

**REQUESTING ENTRY INTO TEACHER PREPARATION PROGRAM (TPP)
PORTAL 2**

**CHECKLIST FOR ADMISSION INTO TEACHER PREPARATION PROGRAM
(To Student: Complete top and see your Education advisor)**

NAME _____ PROGRAM _____ MAJOR _____
EMAIL _____ PHONE # _____
CONTENT AREA ADVISOR _____ EDUCATION ADVISOR _____

Academic requirements

- _____ Candidate has completed 16.5 units (not including any developmental, corrective, or remedial college courses) obtaining a grade point average of 2.75 (or higher)
- _____ Candidate must earn at least a 2.75 in all professional education courses (EDUC 210, 326, 335).
- _____ Candidate must earn at least a 2.75 in the academic content area (at least 3 units)
- _____ Candidate has completed the Freshman Learning Community (w/n the 16.5 units)
- _____ Candidate has completed an intensive writing course (w/n the 16.5 units)
- _____ Candidate has completed Math 110 (C or better grade; w/n the 16.5 units)
- _____ Candidate has begun developing a professional education portfolio (no rubric score necessary)
- _____ Candidate has been assessed via Learning Outcomes rubric (rubric completed by course instructor)
- _____ Candidate has been advised to take the LAST of the New York State Teacher Certification Examination.
- _____ Candidate has been given and explained the checklist for CST-Students w/Disabilities.
- _____ Candidate has been interviewed by the Chair or designee to assess dispositional readiness.

Comments about candidate (use back of sheet if necessary): _____

Field experience requirements

- _____ Candidate logged a minimum of 60 clock hours in appropriate field experiences with enrollment in EDUC 210 and EDUC 326, and completed a log of documented hours spent in regular or special and inclusive education and the certification of the cooperating teachers. (Attach all relevant documents)

Written recommendations

- _____ Candidate must file a written recommendation from a Professional Education faculty member and from a Liberal Arts and Sciences faculty member (see attached forms)
- _____ Candidate must complete and file the Declaration of Major form signed by the Chair (or Designee) in the content specialization for which certification is sought.

NOTE: Advisor must submit this checklist form to the DOE for review and presentation to the department and then to TEPU.

- _____ Candidate will be recommended for admission to TPP

WAGNER COLLEGE EDUCATION DEPARTMENT
Professional Education Faculty

RECOMMENDATION FOR ADMISSION TO TEACHER PREPARATION PROGRAM (TPP)

(Name of Student)

(Major)

(Double Major/Concentration)

The above named student is applying for admission into the Teacher Preparation Program (TPP) in the Department of Education beginning the _____ 20____ semester. Please comment on the candidate's preparedness in terms of knowledge, skills, and dispositions to become a teacher.

Please return this form as soon as possible to the Department of Education, Campus Hall #331.

_____ **I recommend (comments):**

_____ **I do not recommend (comments):**

_____ **I wish to confer with the Coordinator of Student Teaching about this candidate.**

Signature

WAGNER COLLEGE EDUCATION DEPARTMENT
Liberal Arts & Science Faculty

RECOMMENDATION FOR ADMISSION TO TEACHER PREPARATION PROGRAM (TPP)

(Name of Student)

(Major)

(Double Major/Concentration)

The above named student is applying for admission into the Teacher Preparation Program (TPP) in the Department of Education beginning the _____ 20____ semester. Please comment on the candidate's preparedness in terms of knowledge, skills, and dispositions to become a teacher.

Please return this form as soon as possible to the Department of Education, Campus Hall #331.

_____ **I recommend (comments):**

_____ **I do not recommend (comments):**

_____ **I wish to confer with the Coordinator of Student Teaching about this candidate.**

Signature

UNDERGRADUATE TPP ADMISSION INTERVIEW RUBRIC

Components	Place score below		
	1	2	3
Reasons for wanting entry into program	<p>Unacceptable Candidate gives little or no depth in responses; evidence of little, if any, motivation and enthusiasm</p>	<p>Acceptable Candidate gives adequate responses; evidence of motivation and enthusiasm</p>	<p>Target Candidate gives profound depth in responses; evidence of significant motivation and enthusiasm</p>
Presentation style	<p>Presenter does not organize ideas clearly or coherently</p>	<p>Presenter organizes ideas clearly and coherently</p>	<p>Presenter organizes ideas with superior clarity and coherence</p>
Personal strengths	<p>Candidate cannot articulate 3 personal strengths</p>	<p>Candidate can articulate 3 personal strengths</p>	<p>Candidate can articulate 3 personal strengths with great depth and sincerity</p>
Dispositions	<p>Candidate is immature and doesn't really want to become a teacher. Candidate does not demonstrate potential for 5 C's or most other teaching dispositions.</p>	<p>Candidate is thoughtful and can articulate some reasons why s/he wants to become a teacher. Candidate does demonstrate potential for 5 C's or most other teaching dispositions.</p>	<p>Candidate is mature and really wants to become a teacher. Candidate does demonstrate great potential for 5 C's or most other teaching dispositions.</p>
Poise	<p>Candidate is exceedingly nervous; ill-prepared; doesn't maintain composure under "pressure"</p>	<p>Candidate is somewhat nervous but remains composed; prepared</p>	<p>Candidate is composed and smooth; very well prepared</p>
Response to interviewers questions	<p>Candidate responds inadequately, erroneously, or inappropriately</p>	<p>Candidate responds adequately, correctly (most of the time), and appropriately</p>	<p>Candidate responds adequately, correctly, and appropriately</p>

Qualitative comments: (on reverse side)

OVERALL SCORE _____

STUDENT NAME: _____



**Undergraduate Program
Checklist for:
Content Specialty Test - Students with Disabilities**

TASK	DATE COMPLETED
Satisfactory completion of ED326	
Satisfactory completion of ED406	
Satisfactory completion of ED412	
Satisfactory completion of ED414	
Review the Preparation Guide: Students with Disabilities CST published by the University of State of New York (http://www.nystce.nesinc.com/NY_viewSG_opener.asp)	
Review materials available in the Department's Resource Room (CAMH 333) (guides, books, videos)	
Review "What Every Special Educator Must Know," 5 th Edition (available on pdf format from www.cec.sped.org)	
Attend "Passing the CST-Students with Disabilities Workshop"	
Satisfactory completion of Workshop #1 "Understanding and Evaluating Students with Disabilities"	
Satisfactory completion of Workshop #2 "Promoting Student Learning and Development"	
Satisfactory completion of Workshop #3 "Working in a Collaborative Professional Environment"	
Satisfactory completion of Workshop #4 "Students diagnosed within the Autism Spectrum Disorder"	
Interview with Dr. Chavez-Brown	
Review additional literature as outlined during above interview a. b. c.	
Take the Exam	