



UNDERGRADUATE TEACHER EDUCATION PROGRAM ADMISSION CHECKLIST

This checklist is to help undergraduate A-State Teacher Education students navigate the admissions process to the Teacher Education Program through the Professional Education Programs (PEP) Office.

This is an important step as it is required that you be admitted before you can take certain courses.

This checklist has hyperlinks for your convenience.

- ☐ Arkansas [AELS](#) Background Check
 - Background Check Packet can be found on the PEP [website](#) or you can email pep@astate.edu and request the packet.
 - This can take up to 4 weeks to approve, so it is recommended to start this first.
 - There are 2 parts: Central Registry (Child Maltreatment) and fingerprints (ASP and FBI)
- ☐ Educator Dispositions Self-Assessment (EDA)
 - This should be completed in your Intro to Education class, but if it is not, a blank EDA is below for you to complete.
- ☐ [ArkansasIDEAS](#) Ethics Certificate
 - You must have already started the Background Check Process in order to make an ArkansasIDEAS account **(these accounts are linked)**
 - The course you need to complete for admissions is:
 - Professional Licensure Standards Board (PLSB) - The Code of Ethics Training Video (2018)
Course # ERC19048
- ☐ Read the [Arkansas Code of Ethics](#)
- ☐ [Technology Survey](#)
- ☐ [Online Application for Admission](#)
 - You will upload your completed EDA and Ethics Certificate to this application
- ☐ Course/GPA Requirements
 - Students must have a minimum 2.70 GPA to be admitted
 - The following courses are required with a grade C or better:
 - **ENG 1003** Composition I
 - **ENG 1013** Composition II
 - **SCOM 1203** Oral Communication (or student must provide a Speech Proficiency if this course is not required in your degree)
 - **MATH 1023** College Algebra/**MATH 1043** Quantitative Reasoning/**STAT 2003** Introduction to Statistics
 - **Introduction to Education** (specific to degree/department)
- ☐ Department Screening Interview
 - Students must schedule a personal interview with their Department Screening Committee.
 - Please reach out to your respective Program Coordinator for this.
 - The Signature Verification Page must be filled out by the student before the interview and signed by the Department Chair after the interview.
 - The Signature Verification Page needs to be **delivered to the PEP Office** by the program coordinator or by the student themselves.
 - **This is very important because it initiates the admission process in the PEP Office.**

PROCESS

1. The student will complete all the requirements listed on the previous page.
2. The Signature Verification Page from the interview needs to be delivered to the PEP Office.
3. All requirements will be verified as complete by the PEP Office and printed.
 - a. This process can take some time as we have many students to admit.
 - b. If a requirement is missing/not found, the student will receive an email from the PEP Office listing the missing requirement. Admission applications will not be processed until ALL requirements are met.**
4. Once all requirements are verified as complete, each packet will be sent to the Director of Professional Education Programs, Dr. Mary Elizabeth Spence, for review and approval.
5. After Dr. Spence approves, an official Admission Letter will be emailed to the student.

****It is imperative that students check their emails for correspondence from the PEP Office.**

The following pages are blank copies of the EDA and the Signature Verification Page for your convenience.

Professional Education Programs Office Contact Information

College of Education & Behavioral Science, Room 213

870-972-2099

pep@astate.edu

<https://www.astate.edu/a/prof-ed-programs-office/index.dot>

Dr. Mary Elizabeth Spence
Director
mspence@astate.edu

Mrs. Bria Echols
Associate Director
bechols@astate.edu

Mrs. Sara Woolard
Licensure Specialist
swoolard@astate.edu

APPLICATION FOR ADMISSION

SIGNATURE VERIFICATION

(Must complete prior to the screening interview and forward to Advisor)

Applicant's Name (print or type) _____ ID# _____

Date of Birth _____ Last 4 of SS# _____ Gender _____ Race _____ Phone# _____

Campus email address: _____ Major: _____

Mailing Address _____
City State Zip

High School Graduated From _____
City State

Advisor _____ Advisor Email _____

ADMISSION

(This part is completed at the department screening interview.)

