

Application to WT's Educator Preparation Program

ALL APPLICANTS: Please provide all information requested.

1. Personal Information

TEA ID: _____ WT ID: _____ DOB: _____ Gender: _____

Name: _____
Last First MI Maiden

Address: _____
Street or P.O. Box City TX Zip

Phone: : _____
Personal Buff Email Personal Email

2. Have you ever been charged with a felony or misdemeanor? Yes No
(If yes, submit an explanation and a copy of your criminal history. Additional information may be required. Please note that applicants may request a preliminary TEA background check for an opinion of charge prior to starting a program.)
3. Have you previously made application to WT's Educator Preparation Program (EPP)? Yes No
 If yes, what year? _____
4. Have you participated in or made application to another educator preparation program? Yes No
 If yes, what program? _____ When? _____
(If transferring from another University EPP, you must provide a Candidate Transfer Form from that program and a letter explaining why you are requesting a transfer.)

Undergraduate Applicants

5. Please indicate the certification you are pursuing (chose one area):

Elementary, Grades EC-6	Secondary, Grades 6-12 or 7-12	All –Level, Grades EC-12
Core EC-6 (291)	Agri. Food and Nat. Res. 6-12(272)	Art (178)
Middle School, Grades 4-8	Life Science 7-12(238)	LOTE-Spanish (613)
Core 4-8 (211)	ELAR 7-12(231)	Music (177)
ELAR (117)	History 7-12(233)	Physical Education (158)
Mathematics (115)	Journalism 7-12(233)	Special Education (161)
Science (116)	Mathematics 7-12 (235)	Theatre (180)
Social Studies (118)	Physical Science 6-12(237)	
ELAR/Social Studies (113)	Science 7-12(236)	
Mathematics/Science (114)	Social Studies 7-12 (232)	
	Speech 7-12 (129)	

Undergraduate Acknowledgments & Authorizations

By signing this application, you acknowledge the following:

- The contents of this application are true and correct to the best of your knowledge.
- You must meet the admissions criteria of the Educator Preparation Program (EPP), which are as follows:
 - Having and maintaining a 2.75 GPA overall and in the content area
 - Completing the minimum number of SCH in the subject-specific content area as required by TEA
- Maintaining a 2.75 GPA in all areas, documentation of 40 hours early field experience, passing the content exam, and passing the PPR are prerequisites for clinical teaching.
- Providing false or misleading information will constitute grounds for denial of admission or dismissal from the program.



Undergraduate Acknowledgments & Authorizations (Cont'd)

Criminal History Information:

- A criminal background check including fingerprinting will be performed by the Texas Education Agency before a candidate will be allowed to certify or gain employment on a non-teacher certificate. TAC 227.1(b)(1)(2).
- Items on a candidate’s criminal history report may render the candidate ineligible for certification.
- Candidates may request a preliminary TEA background check for an evaluation of the criminal history. Please note that applicants may request a preliminary TEA background check for an opinion of charge prior to starting a program <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>)
- All applicants with any prior or current criminal charges are encouraged to discuss their specific background with the Director of Educator Preparation Programs before enrolling in any academic program that includes a certification route.

English Language Proficiency Requirement:

An applicant for certification in Texas must be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

Consult WTAMU’s university policy on language proficiency:

<https://www.wtamu.edu/student-support/international-student-services/Applicants/RESOURCES/international-undergraduate-test-scores.html>

Completion of a high school diploma, undergraduate or graduate degree at an accredited institution of higher education in the United States; or

Verification of minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; (TOEFL scores must not be older than 2 years from date of application) or

A high school diploma, undergraduate or graduate degree was earned at an institution of higher education in a country outside of the United States listed in TAC 230.11

Undergraduate Application Checklist

Please **print and sign** the completed application and email, mail, or deliver the application, and required documents to the address listed below. **Incomplete applications will not be accepted.**

All applicants must submit these forms:

Printed and signed application

Complete applicant interview/screening questions

I certify that the answers given herein are true and complete to the best of my knowledge. I authorize the investigation of statements given including a criminal background check. I authorize the Office of Teacher Preparation and Advising to provide school districts and/or administrators with information and/or opinion regarding my fitness for employment, and I authorize the EPP to utilize and/or release any information contained in my student records as part of the response.

In full and complete consideration for the WTAMU Educator Preparation Program agreeing to respond on my behalf, I forever waive any possible claims of liability against and covenant not to sue the West Texas A&M University EPP, its officers or employees for any claim or cause of action which may arise as a result of the requested submission.

My signature indicates understanding and agreement with all of the above acknowledgements and authorizations.

Signature

Date

Program Contact Information

Physical Location:

Office of Teacher Preparation and Advising
West Texas A&M University
2501 4th Avenue
Old Main, Room 413 & 415

Mailing Address:

West Texas A&M University
Office of Teacher Preparation and Advising
Department of Education
2403 Russell Long Blvd.
Canyon, TX 79015

WTAMU EPP Admission Screening Tool:

Thank you for applying to the Educator Preparation Program (EPP) at WWTAMU. Your final step is a video and written screening interview. You will need to join the Education Majors Community Group in Blackboard. In WT Class, click on Community Groups and locate Education Majors and click "enroll." There is not an access code. Please click on the "New Applicants" tab in the left column. There will be more instructions and resources available.

