



**Submit to Education  
Department by November 30 of  
your sophomore year.**

**APPLICATION FOR ADMISSION TO  
TEACHER EDUCATION**

<b>Your Name</b>						<b>EMU ID #</b>	
<b>Licensure Area</b>	PreK-3	PreK-6	SPED	6-12	PreK-12	<b>Education Advisor</b>	

<b>According to my 4-Year Plan, I plan to enroll in professional block:</b>		
PreK-3	Curriculum Block (ED331/2/3) Spring 20__	Literacy Block (ED341/2/3) Fall 20__
PreK-6	Curriculum Block (ED331/2/3) Spring 20__	Literacy Block (ED341/2/3) Fall 20__
Special Education	SPED Block (EDS 331/2/3) Spring 20__	Literacy Block (ED341/2/3) Fall 20__
Secondary (6-12)	Secondary Block (ED351) and content area courses: Fall 20__	
All Grade (PreK-12)	General Methods (ED351) and content area courses: Fall 20__	

<b>According to my 4-year Plan, I plan to:</b>		
Student Teach	Fall 20__	Spring 20__
Graduate	Fall 20__	Spring 20__

- I have**
- 1) received a copy of the EMU Teacher Education Handbook and**
  - 2) read the admission requirements for Teacher Education and Student teaching.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**STATEMENT OF LICENSURE REGULATIONS FOR SCHOOL PERSONNEL**

I have read and acknowledge understanding of the conditions for "Licensure Regulations for School Personnel" in Virginia. **(copies of the Licensure Regulations are located in the Education Department)** \_\_\_\_\_ YES \_\_\_\_\_ NO

Have you ever been convicted of a felony? \_\_\_\_\_ YES \_\_\_\_\_ NO

Have you ever had a teaching license revoked or suspended in another state? \_\_\_\_\_ YES \_\_\_\_\_ NO

Signature \_\_\_\_\_ Date \_\_\_\_\_

**TO:** Those with ACT/SAT qualifying scores for Praxis I  
**FROM:** Cathy Smeltzer Erb, Chair of Undergraduate Teacher Education  
**RE:** Authorization to Release ACT/SAT score report to Education Dept.

The education department needs to have a copy of your ACT/SAT scores to document that you have met the Praxis I requirements satisfied by the qualifying ACT/SAT scores. At the time that you have completed the teacher education program and have qualified for Virginia licensure, a copy will be sent to the Virginia Department of Education to verify that you have met this requirement.

\*\*\*\*\*

I hereby give authorization for the Eastern Mennonite University Education Department to obtain a copy of my ACT/SAT score report from the Registrar's Office for documentation of the ACT/SAT qualifying scores for Praxis I, which will be sent to the Virginia Department of Education with my application for a teaching licensure.

If my ACT/SAT score has been reported to EMU by means of a label attached to my high school transcript, I authorize the Education Department to obtain a copy of the transcript to be used as described above.

If the Registrar's Office does not have a copy of my ACT/SAT score report, I understand that I must provide a copy of my scores to the EMU Education Department for admission to teacher education and the Virginia licensure application.

EMU Student Identification Number: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

\*\*\*\*\*

**TO:** All Professional Education Licensure and Endorsement Students  
**FROM:** Cathy Smeltzer Erb, Chair of Undergraduate Teacher Education  
**RE:** Authorization to Use Social Security Number

All schools of education are required to report data on professional education licensure and endorsement students and program completers to the United States Department of Education and the Virginia Department of Education. Data from all teachers, principals and counselors are kept in this database. These data are coded by individual students' Social Security Numbers. Moreover, we are required to use individual Social Security Numbers to access test scores and analysis provided to us from the Educational Testing Service that ultimately are used in the report to the US and VA Departments of Education. The program is dependent on these data for compliance with federal and state law. Consequently, your participation in our program is dependent upon your disclosure of your Social Security Number. You cannot receive a license or endorsement without disclosure of your Social Security Number.

Please know that all of our records are kept in a secure, locked facility. We use your Social Security Number only for our record-keeping requirements. All outdated documents with your Social Security Number are shredded before disposal. This authorization remains in effect unless you notify us in writing of your wish to remove authorization.

Please indicate your willingness to disclose your Social Security Number for the purposes described above. Please include your Student Identification Number along with your Social Security Number so that we will be able to match the two numbers in your records.

\*\*\*\*\*

I hereby give authorization for the Eastern Mennonite University Education Department to use my Social Security Number and EMU Student Identification Number for the purposes explained in this memo:

Social Security Number: \_\_\_\_\_ EMU Student Identification Number: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

## Notes for Teacher Education applicants:

### If you had Exploring Teaching at EMU:

The Philosophy of Education paper that you wrote for Exploring Teaching (ED 101 or 102) can be the basis for this paper. Please review/rewrite it. Keep it until you receive instruction that TaskStream is ready for submission of artifacts.

### If you did not have Exploring Teaching at EMU:

Please write a 3-4 page paper based on the criteria in the above rubric, as an entry portfolio requirement. Keep it until you receive instruction that TaskStream is ready for submission of artifacts.

## Eastern Mennonite University Assessment Rubric for Entry Philosophy of Education Paper

Project Components	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score
<b>Beliefs about the aims or purposes of schooling</b>	Identifies important aims and purposes of schooling; supports beliefs with a logical rationale that is <b>well</b> supported by scholarly literature.	Identifies a <b>few</b> important aims and purposes of schooling; supports most beliefs with a logical rationale that is supported by scholarly literature.	<b>Does not</b> identify important aims and purposes of schooling; incomplete or missing rationale that is <b>not</b> supported by scholarly literature.	X 2
<b>Beliefs about what children should learn</b>	Identifies important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.	Identifies <b>some</b> important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.	<b>Does not</b> identify important content to be learned by children in his/her discipline & provide evidence based research to support the rationale for the content.	X 2
<b>Beliefs &amp; attitudes about how children learn</b>	<b>Thoroughly</b> explains the link among the stages of development, motivation, and learning theory; supports with a logical rationale that is <b>well</b> supported by scholarly literature.	Explains the link among the stages of development, motivation, and learning theory; supports with a logical rationale that is supported by scholarly literature.	<b>Incomplete or missing</b> explanations of link among the stages of development, motivation, and learning theory; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.	X 2
<b>Beliefs &amp; attitudes about how teachers should teach ALL children within specified discipline</b>	<b>Thoroughly</b> explains the link among the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is <b>well</b> supported by scholarly literature.	Explains the link among the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is supported by scholarly literature.	<b>Does not</b> explain the link among the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.	X 2