

Admission to Education Criteria and Requirements

Attached are documents which you will utilize as you prepare your application for admission to teacher education. These include:

- Table 1 – a summary of the benchmarks you need to meet, the materials you need to include in your portfolio, and how faculty will evaluate your proficiency.
- Application checklist, to be submitted with your portfolio.
- Instructions on completion of your Resume.
- Long Term Planning Worksheet.
- Recommendation forms for faculty and for your cooperating teacher.
- Sample student reflection.
- Timeline of steps in completing the process.

Please refer to the material in your *Teacher Education Handbook* for further information on requirements for admission to education.

Table 1. Admission benchmarks, materials required in the portfolio, and information on assessment criteria. Unless noted, indicators of proficiency are included in the *CSU-Pueblo Teacher Education Program Inventory*².

Goal 1: Uses democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation

Benchmarks for Admission	Required Portfolio Materials ²	
<p>1.1 Develops a classroom management plan, including classroom procedures and routines (ED 301)</p> <p>Demonstrates growth in both lesson delivery and classroom management across the semester, as measured by self-evaluation and teacher evaluation, based on two lessons completed in the field experience classroom, as well as an evaluation of a peer's teaching (emphasis: managing time, activities, and attention) (ED 301)</p>	<ul style="list-style-type: none"> • Management assignment with detailed routines • Evaluations by peer and teacher of lessons • Evaluation of peer's teaching • Videotape of teaching • Field Experience Teacher Evaluation Form 	Program Evaluation Inventory
<p>1.2 Develops a classroom management plan, including motivational strategies (ED 301)</p> <p>Demonstrates growth in both lesson delivery and classroom management across the semester, as measured by self-evaluation and teacher evaluation, based on two lessons completed in the field experience classroom, as well as an evaluation of a peer's teaching (emphasis: implementing classroom discipline system) (ED 301)</p>	<ul style="list-style-type: none"> • Management assignment on motivation • Evaluations by peer and teacher of lessons • Evaluation of peer's teaching • Videotape of teaching • Field Experience Teacher Evaluation Form 	Program Evaluation Inventory
<p>1.4 Develops a classroom management plan, including classroom rules and consequences. (ED 301)</p> <p>Demonstrates growth in both lesson delivery and classroom management across the semester, as measured by self-evaluation and teacher evaluation, based on two lessons completed in the field experience classroom, as well as an evaluation of a peer's teaching (emphasis: monitoring activity in the classroom and acted proactively to assure students were on-task) (ED 301)</p>	<ul style="list-style-type: none"> • Management assignment on rules • Evaluations by peer and teacher of lessons • Evaluation of peer's teaching • Videotape of teaching • Field Experience Teacher Evaluation Form 	Program Evaluation Inventory used to evaluate

1.5 Demonstrates developing knowledge and skills concerning establishing and monitoring independent and group work (ED 301)	<ul style="list-style-type: none"> • Field Experience Teacher Evaluation Form • Cooperative Lesson Plan 	Program Evaluation Inventory
1.8 Develops a classroom management plan, including strategies for developing personal responsibility (ED 301)	<ul style="list-style-type: none"> • Management assignment focusing on personal responsibility 	

Goal 2: Creates learning communities that make content knowledge accessible, exciting, and meaningful to all students

Benchmarks for Admission	Required Portfolio Materials	Indicators of Proficiency
2.9 Utilizes the Colorado Standards in planning instruction, including writing of lesson plan objectives in content areas based on standards and benchmarks; objectives can be written for a variety of content areas (ED 301)	<ul style="list-style-type: none"> • 3 Lesson plans developed by student • Field Experience Teacher's Evaluation • 3 Faculty Recommendations 	Program Evaluation Inventory used to evaluate
2.11 Student is developing knowledge appropriate for a beginning teacher in: a. General knowledge	<ul style="list-style-type: none"> • Transcripts from all institutions attended • Faculty Recommendations • Scores on norm-referenced test <i>Academic Profile</i>* 	2.6 Cumulative GPA overall For transfer students, the entering GPA is cumulative and calculated based on all courses attempted in higher education. The student's GPA becomes the CSU-PUEBLO cumulative GPA after the student has been admitted to CSU-PUEBLO and completed one semester (12 hours). Courses taken after admission at other institutions may be accepted for credit and for requirements, but not counted in the overall GPA.
b. Mathematics	<ul style="list-style-type: none"> • Transcript verifying completion of required course in mathematics • Scores on <i>Academic Profile/PLACE Basic Skills</i> in Math 	Grade of <i>B</i> or better in MATH 109 or grade of <i>C</i> in 121, 124, 126; students completing <u>both</u> MATH 109 and MATH 156 with grades of <i>C</i> or better would also meet the requirement.

