Ella Cline Shear School of Education

ROLLING ADMISSION APPLICATION

All programs require the submission of an application form and the meeting of several academic standards to qualify for admission to the School of Education, which is separate from admission to SUNY Geneseo. We recommend that students admitted to Geneseo as freshmen apply for admission into the School of Education during their first semester at Geneseo. Students who add/change to education certification after starting at SUNY Geneseo should apply for admission to the School of Education during the same semester they change their major. Transfer students should apply for admission into the School of Education at the same time they apply to the college. Admission criteria are (you must meet all; the college will have this information on file):

Students seeking Early Childhood and Childhood and Childhood with Special Education certification must be admitted into the School of Education by the time they have earned 60 credit hours or before registering for Block IV courses, whichever comes first. Students seeking Adolescence certification must be admitted into the School of Education by the time they have earned 60 credit hours or before they register for Block III courses, whichever comes first.

Admission criteria are:

a. High School GPA of 3.0 OR HS rank in top 30% for students admitted as freshmen.
b. college GPA of 3.0 for all students admitted after their freshman year
c. ACT or SAT scores
d. Admissions Essay
e. Applicants (all classifications) who do not satisfy the GPA requirements or Freshmen who do not rank in the top 30% of their HS class may apply for a waiver.

Applications may be submitted at any time. Please feel free to submit your application as soon as it is completed.

Return completed application in person or mail to:
School of Education
200 South Hall 1 College Circle
SUNY Geneseo
Geneseo, NY 14454
Application Date __________________ Transfer student YES NO
Have you applied before? Yes No Geneseo entrance date: ________________

Name: __________________________________________ ID # G00-_______________
           (Last)         (First)         (MI)

Home Mailing Address: __________________________ Phone: ________________

________________________________________ E-mail: ________________

Indicate choice of Initial Certification Program
(indicating here does not officially declare your major in the SUNY Geneseo system)

Bachelor of Science in Education Degree:
   Major in
   _____ Early Childhood (B-Grade 2) and Childhood Education (Grades 1-6) with Concentration in ____________
   _____ Childhood Education with Special Education (Grades 1-6) with Concentration in ________________
   _____ Early Childhood and Childhood Education with Second Major in ________________________________
   _____ Childhood Education with Special Education with Second Major in ______________________________

Major in Liberal Arts with
   _____ Adolescence Certification (Grades 7-12) with Major in ________________________________

For Official Use Only
Registered check in by: ________________ Date: __________
Recommendation by: ________________ Date: __________
   _____Acceptance into the School of Education.
   _____Denial due to:
       _____Low GPA  _____SAT/ACT  _____Essay
       _____Acceptance into the School of Education waiver level 1
       _____Acceptance into the School of Education waiver level 2

Comments:__________________________________________________________________________________
Admissions Essay  
(Personal Narrative)

Instructions: As part of your application for admission to the Ella Cline Shear School of Education, we ask you to submit an essay in response to two prompts (please label each section). The complete essay should be a maximum of two pages total (Times New Roman 12-point font, double-spaced).

- Discuss why you want to be a teacher. In your response, provide traits of successful teachers and a self-evaluation of your personal strengths and challenges related to being a teacher.
- Describe an event when you were involved in a teaching or helping role for one or more individual(s). In selecting the event you want to describe, consider one that has personal meaning to you (e.g., of high interest to you, or made you feel good, or did not work out well, etc.). In your narrative/essay, address the following items:
  - Describe the situation/event
  - What did you do as a teacher/helper in this event?
  - How did you feel about your participation in this event?
  - In retrospect, how do you feel about this participation now?
  - What would you change/have done differently?
Eligibility Criteria for Continuation in Teacher Certification Program

(Please type or print clearly)

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>G00-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geneseo ID Number</td>
</tr>
</tbody>
</table>

Please read the following:

In order to continue taking courses in the School of Education, a student must maintain an overall average of 2.75. (To be eligible for student teaching, a candidate must have a cumulative GPA of 2.75, a GPA of 2.75 in the major/concentration, and a 2.75 in education coursework.) To acknowledge this policy please read and sign the form and return with application.

The School of Education monitors candidate’s performance and progress and will deny continuation in the program to any candidate whose level of performance does not adequately meet academic or professional standards. Decisions with respect to retention or dismissal of a candidate are made by the School of Education faculty and staff, and not by any one person.

I have read and understood the above statement regarding a candidate’s eligibility to continue in a certification program and the responsibility of the School of Education to monitor a candidate’s eligibility.

Name (Print or Type):_________________________________________________

Signature:_________________________________________________________________

Date: ______________________________________________________
Candidate’s Statement of Commitment Regarding Dispositions

The Ella Cline Shear School of Education, in collaboration with SUNY Geneseo’s liberal arts programs and national accreditation standards, is responsible for successfully preparing teacher candidates to become effective teachers who consistently demonstrate the values and attitudes consistent with the highest professional standards. These values and attitudes (i.e., dispositions) must be demonstrated in candidates’ interactions with students, colleagues, school staff, and community members. Each candidate will be evaluated on these dispositions by college faculty members and school personnel throughout the program, and provided with feedback to assist with their progress and ensure their adherence to these guidelines. Our focus is to make sure that you will be able to perform the essential elements of being an educator.

