The University Of Tampa
College of Social Sciences, Mathematics and Education
Department of Education

To apply the applicant must submit:

- _____evidence of a 2.5 GPA overall and a 3.0 in the major and certified by the Academic Advising Office
- _____documentation of passing scores on all portions of the General Knowledge Exam **The University of Tampa must be designated as a score recipient with the testing agency.
- _____a signed Cooperative Learning Agreement
- _____a student copy (unofficial) transcript indicating completion or will complete 30 hours by the end of the current semester
- _____the Applicant's Perspectives on Education statement (1)
- _____Criminal Record Information Form (for field placement purposes)
- _____one letter of recommendation (form included) not a Dept. of Education faculty member
- _____two (2) UT Education Disposition Assessment forms completed by UT Education Faculty (forms included)
- _____a completed, signed Application, including the UT Department of Education Faculty Advisor's signature

Print or type the following information:

When do you intend to be a first semester Junior? _____

Circle one: Undergraduate Post Baccalaureate Undergraduate Transfer

Name: _____ Gender: _____M_____F

Student I.D. #:_____SSN:_____ Date of Birth: _____

Intended Major: _____

Local Address: _____

Local Telephone: _____UT Box#:_____

Email address (not optional): _____

Permanent Email: _____

Please provide a permanent street address/email address where we can contact you for up to three (3) years after graduation:

_____

Please mark your Race:

_____White
_____Black or African American
_____Asian
_____American Indian or Alaska Native
_____Native Hawaiian/Pacific Islander
_____Two or more races

Please Circle for Ethnicity:
Hispanic/Latino of any race: Yes/No

To be accepted into the teacher education program, applicants must:

- Have a grade-point average of least 3.0 (on a 4.0 scale) in the major area a 2.5 overall grade-point average AND
- Pass all portions of the General Knowledge Exam

Academic Advising Stamps can be obtained at the Academic Success Center in North Walker Hall

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Present Cumulative GPA: _____ Advising Office Stamp
(Minimum required 2.5)

Present Major GPA: _____
(Minimum required 3.0) Advising Office Stamp

Name of Advisor(s):_____

Total hours completed or in progress in major:_____

General Knowledge Exam Scores: Writing_____Reading _____ Computation_____Essay_____

Candidate Remediation:
The candidate who fails to meet any state mandated candidate performance assessment benchmark and fails to evidence acceptable mastery of any identified element of the Uniform Core Curriculum (UCC) and the associated indicators an acceptable or target level or who receives an unacceptable dispositional rating in the EDA is referred to the Department Chair and then the Admission, Review, and Dismissal /Candidate Performance (ARD/CP) Committee for remediation/intervention. The subcommittee will recommend specific candidate interventions intended to help the candidate achieve the expected targets and benchmarks. Remediation activities may include, but are not limited to, reduced course load, audit of same course, and guided study. Remediation always requires enrollment in a zero to three (0-3) credit hour course: ***Professional Development Clinical***. The candidate requiring remediation will receive an Incomplete (I) grade in the course where weakness is demonstrated and will receive a letter grade once the critical candidate performance assessment task is satisfactorily completed in the clinical course. If the critical task is not satisfactorily completed the candidate will earn a Failing (F) grade in the course and must repeat the course.

Documentation of passing scores on all portions of the FTCE is required to graduate.

I have read and understand the above information. To the best of my knowledge all information contained in this document is accurate and true.

Applicant Signature: _____

Education Faculty Advisor's Signature: _____

Department Chairperson Signature: _____Date Accepted: _____

Educator Disposition Assessment (EDA):
Applicants are asked to sign this statement indicating they understand and accept the content and purpose of the EDA. The applicant acknowledges that dispositions identified in this document apply to the university setting, courses, early practicum experiences, and the final internship. Two Education faculty who have taught the applicant will complete and submit the EDA forms.

Applicant signature:_____

Department of Education Cooperative Learning Agreement

Education majors at The University of Tampa are required to engage in numerous group activities, projects and presentations. Many of these are prepared outside of class time. The rationale for this requirement is two-fold:

- Contemporary teachers are required to facilitate non-competitive group investigation and cooperative learning experiences in their classrooms. They must understand the process of cooperation, and possess related skills. Such an understanding and skills are developed during one's *own* involvement in cooperative experiences.