c. Literacy	<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Transcript verifying completion of ENG 101 and ENG 102 • 3 faculty recommendations • Field Experience teacher • Writing samples: lesson plans, research paper, reflections <p><u>Writing and Critical Reading:</u></p> <ul style="list-style-type: none"> • Scores on <i>PLACE Basic Skills Test</i> in Reading and Writing or <i>Academic Profile</i> • <i>Academic Profile</i> spontaneous sample <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Transcript verifying completion of SPCOM 103 • <u>Or</u> form specifying passing of oral proficiency • 3 faculty recommendations • Field Experience Teacher recommendation 	<p>Grades of <i>C</i> or better</p> <p>Program Evaluation Inventory will be used to evaluate writing samples in the portfolio</p> <p>Program Evaluation Inventory will be used to evaluate writing samples</p> <p>Grade of <i>B</i> or better</p>
d. Content areas of responsibility (major)	<ul style="list-style-type: none"> • Transcripts from all institutions attended • Recommendation of faculty in major area 	(Grade of <i>C</i> or better in all courses is a requirement for admission to student teaching)

Goal 3: Creates a learning community in which individual differences are respected, appreciated, and celebrated

Benchmarks for Admission	Required Portfolio Materials	Program Evaluation Inventory
3.5 Treats all students in an equitable and fair manner	<ul style="list-style-type: none"> • Field Experience Teacher recommendation • Lesson Evaluations by peer and teacher 	
3.6 Communicates in ways that demonstrate sensitivity to individual, cultural, and gender differences	<ul style="list-style-type: none"> • Field Experience Teacher recommendation • Lesson Evaluations by peer and teacher 	
3.7 Investigates own personal biases that may limit educational equity for all children and implements strategies to address them	<ul style="list-style-type: none"> • Reflection for Goal 3 	

Goal 4: Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners

Benchmarks for Admission	Required Portfolio Materials	Program Evaluation Inventory
4.1 Develops assessments for lesson plans in which the assessment matches the planned objective (ED 301)	<ul style="list-style-type: none"> • 3 lesson plans • Field Experience Teacher's recommendation 	

4.2 Develops rubrics to evaluate student learning (ED 301)	<ul style="list-style-type: none"> • Rubric 	
4.8 Demonstrates growth in both lesson delivery and classroom management across the semester, as measured by self-evaluation and teacher evaluation, based on two lessons completed in the field experience classroom, as well as an evaluation of a peer's teaching (ED 301)	<ul style="list-style-type: none"> • Self-evaluation of lesson plan and delivery • Reflection for Goal 4 	