It is expected that the candidate will demonstrate professional commitment and responsibility by adhering to all legal and ethical standards of the profession including, but not limited to:

- Showing enthusiasm toward teaching and learning
- Demonstrating academic honesty
- Maintaining confidentiality
- Understanding and complying with policies at the local, state, and national level
- Being prepared, punctual, and responsive
- Showing respect for diverse personal and cultural values
- Portraying a professional image (e.g., professional attire) consistent with Geneseo School of Education dispositions as outlined below

Dispositions established by the Ella Cline Shear School of Education are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards (2013) and are divided into four domains (I. The Learner and Learning, II. Content Knowledge, III. Instructional Practice, and IV. Professional Responsibility). These dispositions apply to all teacher candidates at all times and include on-line activities that are accessible by other professionals and the public. Your words and actions reflect not only on you as a future teacher, but on the School of Education and the College. Concerns that come to light while you are enrolled as a student (e.g., being convicted of a crime) may lead to your removal from a field placement and/or a program.

SUNY Geneseo School of Education Dispositions

Domain I: The Learner and the Learning (InTASC 1,2,3)

Takes responsibility to use understanding of individual differences, diverse cultures, and communities to plan responsive instruction.

- Respects learners’ differing strengths and needs, including the family, community, and culture and is committed to using this information to further each learner’s development.
- Is committed to using learners’ strengths as a basis for growth, and their challenges as opportunities for learning.
- Is committed to working collaboratively with learners, families, colleagues, and other professionals in setting and meeting goals.
- Demonstrates an understanding of the context/setting for learning and adapts appropriately.
Treats all learners with dignity and respect.

- Believes all learners can achieve and helps each learner reach their full potential.
- Understands the role of race, religion, color, national origin, citizenship, language, sex, sexual orientation, gender identity and expression, (dis)ability, and class in American society and respects all learners as individuals with differing backgrounds, skills, abilities, perspectives, talents, and interests.
- Values the experiences and perspectives of learners and fosters the learner’s natural resiliency.

Domain II: Content Knowledge (InTASC 4,5)

Is committed to developing a mastery of the content and creating learning experiences that are accessible and meaningful for all learners.

- Keeps abreast of new ideas including research and evidence-based practices.
- Appreciates multiple perspectives within the discipline and understands the potential for bias in the representation of the content.

Is committed to active learning and engaging learners in critical thinking, creative activities, and collaborative problem solving.

- Seeks out and creates a flexible, positive, and supportive learning environment that encourages learner exploration, discovery, and creative expression across content areas.
- Explores ways to use disciplinary knowledge to address local and global issues.

Seeks out and uses a wide range of curriculum materials that indicate respect, and support diversity.

- Incorporates social and environmental justice issues into instruction as appropriate.

Domain III: Instructional Practice (InTASC 6,7,8)

Is committed to understanding and using a variety of instructional strategies to encourage learners to develop deep understanding of content areas.

- Seeks to explore how the use of new and emerging technologies can support and promote student learning.
- Seeks to integrate learners’ strengths, needs, and background, and their diverse ways of learning.

Seeks to use multiple methods of assessment to support, verify, and document learning.

- Takes responsibility for aligning instruction and assessment with learning goals.
- Is committed to engaging learners actively in assessment processes and in developing each learner’s capacity to review and communicate their own progress and learning.
Domain IV: Professional Responsibility (InTASC 9,10)

Embraces the expectations of the profession.
- Demonstrates an understanding of professional expectations including adherence to professional codes of ethics, professional standards of practice, and relevant law and policy.
- Sees him/herself as a lifelong learner, continuously seeking opportunities to improve professional practice.
- Engages in appropriate and respectful communication and collaboration with all members of the learning community and advocates as appropriate.
- Is thoughtful about their teaching, critically examining their teaching practices through reflection and striving for ongoing professional improvement.
- Meets all professional expectations and responsibilities including dress, language, preparedness, and punctuality.
- Is responsive to the feedback of others.

Seeks and responds to opportunities for change and growth.
- Deepens personal understanding of their own frame of reference and seeks to understand and address the potential biases in these frames and their impact on expectations.
- Takes initiative to grow and develop with, and be supportive of, colleagues through interactions that enhance practice and support student learning.
- Draws on current educational policy and research to contribute to and advance the profession.

I have read the dispositions and indicators above. I acknowledge that these dispositions and behaviors are integral to being an effective educator, and am committed to growing professionally and demonstrating these dispositions. I understand that in addition to academic performance in accordance with the requirements of the School of Education, my progress and success in the teacher preparation program depends upon my consistent demonstration of these dispositions. I further understand that there are resources available to me for successful demonstration of both academic and dispositional standards: these include resources in the SOE such as the Director of Student Success, and faculty members, as well as other college resources. In keeping with School of Education policy, I understand that any failure to demonstrate the behaviors and dispositions outlined above may result in a formal review of progress toward my degree as well as interventions, as needed, and, in rare cases, dismissal from the program.

Teacher Candidate Name (please print)__________________________________________
Signature__________________________________________ Date ____________________
Application Checklist

☐ Complete Application Cover Page – page 2
☐ Respond to personal narrative prompts on page 3. Please spell check and proof read your work before you print. Attach a printed copy of your response to this application.
☐ Sign attestation on page 4 to show you understand the criteria to continue in the Teacher Education Program after admission.
☐ Sign the attestation on page 7 – statement of commitment pages 5-7
☐ Applications may be submitted at any time. Please feel free to submit your application as soon as it is completed.
☐ Submit your completed application to:
  School of Education
  200 South Hall 1 College Circle
  SUNY Geneseo
  Geneseo, NY 14454