

**ELEMENTARY EDUCATION PROGRAM
UNIVERSITY OF MINNESOTA DULUTH
ADMISSION PROCESS FOR ELEMENTARY EDUCATION CANDIDATES
DUE the SIXTH FRIDAY of each semester for the following semester -
i.e., October 9, 2009: <http://www.d.umn.edu/educ/deadlines.html>**

TO: Prospective Elementary Education Candidates
FROM: Elementary Education Program Faculty

This packet includes information and application materials for the Elementary Education K – 8 Licensure Program. Students must also complete an academic minor.

PLEASE READ THE FOLLOWING INFORMATION ABOUT THE APPLICATION PROCEDURE CAREFULLY:

SELECTION OF CANDIDATES: Acceptance into the Elementary Education Major is selective. Students must meet **all** the admission requirements to be accepted into the Elementary Education major. The number of students admitted to each cohort is limited in order to maintain a high quality program. Applicants are selected according to their rank in the application process.

The selection criteria include the following:

- a. Overall GPA
- b. Elementary Education lower division course GPA
- c. PPST writing score
- d. Reference forms
- e. Cover letter

Each of the above criteria is rated on a scale of 1 (low) to 5 (high). Candidates are ranked according to their total score. In the Fall, the top 60 candidates are admitted while in the Spring, only the top 30 candidates are admitted.

PREPARATION OF APPLICATION: Applications must be completed in a professional manner and include all the elements in the attached checklist. Incomplete and/or illegible packets will not be reviewed. The application packet must be paper clipped together.

SUBMISSION OF APPLICATION: **Two copies** of each application packet are to be submitted to the department receptionist. A stamped copy will be returned to the applicant. Applicants must retain their stamped copy. If the applicant is accepted into the program, it will become a required element in the applicant's portfolio. Please submit copies of original documents. Do not submit original documents. **The application form and all supporting documents must be handed in to the Department of Education, 120 Montague Hall, by 4:00 p.m. on the due date (the sixth Friday of the semester).**

PLAN AHEAD. Applications will not be accepted without advisor's signature.

MANDATORY ADMISSIONS MEETING: If admitted to the Elementary Education Program, candidates **must** attend a mandatory admissions meeting on **November 5, 2009, from 4:00-5:00 p.m.** Room information will be provided in the acceptance letter.

If you have any questions regarding the application procedure, please contact Dr. Jean Stevenson at (218) 726-7451 or email at jsteven1@d.umn.edu.

PROCEDURES FOR APPLYING TO THE ELEMENTARY EDUCATION PROGRAM

1. Students will be considered for admission in the major for the semester following their application to the program. Students who are not accepted into the program and who want to reapply for admission will need to do so by submitting a **new application** by the next application deadline. Students who are admitted to the program but decide not to register for Block 1 classes will need to **reapply** for admission.
2. Students entering the University who have already completed a Bachelor's degree, and have a "Post-Baccalaureate Student Contract" should attach a copy of the contract to the admissions packet at the time of application.
3. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.
4. In order to apply to the program, students must have a **minimum of 60 completed credits and an overall GPA of 2.7**. Students who have incompletes must have addressed the deficits and must have a grade for the class before they begin Block I. Students must have a C- or better in their major (upper and lower division classes) and minor coursework in order to apply for the program.
5. Once the completed application folders have been reviewed and student information verified, **students will be notified by letter as to the status of their application within three (3) weeks of the application deadline. Students admitted to the program will be required to attend a mandatory admissions meeting for new majors on November 5, from 4:00-5:00 p.m.**
6. Students should be aware that the classes in the major are scheduled **between 8:00a.m. and 4:40p.m., Monday through Thursday with all-day labs and/or field placements on Fridays. In addition, Block I students are in all-day field practicums for four (4) weeks and Block II students are in all-day field practicums for six (6) weeks during the semester. During these times, faculty will schedule seminars, conferences, and/or individual meetings with students before or after the school day. Students should plan on taking only block classes between 8:00a.m. and 4:40p.m. since courses outside of the blocks conflict with block scheduling.**

