

**Admission to the Teacher Education Program(TEP)
Written Assessment**

This assessment consists of four parts.

1. **“Why I want to teach”**

Write a reflective essay that addresses the question “Why do I want to teach?” Discussion of how your motivations may have changed over time will add depth and richness to your writing.

2. **Updated philosophy**

Write a new or revised statement of your teaching philosophy.

In a separate essay discuss the changes that you recognize in your teaching philosophy. Be sure to explicitly connect and integrate areas in which growth has occurred due to your experiences in your preparation program and aspects of the Program Goals that influence your thinking. Include a copy of your original philosophy.

3. **Professional Growth and Development Plan**

As part of the Key Assessment 1 conference at the conclusion of EDS 150, you set professional goals targeting dispositions that you wanted to strengthen, a Program Goal that you wanted to understand with more depth and breadth and a plan to gain content proficiency. In EDS 227, 228, or other related music and physical education content courses, you worked on these professional goals in various ways.

Briefly write about the changes in your understanding, thinking, and or performance in these areas and be prepared to discuss these areas of growth at your admissions conference. Make sure to address the content plan, the chosen Program Goal and at least one of the targeted dispositions.

As part of your professional development plan also write an annotated list of your experiences working with children of the ages you intend to teach. Annotations should be brief, providing descriptive information about the nature of the experience (when, where, with whom, and nature of your role). Begin with the most recent.

4. **Admissions Conference**

During the admissions conference you and your advisor will develop new goals to help you continue to grow professionally either in the areas already identified or in new developmental areas. This conference will include setting goals concentrated on content proficiency, increasing your understanding of the Program Goals, strengthening dispositions and gaining experience with children of the age you plan to teach.

Admission to the Major/Teacher Education Program (TEP)

	Excellent	Good	Passing	Unacceptable
	4	3	2	1
<p>New Philosophy</p> <p>Dimensions:</p> <ol style="list-style-type: none"> 1. What is the purpose of education? 2. What is your vision for the world? 3. What is the teacher's role? 4. What is important to teach/learn? 5. How does learning happen? 6. How can we understand what has been learned (Assessment and Evaluation)? 7. What is diversity and how does it impact teaching and learning? 8. What kind of learning environment supports your vision for the world? 9. What will I do in my classroom because of what I believe about teaching and learning? 	<p>Statement provides a full and rich discussion of all nine dimensions of a philosophy statement, demonstrating deep thinking, understanding of complexities, and challenges of implementation.</p> <p>Statement is tightly woven and fully aligned internally and with the <i>Why I Want to Teach</i> essay.</p> <p>The writer's vision for the world is clearly communicated, woven throughout the statement and/or illustrates deep commitment to serving as a change agent both inside and outside the classroom in service to the vision.</p>	<p>Statement addresses all nine dimensions of a philosophy statement with appropriate depth and complexity.</p> <p>Statement is consistently aligned internally and with the <i>Why I Want to Teach</i> essay.</p> <p>The writer's vision for the world is well integrated throughout the philosophy statement and demonstrates the potential for leadership and for becoming a change agent.</p>	<p>Statement addresses each dimension of a philosophy statement with inconsistent depth and/or complexity.</p> <p>Statement is inconsistently aligned internally and/or with the <i>Why I Want to Teach</i> essay.</p> <p>The writer's vision for the world is loosely connected.</p>	<p>Statement does not address all nine dimensions of a philosophy statement and/or is weak, narrow or superficial in presentation.</p> <p>Statement is seriously out of alignment with itself and/or the <i>Why I Want to Teach</i> essay.</p> <p>The writer's vision for the world is not articulated.</p>
Old Philosophy	Include a copy of your old philosophy statement.			

	Excellent	Good	Passing	Unacceptable
	4	3	2	1
Philosophy Reflection Statement	<p>Reflection identifies significant changes in philosophical thinking, identifies experiences (courses, work with children, etc.) leading to changes in thinking and identifies areas for further growth and development.</p> <p>Reflection demonstrates that a major change impacts every dimension of the philosophy.</p> <p>Reflection articulates an understanding of the role that teachers may play in serving the broader community with an educational vision and hope for the world.</p>	<p>Reflection identifies changes in thinking; statement clarifies ideas.</p> <p>Reflection demonstrates that changes impact multiple dimensions of the philosophy.</p>	<p>Reflection identifies limited changes in thinking; statement clarifies ideas.</p> <p>Reflection lacks sufficient depth to articulate reasons for change in thinking.</p> <p>Statement is more reporting than reflective.</p>	<p>Reflection statement is insufficient to demonstrate changes in thinking over time.</p>
Why I Want to Teach Essay	<p>Reasons for wanting to teach are well articulated, substantive, and sufficient to sustain the student's journey to become a classroom teacher.</p> <p>Writer is able to share a deep understanding of the gift that teaching will bring to her/him.</p> <p>Writer is able to articulate an understanding of the balance in teaching; the give and take; meaningful work and personal fulfillment.</p>	<p>Reasons for wanting to teach are clear and articulations hold promise to sufficiently sustain the student's journey.</p> <p>Statement is personal, builds upon experiences, and has passion and/or vision.</p> <p>Internally consistent and aligned with philosophy statement.</p>	<p>Reasons for wanting to teach are stated.</p> <p>Statement is personal, includes experiences, has passion and/or vision.</p> <p>Has inconsistencies with alignment and/or philosophy statement.</p>	<p>Reasons for wanting to teach are unclear.</p> <p>Statement lacks passion and/or vision.</p> <p>Statement is internally inconsistent and/or lack alignment with philosophy statement.</p>

Overall Presentation				
Presentation	All components of the written assessment are included: new philosophy, old philosophy, reflection on changes, and <i>Why I Want to Teach</i> essay. Presentation is professional; includes a typed cover page, a table of contents, and is easy for the reader to follow. The writer communicates to the reader a commitment to doing quality work.	All components of the written assessment are included: new philosophy, old philosophy, reflection on changes, and <i>Why I Want to Teach</i> essay. Presentation is professional; includes a typed cover page, a table of contents, easy for the reader to follow. It is clear that the writer was careful in putting the written assessment together.	All components of the written assessment are included: new philosophy, old philosophy, reflection on changes, and <i>Why I Want to Teach</i> essay. The presentation communicates a beginning understanding of professionalism; includes a typed cover page, a table of contents.	Not all components of the written assessment are included: new philosophy, old philosophy, reflection on changes, and <i>Why I Want to Teach</i> essay. And/ or the presentation was not professional. The writer communicates to the reader a lack of commitment in doing quality work.
Mechanics	Contains few if any errors in professional writing conventions. The writing is excellent, clearly and effectively communicates ideas. The reader is able to understand what is written. The quality of the writing engages the reader.	Contains few if any errors in professional writing conventions. The writing is good and effectively communicates ideas. The reader is able to understand what is written.	Contains few errors in professional writing conventions. The writing adequately communicates ideas. The reader is able to understand what is written.	Contains many errors in professional writing conventions. The writing does not communicate ideas. The reader cannot easily understand what is written.