A scoring rubric is available in the Education Major Community Group and on the EPP website; candidates must score a minimum of 10 points to be admitted to the EPP. A committee from the EPP will review and score each submission, and the Office of Teacher Preparation will notify the candidate of their score and next steps via email. If a candidate is not admitted based upon this cut score, the EPP encourages the candidate to remediate, gain more experience, and reapply in the following semester.

In a short professional video, (5-7 minutes) please address the following questions by discussing, modeling, demonstrating, or presenting answers. You may be as creative as you want; however, focus on professionalism and your goal of becoming an educator. Please note which question you are addressing in the video before you begin each response. Please ensure to respond to each question or scenario included here.

Video Questions:

1. Tell us about a time where you had to overcome an obstacle? What were the steps and what was the outcome?
2. You are in your first teacher/parent conference, what are the most important things to communicate?
3. You have a class of 22 students and this is your first year of teaching. There are students in your class that are above level and students that are severely behind. What are your next steps in reaching all kids in your classroom?
4. What role do you believe technology plays in learning?
5. You have an irate parent that is upset with you and is requesting a meeting with you and the principal. How do you handle this situation? What does professionalism mean to you?
6. You are completing observations in an elementary classroom. A very good friend of yours has a child in the classroom in which you are observing. Your friend asks you about a recent discipline situation that occurred in the classroom. How do you respond in this situation?
7. Describe a time in which you were a part of a work or learning team. What role did you play on the team? Was your role more individual or collaborative, please explain?
8. Students come from diverse backgrounds and circumstances. What role does the teacher play in producing high levels of learning and student success for all students?
9. Discuss a time you really tried hard at a task and truly prepared for it thinking you would do well, but in the end, the outcome was not as expected and you failed at this task. How did you respond, and what did you do the next time when you were faced with the same or a similar task?

Written Essay: (500 words or less; typed, double spaced, standard font).

In an essay styled paper, please respond to the following prompt in 500 words or less. Feel free to use examples and personal connections as well as research-based practices.

Discuss yourself as a life-long learner and why this is important to you as a future educator. Also include specific examples of how you have utilized technology to enhance your learning or learning of others citing how technology may enhance learning in the classroom especially in light of Virtual Learning Environments after COVID-19.

Program Educational Outcomes (PEOs)	Questions	4 Distinguished	3 Accomplished	2 Proficient	1 Developing	0 Needs Improvement or Not Evident
Critical Creative Thinkers	1, 5, 9	The applicant is able to develop creative solutions to the scenarios and questions posed in the video responses that would improve the educational environment and inspire students or co-workers. Critical thinking is evident in the responses, and the applicant shows propensity to thinking outside of the box.	The applicant is able to develop well-thought out solutions to scenarios and questions posed in the video responses. Critical thinking is evident in the responses, and the applicant proposes answers beyond generalities.	The applicant provides sufficient answers to address the questions and scenarios that contain some detail and specificity. Answers are more aligned with expected responses and do not show creativity.	The applicant provides general responses that answer the question in a basic manner. The responses lack specificity, and do not show critical thinking strategies.	The applicant responds in a way that is not appropriate for a future educator or is not able to illustrate critical thinking skills concerning the posed scenarios. Responses are off topic and lack coherence.

Program Educational Outcomes (PEOs)	Questions	4 Distinguished	3 Accomplished	2 Proficient	1 Developing	0 Needs Improvement or Not Evident
Effective Communicators	2, Writing Prompt	<p>The applicant is able to eloquently communicate verbally in the video interview. The candidate speaks without hesitation and does not struggle to present their ideas orally.</p> <p>The candidate's written essay is focused, coherent, and addresses the writing prompt using specific details and is free of grammatical errors.</p>	<p>The applicant is able to effectively communicate verbally in the video interview. The candidate speaks and may have minor pauses but does not struggle to present their ideas orally.</p> <p>The candidate's written essay is mostly focused coherent, and addresses the writing prompt using specific details and is free of grammatical errors.</p>	<p>The applicant is able to generally communicate verbally in the video interview. There are noticeable pauses as the applicant speaks and may stumble across some words/phrases.</p> <p>The candidate's written essay addresses the writings prompt but lacks depth and specificity. There may be minor grammatical and spelling error, but they do not hinder readability.</p>	<p>The applicant struggles to communicate in either the video interview response or writing sample. The applicant has frequent pauses or struggles to find words/phrases to answers and may use word fillers such as "us" or "you know." The applicant is able to get most point across, but their verbal answers may be vague and general.</p> <p>The applicant's written essay is unfocused or lacks coherency. There are grammar and/or spelling errors that somewhat hinder readability.</p>	<p>The applicant struggles significantly to communicate in both the video and writing sample. The applicant does not speak clearly or communicate ideas effectively orally.</p> <p>The writing sample has multiple grammatical and spelling errors that hinder readability. The applicant may use slang or other inappropriate phrases to communicate their answers to both video and written prompts.</p>