7. Once students are admitted to the Elementary Education Program, they must maintain required standards. Faculty will monitor students' progress in a variety of ways and across several dimensions, including academic progress (grades of C- or better in all required courses in the major and minor), professional behaviors, professional dispositions, and teaching skills during field experiences. **Students who do not meet program expectations may be dropped from the program.**
8. Meetings to discuss individual student progress will be convened if concerns related to academic and/or professional behavior are raised by either faculty, staff and/or cooperating teachers in the field. The Elementary Education Professional Development Plan may also be set in motion at this time. Students who do not maintain a C- in their Block coursework and/or who do not complete the course work (assignments that are due before the beginning of the full-time practicum) satisfactorily by the Friday before their full-time practicum begins will not be allowed to begin their full-time practicum experience and may thus not be able to complete the Block. Students cannot continue into the next Block if they do not complete their coursework and practicum experience satisfactorily in their current block.
9. Students are assigned practicum and student teaching placements according to State Department and national guidelines.
10. Following State Department guidelines, students will be responsible to complete an INTASC standards portfolio as a part of their educational experience. The portfolio process begins in Block I and continues through student teaching.
11. **For Minnesota State licensure purposes, students are responsible for taking and passing the following Praxis I and II tests:**
 - a. **Pre Professional Skills Test (PPST)**
 - b. **Principles of Learning and Teaching K-6 (PLT)**
 - c. **Elementary Education: Content Knowledge and Subject Assessments in their academic minor**
 - d. While the PPST must be taken before applying to the program, it is recommended that the PLT and the Content Knowledge tests be taken during or after Block II. Testing booklets are available in the Department of Education Office, Student Affairs Office in Bohannon Hall 120, and Career and Counseling Center in Solon Campus Center 22. Information related to the tests can also be located at the following web sites: <http://www.ets.org/praxis>. Please note registration guidelines and testing dates.

I HAVE READ AND UNDERSTOOD THE ABOVE PROCEDURES FOR APPLYING TO THE ELEMENTARY EDUCATION PROGRAM AND AM AWARE THAT MEETING THE MINIMUM STANDARDS FOR ADMISSION DOES NOT GUARANTEE ADMISSION INTO THE PROGRAM.

SIGNATURE _____ DATE _____

UNIVERSITY OF MINNESOTA, DULUTH
APPLICATION TO THE ELEMENTARY EDUCATION PROGRAM

Directions: All parts of the application must be completed professionally (typed or printed neatly) with appropriate documentation attached. The application and all supporting documentation should be paper clipped in one packet with the application packet on top, followed by the cover letter and the required attachments. If any part of the application is incomplete or is illegible, the application will not be considered.

Date of Application: _____ Mo/Day/Yr			
Name: _____		_____	
Last	First	Middle Initial	Student ID Number
Current Address: _____			
Street Address			Apt. No.
_____		_____	_____
City		State	Zip
Current Local Phone Number: _____			Email _____
Day		Night	

Please inform the department staff of any changes in your address or phone number.

CHECKLIST FOR ELIGIBILITY INTO THE PROGRAM

- I have completed **60** credits of approved coursework and have attached my most current Academic progress Audit System (APAS).

- My current overall GPA (including any transfer credits) meets the **minimum admission requirement of 2.7**. If you do not meet this requirement, you may be eligible, under exceptional circumstances, to apply under the alternate GPA requirement. Please request a copy of the “Alternative GPA Admissions” form from the Elementary Education Coordinator in the Department of Education, 120 Montague Hall.

- I have completed the following required lower division courses and have received a grade of C- or better in each of the classes. **I know that an incomplete in any of these classes automatically denies me admission into the program. I have highlighted the following courses on my current APAS.**
 - Art 1002** – Intro. to Art, or **Art 1005** – Freshman Seminar Intro. to Art
 - Educ 1000** – Human Development, or **Psy 2021/3331** – Developmental Psychology, or **Psy 3371** – Child and Adolescent Psychology
 - Educ 1100** – Human Diversity
 - Educ 1101** – Education in Modern Society
 - Math 1141** – Math for Elementary Education
 - Mu 1601** – Music Fundamentals
 - EIEd 1010** – Introduction to Elementary Education

- I have included a **cover letter** which follows the required guide lines below and I understand that my letter will be evaluated according to the **attached rubric (Attachment A)**. The cover letter should be between one (1) to two (2) typewritten pages (single-spaced) and should be addressed to the Elementary Education faculty. The letter should be professional in nature and should describe why you consider yourself to be a good candidate for the Elementary Education Program. At a minimum you should address the skills, disposition, and experiences including those related to diversity that make you a strong candidate for the program. For example, you may include descriptions of experiences that have led you to teaching, skills and disposition that you believe qualify you to be a classroom teacher, and philosophical statements about education and/or learning and teaching.
- I have completed at least **60 hours** of supervised work with groups of children in kindergarten through eighth grade settings and have provided the required documentation below (attach separate sheet using the same table format if you need more room). **At least one of these experiences has been completed within the last two years of filing my application. I understand that these experiences may be verified.**

60 HOURS SUPERVISED WORK DOCUMENTATION

Work Setting/Institution	Supervisor Name, Address, Phone and Email	Dates Worked (Months/Years)	Number of Hours Worked

