

# Teacher Education Admission Directions

To be formally admitted into the Teacher Education program and obtain ADMI 4 status, candidates must meet the following criteria:

## Requirements:

1. Completion of EDF 201 with a grade of “C” or better and EDF 270 with “CR”
2. Passing scores on all parts of the PRAXIS CORE I exam – Reading, Writing and Math  
(Exempt from PRAXIS CORE I exam with SAT 1170 or ACT composite of 26)
3. Minimum 2.80 GPA (both MU and overall)
4. MU students: Completion of 30 credit hours  
Transfer students: Completion of 12 credit hours taken at Marshall University
5. Self-Assessment completed through LiveText
6. Three Reference Checks completed through LiveText
7. Writing Sample submitted through LiveText – Must score a “9” or above.

## Directions:

- 1) Go to the following link to complete the self-assessment survey:  
<http://c1.livetext.com/misk5/formz/public/95100/ioUGDs4Igu>
- 2) Enter your writing sample directly into the attached template within the assignment - called *Teacher Education writing sample*
- 3) References will be completed online. Please give your potential reference this address: <http://c1.livetext.com/misk5/formz/public/95101/vXCshTW2J9>

## APPLICATION DEADLINES

Spring 2018	Fall 2018
If you are anticipating taking ADMI 4 courses in the Summer 2018 or Fall 2018 semester you must be admitted by the following deadline date: <b>March 1, 2018</b>	If you are anticipating taking ADMI 4 courses in the Spring 2019 semester you must be admitted by the following deadline date: <b>October 1, 2018</b>

## COMPLETION OF CANDIDATE SELF-ASSESSMENT

The self-assessment will enable the teacher candidate to reflect on dispositions and professional standards of practice. All assessments will be completed through LiveText.

Example:

### Instructions:

This self-assessment must be completed as part of your ADMI 4 application. Teacher candidates will rate how much they understand a variety of education standards and concepts. Because some have not had exposure to the concepts in coursework yet, it is not unusual for a teacher candidate to rate his or her understanding as a "1". This does not count against the teacher candidate. Please answer each question honestly.

To access the assessment go to this link:

<http://c1.livetext.com/misk5/formz/public/95100/ioUGDs4Igu>

TEACHER CANDIDATE DISPOSITION QUESTIONS
<b>APPEARANCE:</b> Neat, well-groomed, and dressed professionally.
<b>TIME AND GOAL MANAGEMENT:</b> Prompt and regular in attendance; sets realistic goals
<b>SELF-CONTROL:</b> Maintains poise in unexpected/difficult situations; is positive and supportive.
<b>ADAPTABILITY:</b> Makes adjustments in teaching strategies based on student learning and behavior.
<b>INTEGRITY:</b> Maintains confidentiality concerning all student information.
<b>SELF-EFFICACY:</b> Believes in one's ability to succeed.
<b>CRITICAL THINKING:</b> Uses questioning techniques to stimulate higher level thinking skills that promote meaningful interactions; demonstrates multiple solutions to problems.
<b>POLICY AND PROCEDURE:</b> Adheres to state, district, school, and University policies and procedures for clinical/field experiences
<b>RESPECT:</b> Interacts professionally with students, parents/guardians, colleagues and community
<b>SCHEDULE:</b> Adheres to school work schedule
<b>COMMITMENT TO STUDENTS:</b> Treats students equitably in a positive learning environment.
<b>COMMITMENT TO DIVERSITY:</b> Values and respects student differences.
<b>COMMITMENT TO TECHNOLOGY:</b> Uses technology to enhance the educational experience.
<b>COMMITMENT TO PROFESSION:</b> Works cooperatively with all school personnel.

**4 = I demonstrate competency with the standard beyond the majority of students.**

**3 = I demonstrate competency with the standard**

**2 = I can show I have made progress towards demonstrating competency with the standard**

**1 = I have had little to no experience toward meeting the standard**

**RECOMMENDATION FOR ADMISSION  
REQUIRED**

- Marshall University Instructor with whom you have had a class **AND**

Choose two of the five listed below:

- Former teacher
- Former guidance counselor
- Former school administrator
- Former or present employer
- Any individual who has supervised you in an activity involving children and/or youth

**Instructions:**

References will be completed online by going to the following web site:

<http://c1.livetext.com/misk5/formz/public/95101/vXCshTW2J9>

**NOTE: Reference letters will NOT be accepted. Only have references complete the online form.**

The following is to be completed on the web site by the person writing the reference:

<b>Please Check</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Clear and Effective Communication Skills					
Critical Thinking					
Ability to engage children and/or youth					
Personal appearance					
Social/Personal Reliability					
Cooperation/Collaboration					
Initiative					
Leadership Skills					

## WRITING SAMPLE

Teacher candidates will provide a written work of no more than 500 words that addresses one of the following four topics. Candidates will upload the writing sample into LiveText as an attachment. Candidates are encouraged to read the rubric before and after creating the writing sample to ensure they have fully addressed the chosen topic. A score of 9 or above is required.

Please choose one:

***Philosophy:*** How do your current beliefs about education shape your opinion of its purpose in society?

***Diversity:*** How has an experience you have had with diverse students impacted your role as a future educator?

***Technology:*** How can technology be useful as a tool to actively engage students in the learning process?

***Contextual Factors:*** How do contextual factors (community, school, classroom, student, etc.) impact the learning environment?

### ADMI 4 WRITING SAMPLE RUBRIC

	<b>PROFICIENT (3)</b>	<b>BASIC (2)</b>	<b>UNSATISFACTORY (1)</b>
<b>CONTENT</b>			
<b>CRITICAL THINKING</b>	Sample illustrates a thoughtful analysis of the question through a logical connection of ideas that clearly reflects the writer's judgment of the topic	Sample illustrates an analysis of the question through ideas that reflect the writer's judgment of the topic	Sample illustrates random ideas that fail to create a coherent judgment of the topic
<b>RELEVANCE TO TEACHING AND LEARNING</b>	Sample illustrates a comprehensive and cogent connection between the writer's response to the question and teaching and learning	Sample illustrates a connection between the writer's response to the question and teaching and/or learning	Sample illustrates the writer's response to the question with minimal connection to teaching and/or learning
<b>WRITTEN EXPRESSION</b>			
<b>ORGANIZATION</b>	Sample illustrates a clear organization of thought through the development of an introduction, body, and conclusion with smooth transitions that move the reader effortlessly through the written work	Sample illustrates an organization of thought with an introduction, body and conclusion	Sample illustrates a lack of organization devoid of a clearly defined introduction, body, and/or conclusion
<b>MECHANICS</b>	Sample illustrates the writer's consistent command of proper sentence structure, grammar, capitalization, punctuation, and spelling	Sample illustrates errors in sentence structure, grammar, capitalization, punctuation and/or spelling that are distracting to the readability of the written work	Sample illustrates errors in sentence structure, grammar, capitalization, punctuation, and/or spelling that interfere with the comprehension of ideas the writer is attempting to convey
<b>WORD USAGE</b>	Sample illustrates formal word usage that is consistent in purpose and audience throughout the written work	Sample illustrates appropriate word usage that is consistent in purpose and/or audience throughout the written work	Sample illustrates inconsistent word usage in purpose and audience throughout the written work