Program Educational Outcomes (PEOs)	Questions	4 Distinguished	3 Accomplished	2 Proficient	1 Developing	0 Needs Improvement or Not Evident
Advocates for Diverse Learners	3, 8	The applicant provides responses that appreciate, promote, and model the values of diversity and illustrate their belief that students from diverse backgrounds should be considered from a benefit model.	The applicant provides responses that show significant awareness of diverse students and their learning needs. Indicating specific action steps they plan to take to increase their knowledge such as taking courses and learning more to support and assist all students.	The applicant provides responses that show an emerging awareness of diverse students and their learning needs. Indicating a desire to take courses and learn more to support and assist all students.	The applicant provides responses that show little awareness of diverse students and their learning needs. The applicant indicates some desire to increase their knowledge base concerning diverse students but may illustrate misconceptions concerning diverse students and does not indicate specific actions they may take to increase their own learning and/or support of all students.	The applicant responds in an inappropriate way concerning students from diverse backgrounds and illustrates a belief that diverse students are viewed from a deficit model.

Program Educational Outcomes (PEOs)	Questions	4 Distinguished	3 Accomplished	2 Proficient	1 Developing	0 Needs Improvement or Not Evident
Users of Technology	4, Writing Prompt	The applicant provides specific examples in their response that illustrates their ability to integrate multimedia and technology in learning environments as instructional and management tools to enhance learning.	The applicant provides specific examples in their response that illustrates an emerging awareness of the importance of integrating multimedia and technology in the classroom as instructional supports to teaching.	The applicant provides general examples in their response that illustrates an emerging awareness of the importance of integrating multimedia and technology in the classroom as instructional supports to teaching.	The applicant provides a general response concerning technology but does not provide specific examples and does not connect the integration of multimedia and technology as instructional supports; the response focuses more on the importance of technology in general.	The applicant does not specifically address the use of technology and multimedia in learning environments. The applicant is unaware of how to incorporate technology to enhance learning and displays a lack of media-illiteracy.

Program Educational Outcomes (PEOs)	Questions	4 Distinguished	3 Accomplished	2 Proficient	1 Developing	0 Needs Improvement or Not Evident
Life-long Learners	7, Writing Prompt	Through their responses, the applicant illustrates responsibility for their own learning and a desire to continuously foster their professional renewal. The applicant has a growth mindset and includes specific examples of working collaboratively for the good of the school, students, and learning environment. The applicant provides responses that explicitly illustrate their willingness to learn, grow, and be coachable.	Through their responses, the applicant illustrates a desire to continue learning and grow professionally. The applicant responds in a manner that implies a growth mindset and has general examples of how they are willing to receive and implement coaching and constructive criticism. Responses indicate willingness to collaborate.	Through their responses, the applicant suggests that continued learning is important but does not have specific examples of how they might be willing to engage in continual learning or professional development leaving it up to the university or school district to suggest these learning opportunities. Responses indicate willingness to collaborate but uncertainty of how to engage in collaboration.	Through their responses, the applicant suggests that others more knowledgeable are responsible for the applicant's learning and growth. The applicant is passive in the learning process, and responds on an individualistic level.	The applicant provides responses that do not indicate any desire to continue learning and growing as an educator or professional. The applicant makes responses that indicate they will "check the boxes" but not engage in professional development. The applicant makes responses that illustrate the attitude that they are owed something without having worked for it and responds on a self-serving level.

Program Educational Outcomes (PEOs)	Questions	4 Distinguished	3 Accomplished	2 Proficient	1 Developing	0 Needs Improvement or Not Evident
Stewards of the Profession	2, 5, 6	The applicant's responses illustrate ethical and professional dispositions. The applicant provides examples of acting as a mature professional and maintaining discretion concerning student grades, needs, and behaviors. The applicant provides comments that illustrate a positive demeanor and disposition.	The applicant's responses illustrate ethical and professional dispositions. The applicant provides some general examples illustrating a growing sense of maturity and professionalism. The applicant indicates their awareness that educators should be discreet when discussing students and/or parents. The applicant provides comments that illustrate a generally positive demeanor and disposition.	The applicant's responses illustrate their understanding of ethical and professional dispositions. The response does not indicate the candidate is strong or weak in maturity or professionalism; however, the applicant showed engagement in the responses they provided.	The applicant's responses imply their understanding of ethical and professional dispositions. The applicant shows a lack of maturity and professionalism and provides comments that suggest a negative demeanor or disposition.	The applicant's responses are in direct opposition to ethical and professional dispositions. The applicant responds in an immature, unprofessional manner and indicates that they would not maintain student confidentiality.