TOTAL HOURS WORKED: _____

- I have received and attached three references from people with whom I have worked or volunteered. **The references include at least one from a person who has supervised my work with children. Also, at least one of the references relates to working with children in a diverse setting (diversity settings include cultural, ethnic, socioeconomic, special needs, etc.).** I understand that references from non-educational settings, college faculty, baby-sitting, nanny positions, and/or references from relatives will receive lower points in the assessment process. **(The reference letters may be written on the referee's stationery but MUST BE ACCOMPANIED BY THE OFFICIAL RECOMMENDATION FORM WITH THE OVERALL RECOMMENDATION CHECKED. Please note that the form has changed. References obtained on the old form will continue to be accepted. However, students are strongly encouraged to obtain recommendations using the new form, which is at the back of this packet). I understand that the attached references may be verified.**

Supervisor Name	Supervisor Position/Institution	Supervisor Address	Supervisor Phone and Email
1.			
2.			
3.			

- I have taken the **Pre Professional Skills Test (PPST)** and have included evidence of having taken the test.
- Fill in the appropriate circle for the following tests (**ONE CIRCLE ONLY**):
- I have passed the reading, writing, and mathematics sections of the **Pre Professional Skills Test (PPST)** and have attached verification of my scores.
 - I have attached a copy of my high school ACT scores showing acceptable passing scores. (Passing scores for the ACT is 21 or better on each subtest).
 - I have attached a copy of my **GRE** results showing acceptable passing scores. (Passing scores for GRE are 50% on each subtest).

- I have declared my teaching academic minor** (this can be completed in the Student Affairs Office in Bohannon Hall 120) **and have circled all the courses completed in my minor up to this point on my APAS** (you need to have a C- or better in your minor course work.) **Identify your minor below:**

Check One	Acceptable Teaching Academic Minors
	Teaching Elementary/Middle School Comm. Arts & Literature
	Teaching Elementary/Middle School Mathematics
	Teaching Elementary/Middle School Science
	Teaching Elementary /Middle School Social Studies
	American Indian Studies - Ojibwe Language

- I have **completed the TENTATIVE PLANNER** below for my remaining major and minor coursework, including student teaching and graduation date. List **all** the major and minor courses you need to take before graduation and when you plan to take them. **All coursework in the major must be completed before you can apply for student teaching and you must maintain a minimum GPA OF 2.7 in order to student teach.**

MAJOR Courses	MINOR Courses
Spring 2010	Spring 2010
Summer 2010	Summer 2010
Fall 2010	Fall 2010
Spring 2011	Spring 2011
Summer 2011	Summer 2011
Fall 2011	Fall 2011

Graduation Date: _____

I have completed the **Pre-Diversity Experience Questions**:

On a **separate** sheet of paper please answer these questions, which you are to include with your packet.

All candidates will participate in a Diversity Experience. The first component is to reflect and answer the following questions to the best of your ability:

1. Who are you?
 - a. Please describe and reflect on your culture and background.
 - b. Consider what your comfort zone is with people having backgrounds different from your own.
2. How have your experiences influenced the ways in which you view and/or have interacted with people who are different from you?
 - a. Who or what were the most significant influences in the establishment of your racial/ethnic identity?
 - b. How did your family view people who were different? How were they treated? What messages did you get from family, friends, school, coworkers, community, etc. about people who were different from you?

I have **completed the attached DISPOSITIONS SELF-ASSESSMENT FORM. (Attachment B)**

I have not been convicted of a crime other than a traffic violation. If you cannot check this statement, you must attach materials describing the crime of which you were convicted, including the court in which you were convicted, dates, and the sentence imposed.

I understand that there is a need for elementary teachers from diverse backgrounds and experiences and I have **included in my cover letter, a brief statement of my background** related to some or all of the following:

- Experiences with ethnic groups other than my own (for example, 50 percent or more of your high school student body was from a racial or ethnic group different from your own, or you have volunteered in a multicultural environment or equivalent).
- Experience living in another cultural (for example, you were an exchange student or your family lived overseas).
- Membership in a racial/ethnic group underrepresented in the teaching profession (for example, African American, Native American, Asian American, Hmong, Hispanic, Chicano, Latino, etc.).
- Experience with disadvantaged groups.