- Teachers are compelled to collaborate and cooperate non-competitively with other teachers in their school, to team-teach and to carry out various school missions, projects, and presentations.

Therefore, as a teacher preparation institution, the UT Department of Education faculty expect teacher candidates to create and implement group activities, projects and presentations. Applicants are asked to verify an awareness of the need for this component of professional development and confirm a full commitment to meet program requirements in terms of availability, preparation, punctuality, determination, reliability and the spirit of cooperation.

Failure to meet these requirements may result in dismissal from the Department of Education.

_____ _____

Applicant Signature Date

The University Of
TAMPA

Department of Education
Applicant's Perspective on Education

Respond to **ONE** of the following prompts. Be as thoughtful and as thorough as you can. You may or may not actually begin your discussion with the phrases indicated. Be sure to include the letter of the item you are responding to. Please type your discussion.

A. My schooling (K-12) would have been better if…

B. When I become a teacher, I intend to…

C. I am committed to becoming a teacher because…

D. Relationships between teachers and learners are appropriate when…

E. If I could change how schools were run, I would…

F. Teachers are good classroom managers when…

G. When I become a teacher, I will collaborate with colleagues by…

H. Human diversity is of critical importance in schools because…

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The University Of
TAMPA

Teacher Education Program

Applicant's Name	Certification Field
How long have you known the applicant?	In what capacity?

To the evaluator:

A candid evaluation of this applicant for admission to the UT Teacher Education Program will be most helpful. Please comment on: the applicant's ability to work with children/adolescents and adults, intelligence, initiative, motivation, organizational skills, written and oral expression, creativity, and character. If additional space is needed, please continue on the reverse side of this form. If you have corporate or institutional letterhead, you may use it in place of this form as long as all the information requested here is provided. The recommendation must be a signed original to be accepted.

Reference's Name:	Institution or Company:	Phone/Ext.:
Address:	Date:	Signature:

Please submit to:
The University of Tampa
Department of Education
401 W. Kennedy Blvd.
Tampa, FL 33606

PLEASE PRINT:

Name: _____
(Last) (First) (Middle)

Social Security Number: _____

CRIMINAL RECORD INFORMATION – ALL APPLICANTS PLEASE READ VERY CAREFULLY.

ATTENTION: Under provisions in Florida Statutes 943.0585 and 943.059, the **entire** arrest record is revealed to school districts by the Florida Department of Law Enforcement and the FBI when fingerprints are supplied, including "sealed records" and expunged records." Therefore, you are **required** to reveal such information on this application.

Be aware that falsification of records includes omission of information and constitutes grounds for dismissal. Conviction of a crime will not necessarily be a bar to employment. Factors such as age at the time of the offense, type of offense, remoteness of the offense in time and rehabilitation will be taken into account in determining effect on suitability for employment.

1. Have you ever been arrested or charged for a criminal offense other than a minor traffic violation? (DUI is NOT considered a minor traffic violation.)
   Yes No

2. Is there any criminal charge now pending against you other than a minor traffic violation? (DUI is NOT considered a minor traffic violation.)
   Yes No

3. Are you currently on probation or currently under any imposed requirements for charges other than a minor traffic violation? (DUI is NOT considered a minor traffic violation.)
   Yes No

If YES to any of the above, give details below AND refer to the back if this document for further requirements.

Date	Location of Charge(s)	Nature of Charge(s)	Disposition of Charge(s)	Is the record sealed?	Expunged?

I certify that the answers given by me to the foregoing questions and statements are true and correct without any falsifications, omissions, or misleading statements of any kind whatsoever. I agree that the School District of Hillsborough County shall not

be held liable in any respect if I am not employed or if my employment is terminated because of false or misleading statements or answers or omission made by me in this application.

_____ _____

Signature Date

PLEASE NOTE: The application of any person with a criminal history requires review and approval to determine eligibility for employment. If you have such a criminal history, your application will be held in a pending file until the review process is complete.

For each criminal charge listed on the reverse side of this document, provide a narrative account of the circumstances leading to the charge. (You may attach additional pages.) Include in this statement,

- the level of the charge (felony or misdemeanor),
- the resolution of the charge, and
- the conditions imposed upon you as a result of the charge.

Depending on the nature and outcome of the charges described below, you also may be requested to secure and provide a copy of the arresting agency's report, verification of the court's ruling, and documentation of successful completion of imposed conditions.

