Spring Admission deadline- **October 15th**  
Fall Admission deadline- **April 1st**

Application for Admission to Teacher Preparation

Complete this application and affix all attachments. Transfer students and students who hold Baccalaureate Degrees should submit official 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 with at least a 2.8 GPA. (A 2.8 GPA is required effective Spring 2011). Please return the completed application to the Student Services Center, Oliver Hall, 1st floor, Room 1037.

**I. PERSONAL DATA**

Name: ___________________________________________ Student VID # ____________________________

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<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
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Local Address: _______________________________________________________________

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

Permanent Address: _____________________________________________________________

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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Telephone: ___________________________ Cell: ___________________________ e-mail address: ___________________________

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 (complete only one section)**

Extended Teacher Preparation Program (M.T.):

Humanities and Science Major: ___________________________ Undergraduate Advisor: ___________________________

(i.e. LSEE, English, History, Mathematics, Science)

M.T. Program (for students who already hold an undergraduate degree):

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

(Please Circle)

- Early Elementary Education
- Secondary History
- Secondary Biology
- Secondary Earth and Space Science
- Special Education
- Secondary Math
- Secondary Chemistry
- Secondary Physics

M.Ed. Program: Choose from list below. Advisor: ____________________________

(Please Circle One)

- Early Childhood Special Education
- Special Education-General
- Severe Disabilities

Revised January 2019
Post-Baccalaureate Certificate Program: Advisor ______________________

(Please Circle One)

Mathematics Science: Biology, Chemistry, Physics, and Earth Science

English History/Social Studies

Elementary Education students: Please indicate the semester you intend to enroll in Practicum A Block:

_____________________

The courses in Practicum A Block are TEDU 310 (2 credits), TEDU 414 (4 credits), TEDU 426 (3 credits), and TEDU 410 (3 credits)

III. SCORE REQUIREMENTS:

TO BE ADMITTED TO TEACHER PREPARATION YOU MUST SUBMIT THE FOLLOWING PASSING SCORES WITH THIS APPLICATION. PLEASE NOTE YOU HAVE A NUMBER OF TESTING OPTIONS:

1) PRAXIS Combined test only; or SAT as a substitute for PRAXIS; or ACT as a substitute for PRAXIS 

Or

2) VCLA and Praxis Core Math score; or VCLA and SAT Math score; or VCLA and ACT Math score.

Which tests have you taken and passed? _____PRAXIS Core Academic Skills for Educators Combined Test

_____SAT_____ ACT _______VCLA _______PRAXIS Core Math _______SAT Math_______ACT Math

<table>
<thead>
<tr>
<th>PRAXIS Core Academic Skills for Educators Combined Tests:</th>
<th>SAT as substitute for PRAXIS</th>
<th>ACT as substitute for PRAXIS</th>
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</thead>
<tbody>
<tr>
<td>Computer Delivered Test (CDT)</td>
<td>Before April 1, 1995</td>
<td>ACT Taken Before April 1, 1995</td>
</tr>
<tr>
<td>Reading (5712)</td>
<td>1000</td>
<td>Composite of 21, with Math no less than 21 and English plus Reading score no less than 37</td>
</tr>
<tr>
<td>Writing (5722)</td>
<td>156</td>
<td>ACT Taken after April 1, 1995</td>
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<tr>
<td>Mathematics (5732)</td>
<td>150</td>
<td>Composite of 24, with Math no less than 22 and English plus Reading score no less than 46</td>
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<tr>
<td>Require a passing score for each of the three subtests. There is no longer a composite score.</td>
<td>Verbal 450</td>
<td>SAT Taken after March 1, 2016 – a total score of 1170 with at least 580 on Evidence based Reading and Writing Section and 560 on the Math Section.</td>
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<tr>
<td></td>
<td>Verbal 530</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 510</td>
<td></td>
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<tr>
<td></td>
<td>Math 530</td>
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<tr>
<th>VCLA 470 and PRAXIS Core Math Score 150</th>
<th>VCLA 470 and SAT Math Score</th>
<th>VCLA 470 and ACT Math Score</th>
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<tbody>
<tr>
<td>Before April 1, 1995</td>
<td>After April 1, 1995 and prior to March 2016</td>
<td>ACT Taken Before April 1, 1995</td>
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<tr>
<td>510</td>
<td>530</td>
<td>No less than 21</td>
</tr>
<tr>
<td>Starting March 1, 2016</td>
<td></td>
<td>ACT Taken after April 1, 1995</td>
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<td></td>
<td></td>
<td>No less than 22</td>
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IV. DESCRIPTIVE STATEMENT
Please attach a 1-2 page typed description of previous experience(s) 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:
Students in the M.T. program, in Elementary and Secondary Education must have successfully completed or be currently enrolled in 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.

Students in the M.Ed. program in Special Education/General Education must have successfully completed or be currently enrolled in SEDP 630-Trends in Special Education or other foundation course.

SPECIAL CIRCUMSTANCES: (e.g. Military veteran):

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.
Licensure Eligibility Confirmation (Background questions – adopted from VDOE licensure application, July 2018)

<table>
<thead>
<tr>
<th>PLEASE READ CAREFULLY AND CHECK Y (yes) or N (no)</th>
<th>Y</th>
<th>N</th>
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<tbody>
<tr>
<td>Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony?</td>
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<tr>
<td>Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country?</td>
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<td>Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving a child (minor) or a student?</td>
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<tr>
<td>Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)?</td>
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<tr>
<td>Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?</td>
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<td>Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license or the right to apply for such a license; or had any other adverse action taken against such a license? Please note: This includes a reprimand, warning, or reproval and any order denying the right to apply or reapply for a license.</td>
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<tr>
<td>Are you currently the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.</td>
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<tr>
<td>Have you ever left any education-or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation, or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving and allegation of misconduct was pending, eligible for appeal, or under appeal? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges.</td>
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If you checked yes to any of these questions, please make an appointment immediately with Dr. Joan Johnson, Executive Director of Accreditation and Licensure, School of Education, Oliver Hall, Room 2090, jbjohnson@vcu.edu
*For signature, please see appropriate undergraduate advisor for your program: Undergraduate Major Advisor MUST check General Education /Major requirements prior to submission of application.

**BIS-LSEE**
Lisa Yamin
LSEE Suite, 101 N. Harrison Street (Academic Center)
Corner of Harrison & Floyd Avenue

**Secondary Education**
See Undergraduate Major Advisor

**Special Education**
Dr. Chin-Chih Chen
Special Education & Disability Policy
School of Education, Oliver Hall, 4th Floor, Room 4064-C
School of Education Professional Dispositions for Educators

The professional field represented at the VCU School of Education requires attainment of specific dispositions to be a successful professional. The School has identified professional dispositions evident in all programs. As you progress through your academic program and gain professional experiences, it is expected that you will build on these professional dispositions and apply them as a professional.

As you complete the application for admission to the Teacher Preparation Program (licensure track/upper level education courses), we ask that you consider these professional dispositions and rate yourself as a baseline for program entry.

<table>
<thead>
<tr>
<th>Beginning (Awareness, articulation, identification)</th>
<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
<th>Target (Builds on the reflection, makes changes to improve, adjust, expands, connects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td>6</td>
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**Directions:** Please indicate your perception (candidate) of your level of ability in each area using the scale above.

____ **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.

Print Name:                                      Date: