responses to five questions. The questions are accompanied by an interview score sheet and a rubric for scoring. A sixth category is provided to assess the candidate's overall communication skills in the interview. Each member of the interview committee will rate the candidate.

Following the interview, the candidate will be excused and the committee members will meet to discuss the interviewee's performance and their ratings. They will then arrive at a consensus as to a final interviewee score and whether or not the candidate will be admitted to the TEP.

Each candidate will receive an official letter from the Chair of the Education Division notifying him/her of the results of the interview. If the candidate successfully completes the interview process, he/she may register for advanced courses in the TEP.

If the candidate is unsuccessful in the interview process, he/she may appeal the findings of the TEP Committee. This appeal must be made in writing and submitted to the Chair of the Education Division. If the Chair feels the appeal is warranted, another interview may be granted. If the Chair feels the appeal is not warranted, the student is notified to that effect. If the student is not satisfied with the decision of the Chair, he/she can appeal to the Dean of the College. The Dean of the College has the final decision in all academic matters.

Potential Interview Questions for Entrance into the TEP

1. Explain how your philosophy of education reflects your own personal experiences and how your philosophy will help all children learn.
(Kentucky Teacher Standard 7)
2. Explain the difference in classroom management and classroom discipline. *(Kentucky Teacher Standard 3 / 4)*
3. Should teachers be responsible for teaching and influencing the development of moral and ethical behavior in our students? Explain.
4. How do you think “standard grammar” fits into the role of a good teacher? *(Kentucky Teacher Standard 10)*
5. How do we address the issue of teaching children with special needs?
(Kentucky Teacher Standard 2)
6. What would you identify as the characteristics of a good teacher? What professional skills do you consider necessary in order to be a good teacher?
7. What makes a teacher a professional? Must a teacher be a professional in order to be a good teacher?
8. Describe how social problems impact student behavior and learning in our classrooms today.
9. What is *No Child Left Behind*? What impact has it had and will it have on public education?
10. Explain how your dispositions and leadership will positively impact learning. *(Kentucky Teacher Standard 10)*

Alice Lloyd College
Teacher Education Program (TEP) Interview
Scoring Rubric Worksheet

Stage 1

TEP Candidate Name: _____ Date of Interview: _____

ID#: _____ Semester: Fall Spring 20_____

Scoring Rubric	
Very Good	3
Satisfactory	2
Poor	1

Item Scored	Question # (from list of proposed questions)	Score (see Rubric)
Question # 1		
Question # 2		
Question # 3		
Question # 4		
Question # 5		
Communication Skills		
Total Score		
Mean Score		

Communication Skills	Rating
Possesses self-confidence	
Uses appropriate grammar	
Uses appropriate vocal inflection	
Avoids monotone delivery	
Answers questions with clarity and candor	
Dresses appropriately	
Total Score	
Mean Score	
Comments:	

Evaluator's Signature: _____

Revised September 2009

Alice Lloyd College
Teacher Education Program (TEP) Interview
Consensus Score Sheet

Stage 1

TEP Candidate Name: _____ Date of Interview: _____
ID#: _____ Semester: Fall Spring 20_____

Evaluator Signatures	Score
Consensus Score of Committee	

_____ Admitted to TEP

_____ Not admitted to TEP

Comments/Recommendations:

Committee Leader: _____ Date: _____

Candidate Signature: _____

Revised September 2009

**Alice Lloyd College Education Department
Faculty Recommendation for Admission into the Teacher Education Program**

Applicant's Printed Name: _____

Please provide information about the student named above using the following Rubric. Place the appropriate number in the appropriate area.

Description	Score
Demonstrated	3
Partially Demonstrated	2
Inconsistent	1
Not Observed	0

- This is the kind of person I would want to teach my child or a child dear to me.
- This is the kind of person I would want to represent Alice Lloyd College in the teaching profession.
- This person demonstrates respectfulness and fairness.
- This person has appropriate interpersonal skills indicative of success as a classroom teacher.
- This person demonstrates integrity and trustworthiness.
- This person is responsible.
- This person is caring.
- This person demonstrates citizenship.

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	

___ Yes ___ No I recommend this person for admission to the Teacher Education Program.

Additional comments:

Faculty Member's Signature: _____ **Date:** _____

Applicant's Signature: _____ **Date:** _____

**ALICE LLOYD COLLEGE EDUCATION DEPARTMENT
COMMUNITY RECOMMENDATION FOR STUDENTS' ADMISSION
INTO THE ALICE LLOYD COLLEGE TEACHER EDUCATION PROGRAM**

Student Applicant's Printed Name: _____

Please provide information about the student named above using the following scale. Place the appropriate number in the appropriate area.

Description	Score
Demonstrated	3
Partially Demonstrated	2
Inconsistent	1
Not Observed	0

If necessary, please use the back of this sheet to make additional comments. Thank you.

- () This is the kind of person I would want to teach my child or a child dear to me.
- () This is the kind of person I would want to represent the teaching profession.
- () This person demonstrates respectfulness and fairness.
- () This person has appropriate interpersonal skills indicative of success as a classroom teacher.
- () This person demonstrates integrity and trustworthiness.
- () This person is responsible.
- () This person is caring.
- () This person demonstrates citizenship.

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	

___ Yes ___ No I recommend this person for admission to the Teacher Education Program.

Additional Comments:

Name: _____ Date: _____

Address: _____

Connection with Candidate: _____

Applicant's Signature: _____ Date: _____

**Alice Lloyd College Education Department
STUDENT WORK EVALUATION
for Admission into the ALC Teacher Education Program**

STUDENT NAME _____ **Job Description** _____

1. How well did the student perform the work assignment? Be specific.

2. What did the student learn from the work assignment?

3. How well did the student relate to other people on the work assignment?

4. How would you describe the student in the initiation of innovative procedures and trying to make a positive contribution to your office or department?

Descriptors	Poor	Below average	Satisfactory	Outstanding
Caring: compassionate, kind, pleasant (Character)				
Respect: considerate, tolerant (Character)				
Creativity: has new ideas, new approaches (Capability)				
Knowledge: general and professional (Capability)				
Citizenship: cooperate, follow rules (Character)				
Responsibility: full-fills obligations, perseveres (Character)				
Trustworthiness: dependable, reliable, honest (Character)				
Fairness: open-minded, listens (Character)				
Critical Thinking: reflective (Capability)				
Volunteers for campus/school/community activities (Service)				

Rubric for Dispositions listed below

Description	Score
Demonstrated	3
Partially Demonstrated	2
Inconsistent	1
Not Observed	0

Character	Score	Capability	Score	Service	Score
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	

Supervisor's Signature _____

Department _____ **Date:** _____

Student's Signature _____ **Date:** _____

Stage 1