Educator Dispositions Assessment

(Two [2] must be completed for each applicant by The University of Tampa Department of Education faculty.)

Educator Disposition Assessment

Name:_____ Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each aspect of disposition based on the following scale by checking the corresponding number in the cell.

1 = Emerging: minimal evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

Please check any behaviors listed under each aspect of disposition that need to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each dispositional component.

Disposition and Associated Indicators

1. Demonstrates effective oral communication skills Danielson: 3a; Marzano: 30; InTASC: 3(r)	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectation** **3** ☐	**Exceeds Expectation** **4** ☐
☐ Models Standard English	Comments regarding strengths/areas for growth:			
☐ Varies oral communication to motivate students				
☐ Makes appropriate comments in the classroom				
☐ Communicates at an appropriate level				

2. Demonstrates effective written communication skills	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectation** **3** ☐	**Exceeds Expectation** **4** ☐
☐ Communicates respectfully with all stakeholders	Comments regarding strengths/areas for growth:			
☐ Demonstrates appropriate spelling and grammar				
☐ Focuses all written communications positively				

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Educator Disposition Assessment

3. Demonstrates Professionalism Danielson: 4f; InTASC: 9(o)	Emerging 1 ☐	Developing 2 ☐	Meets Expectation 3 ☐	Exceeds Expectation 4 ☐
☐ Responds to emails promptly	Comments regarding strengths/areas for growth:			
☐ Exhibits punctuality and attendance				
☐ Maintains professional boundaries with students				
☐ Keeps personal life at home				
☐ Functions as a team player				
☐ Turns in work promptly				
☐ Avoids inappropriate conversations inside and outside of the classroom				
☐ Respects and adheres to the ethical standards of practice				
☐ Refrains from profanity				

4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Emerging 1 ☐	Developing 2 ☐	Meets Expectation 3 ☐	Exceeds Expectation 4 ☐
☐ Goes above and beyond requirements	Comments regarding strengths/areas for growth:			
☐ Demonstrates an appropriately positive affect with students				
☐ Seeks solutions to problems instead of complaining				
☐ Encourages students				
☐ Tries new things that are suggested				
☐ Engages openly and actively with students				

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Emerging 1 ☐	Developing 2 ☐	Meets Expectation 3 ☐	Exceeds Expectation 4 ☐
☐ Accepts constructive feedback	Comments regarding strengths/areas for growth:			
☐ Learns and adjusts from experience and reflection				
☐ Comes to class planned and with needed materials				
☐ Alters lessons in progress when needed				

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Educator Disposition Assessment

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(q)	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectation** **3** ☐	**Exceeds Expectation** **4** ☐
☐ Demonstrates awareness of traditional and non-traditional family contexts including family status	Comments regarding strengths/areas for growth:			
☐ Embraces all diversities/differences to include racial, SES and learning styles				
☐ Creates a "safe classroom" with zero tolerance of negativity to others				
☐ Plans activities to raise student awareness and acceptance of differences				
☐ Understands the importance of a positive school experience				

7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectation** **3** ☐	**Exceeds Expectation** **4** ☐
☐ Engages parental and guardian involvement	Comments regarding strengths/areas for growth:			
☐ Disagrees respectfully				
☐ Possesses social awareness				
☐ Uses flexibility				
☐ Listens to what stakeholders are saying as evidenced by considered response				
☐ Maintains a respectful tone at all times				
☐ Shares successful teaching strategies				
☐ Exhibits a sense of equality				

8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectation** **3** ☐	**Exceeds Expectation** **4** ☐
☐ Recognizes own weaknesses and asks for support	Comments regarding strengths/areas for growth:			
☐ Asks questions proactively and is self-directed				
☐ Researches and implements different and most effective teaching styles				
☐ Takes responsibility for knowing students and/or colleagues				

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Educator Disposition Assessment

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Emerging 1 ☐	Developing 2 ☐	Meets Expectation 3 ☐	Exceeds Expectation 4 ☐
Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm	Comments regarding strengths/areas for growth:			
Does not overreact to criticism or other situations				
Demonstrates perseverance and resilience (grit)				
Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses				
Demonstrates sensitivity to feelings of others				

Additional comments:

Educator Dispositions Assessment

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Educator Disposition Assessment

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