- Experience with groups with special needs.
 - I have studied and/or am fluent in languages other than English (this may include sign language).
 - I am a member of the first generation in my family to attend an institution of high learning.
 - I qualify for maximum financial assistance.
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CONSENT FORM

STATEMENT OF APPLICANT'S PERMISSION TO RELEASE INFORMATION

For the purposes of evaluating my application for admission to the UMD Elementary Education Program, I hereby give permission for the members of the Department of Education Faculty to obtain records or contact persons who may have information relevant to my professional goals and any past performance. I understand all such information, including that contained on this application form, will be kept confidential and will be used solely for the purpose of program admission considerations. All the information is accurate and follows the expectations stated in the packet.

Signature _____ Date _____

I have read and understand the above information related to applying to the program, program expectations, field expectations, and licensure responsibilities.

Signature _____ Date _____

Advisor signature _____ Date _____

**PLEASE ATTACH ALL SUPPORTING DOCUMENTS AT THE END OF
THIS APPLICATION PACKET**

Rubric for Evaluation of Cover Letter for Elementary Education

FACULTY RATINGS	SCORE					
		1	2	3	4	5
	CATEGORIES	DEFICIENT	NOVICE	APPRENTICE	PROFICIENT	EXEMPLARY
	Diversity	No reference to needs of diverse learners	Some reference to needs of diverse learners	Some evidence of sensitivity to, but no experience with needs of diverse learners	Some evidence of sensitivity to, but little experience with needs of diverse learners	Compelling evidence of sensitivity to and experience with needs of diverse learners
	Commitment	No reference to experience with students	Reference to students, but no experience in educational settings	Very little experience with students in educational settings	Some experience with students in educational settings	Extensive experience with students in educational settings
	Collaboration	No reference to working collaboratively with others	Reference to, but no experience in working collaboratively with others	Very little experience in working collaboratively with others	Some experience in working collaboratively with others	Extensive experience working collaboratively with others
	Empowerment	No reference to self-confidence or initiative	No examples of initiative or self-confidence	Very little evidence of initiative or self-confidence	Some evidence of initiative or self-confidence	Compelling evidence of initiative or self-confidence
	Reflection	No reference to applicant's skills or traits	No examples of applicant's skills or traits	Incomplete examples of applicant's skills or traits	Some examples of applicant's skills or traits	Compelling examples of applicant's skills or traits
	Language Skills	Extensive grammar, spelling and other punctuation errors	Many grammar, spelling, and other punctuation errors	Several grammar, spelling, and other punctuation errors	Few grammar, spelling, and other punctuation errors	No grammar, spelling, and other punctuation errors
	<TOTAL SCORE					
	<AVERAGE SCORE					

DISPOSITIONS SELF ASSESSMENT FORM
DEPARTMENT OF EDUCATION
UNIVERSITY OF MINNESOTA DULUTH

TO BE COMPLETED BY TEACHER CANDIDATE

Name of Teacher Candidate: _____

Currently Enrolled (check one) Pre E|Ed _____ Block I _____ Block II _____ Block III _____

Rate Yourself and Provide Examples Low.....High 1 2 3 4 5	Things I Did Well (examples)	Things I Need to Improve (examples)
How do I relate to students? 1 2 3 4 5		
How do I relate to supervisors and other adults? 1 2 3 4 5		
How do I relate to peers? 1 2 3 4 5		

**RECOMMENDATION FORM FOR ADMISSION
ELEMENTARY EDUCATION PROGRAM**
DEPARTMENT OF EDUCATION, UNIVERSITY OF MINNESOTA DULUTH

TO BE COMPLETED BY SUPERVISOR OF TEACHER CANDIDATE

Name of Teacher Candidate: _____

Name of Supervisor: _____ Date for Experience: _____
Start End

Number of Hours Student Participated in This Experience: _____

Please Rate the Teacher Candidate and Provide Examples Low.....High 1 2 3 4 5	Things Candidate Did Well (examples)	Things Candidate needed to Improve (examples)
How did the teacher candidate relate to students? 1 2 3 4 5		
How did the teacher candidate relate to supervisors and other adults? 1 2 3 4 5		
How did the teacher candidate relate to peers? 1 2 3 4 5		

Describe the setting and the type of experience in which you have observed the teacher candidate working/interacting with children:

Describe the children with whom the teacher candidate worked (for example, the socio-economic background they come from, their race, ethnicity, gender, academic/behavioral qualities, etc.):

Comment on any other strengths/weaknesses of the teacher candidate:

OVERALL RECOMMENDATION:

_____ Very strongly recommend

_____ Strongly recommend

_____ Recommend

_____ Recommend with reservation

_____ Do not recommend

Supervisor's Name	Position	Institution
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Supervisor's Signature	Date
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Address	Phone Number	Email
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Please circle one: I am I am not related to this teacher candidate.

PLEASE RETURN RECOMMENDATION FORM TO TEACHER CANDIDATE