The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-410, 6-17-411, 6-17-414, 6-17-421, 25-15-201 et seq., and Act 746 of 2017. A preservice teacher shall apply to the Identification Bureau of the Department of Arkansas State Police for a statewide and nationwide criminal records check, to be conducted by the Department of Arkansas State Police and the Federal Bureau of Investigation. *I hereby affirm that I have never been convicted of a Disqualifying Offense.* (i.e. contained within an attached description.)

Applicant's Signature _____ Date _____

Recommendation of Department Screening Committee:

☐ **Approve** _____ (Date of Approval)

☐ **Deny - Does not meet admission criteria**

(If approved, send to the PEP Office for final review.)

Other Concerns: _____

Printed Names of Screening Committee _____

Signature by Department Chair _____ Date _____

Signature of Professional Education Program's Director _____

Date _____

For Professional Education Programs Office Use Only:

- ☐ Online application
- ☐ EDA
- ☐ Ethics certificate
- ☐ Technology survey

- ☐ Approved background check
- ☐ GPA 2.7 or higher
- ☐ All required classes grade C or better

Educator Disposition Assessment

Name: _____ Date: _____

Evaluator: **Self Evaluation**

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indictors		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Does not consistently model Standard English as evidenced by making <i>major</i> errors ☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation ☐ Choice of vocabulary is either too difficult or too simplistic	☐ Models Standard English and makes <i>common</i> and <i>noticeable</i> errors ☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation ☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Models Standard English with a high level of competence as evidenced by no errors ☐ Varies oral communication as evidenced by encouraging participatory behaviors ☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indictors		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses ☐ Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses ☐ Demonstrates <i>common</i> errors in spelling and grammar	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses ☐ Demonstrates precise spelling and grammar

Disposition
Associated Indicators

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Does not respond to <i>communications</i> and does not submit all assignments ☐ Fails to exhibit punctuality and/or attendance ☐ Crosses <i>major</i> boundaries of ethical standards of practice ☐ Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others ☐ Functions as a group member with no participation	☐ Delayed response to <i>communications</i> and late submission of assignments ☐ Not consistently punctual and/or has absences ☐ Crosses <i>minor</i> boundaries of ethical standards of practice ☐ Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum ☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Responds promptly to <i>communications</i> and submits all assignments ☐ Consistently exhibits punctuality and attendance ☐ Maintains professional boundaries of ethical standards of practice ☐ Keeps <i>inappropriate</i> personal life issues out of classroom/workplace ☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition
Associated Indicators

4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Often complains when encountering problems and rarely offers solutions ☐ Resists change and appears offended when suggestions are made to try new ideas/activities ☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	☐ Seeks solutions to problems with prompting ☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed ☐ Overlooks opportunities to demonstrate positive affect	☐ Actively seeks solutions to problems without prompting or complaining ☐ Tries new ideas/activities that are suggested ☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition

Associated Indicators

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Rejects constructive feedback as evidenced by no implementation of feedback ☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve ☐ Comes to class unplanned and without needed materials ☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions ☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement ☐ Comes to class with some plans and most needed materials ☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed ☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance ☐ Comes to class planned and with all needed materials ☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition

Associated Indicators

6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(a)	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Demonstrates inequitable embracement of all <i>diversities</i> ☐ Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	☐ Goes through the expected and <i>superficial</i> motions to embrace all <i>diversities</i> ☐ Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	☐ Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> ☐ Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus ☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others ☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Demonstrates some flexibility ☐ Maintains a respectful tone in most circumstances but is not consistent ☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus ☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others ☐ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
score =NA	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support ☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth ☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support ☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition**Associated Indictors**

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
score = NA	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues ☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily ☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues ☐ Demonstrates perseverance and resilience (grit) most of the time ☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues ☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations ☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

INITIALS OF FACULTY REVIEWING EDA:

DATE REVIEWED BY FACULTY:

Reflect upon your assessment of your dispositions. Which disposition do you know you need to continue to work on as you begin the program, and how might you do that? Which disposition is a strength for you, and why do you think it is a strength? Type your answer below.