Goal 5: Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of all students

Benchmarks for Admission	Required Portfolio Materials	Program Evaluation Inventory
5.1 Write detailed lesson plans that include important components in each of the following areas: Direct Instruction, Inquiry, and Collaborative Groups. Each plan will also include development of student materials, which will be used in the students' field experience classroom (ED 301) Demonstrates developing knowledge and skills concerning planning and implementing activities that incorporate utilizing students' prior knowledge and encouraging active learning (ED 301)	<ul style="list-style-type: none"> • 3 lesson plans • Field Experience Teacher recommendation • Lesson evaluations by peer, self, and teacher • Videotape of lesson 	
5.2 Write detailed lesson plans that include important components in each of the following areas: Direct Instruction, Inquiry, and Collaborative Groups. Each plan will also include development of student materials, which will be used in the students' field experience classroom (ED 301) Demonstrates developing knowledge and skills in implementing all lesson components in Direct Instruction, Inquiry, and Collaborative lessons (ED 301)	<ul style="list-style-type: none"> • 3 lesson plans • Field Experience Teacher recommendation • Lesson evaluations by peer, self, and teacher • Videotape of lesson 	
5.4 Writes detailed lesson plans that include all components in each of the following areas: Direct Instruction, Inquiry, and Cooperative Learning (ED 301)	<ul style="list-style-type: none"> • 3 Lesson plans 	
5.6 Demonstrates developing knowledge and skills concerning giving students effective verbal and written feedback (ED 301)	<ul style="list-style-type: none"> • Field Experience Teacher recommendation • Lesson valuations by peer, self, and teacher of lessons • Videotape of lesson 	
5.10 Designs and presents a lesson that meets content standards and reflects current best practice in teaching and learning with technology (ED 280)	<ul style="list-style-type: none"> • Lesson plan (ED 280) 	
5.11 Uses and evaluates current best practice K-12 software, including tutorial, simulation, problem-solving, writing, keyboarding, and alternative labs (ED 280)	<ul style="list-style-type: none"> • Software Evaluation (ED 280) 	

Goal 6: Is a reflective decision-maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.

Benchmarks for Admission	Required Portfolio Materials	u a t i c
6.5 Utilizes technology as a professional tool to locate information and complete professional tasks, including electronic databases, listserves, and web-based professional education sites (ED 280)	<ul style="list-style-type: none"> Research paper (ED 280) 	Program Evaluation Inventory
6.6 Evaluates own level of proficiency on the CSU-PUEBLO performance standards in written reflections, which include accurate descriptions of strengths and weaknesses (ED 301) Demonstrates growth in both lesson delivery and Classroom management across the semester as measured by self-evaluation, teacher evaluation, and an evaluation of teaching based on two lessons completed in the field experience (ED 301) Creates own website as portfolio for progress in education (ED 280)	<ul style="list-style-type: none"> Reflections for Goals 1-8 Lesson self-evaluations Website (ED 280) 	Program Evaluation Inventory
6.7 Demonstrates growth in both lesson delivery and classroom management across the semester, as measured by self-evaluation and teacher evaluation, based on two lessons completed in the field experience classroom, as well as an evaluation of a peer's teaching (ED 301)	<ul style="list-style-type: none"> Reflection for Goal 6 Field Experience Teacher recommendation Lesson evaluations by peer, self, and teacher 	Program Evaluation Inventory
6.8 Demonstrates growth in both lesson delivery and classroom management across the semester, as measured by self-evaluation and teacher evaluation, based on two lessons completed in the field experience classroom, as well as an evaluation of a peer's teaching (ED 301) Demonstrates developing knowledge and skills concerning seeking feedback from the cooperating teacher (ED 301)	<ul style="list-style-type: none"> Reflections for Goals 1-8 Field Experience Teacher recommendation Lesson evaluations by peer, self, and teacher 	Program Evaluation Inventory

Goal 7: Creates communities of learning by working collaboratively with colleagues, families, and other members

Benchmarks for Admission	Required Portfolio Materials	
7.3 Utilizes technology to communicate information and positions (ED 301)	<ul style="list-style-type: none"> Examples of use of Blackboard (i.e., a posting from an on-line discussion) 	
7.8 Demonstrates developing knowledge and skills concerning establishing rapport with students; students respond to teacher directions and request assistance (ED 301)	<ul style="list-style-type: none"> Field Experience Teacher recommendation Lesson evaluations by peer, self, and teacher Videotape of lesson 	
7.10 Demonstrates developing knowledge and skills concerning participation as member of a team (ED 301)	<ul style="list-style-type: none"> Field Experience Teacher recommendation 	

Goal 8: Models the professional and ethical responsibilities of the education profession

Benchmarks for Admission	Required Portfolio Materials	
8.1 Follows the ethical standards of the education profession Develops a personal philosophy of education that articulates the democratic ideal (ED 202)	<ul style="list-style-type: none"> • Field Experience Teacher recommendation • Portfolio Exhibit: Philosophy of Education Paper (ED 202) 	Program Evaluation Inventory
8.2 Consistently exhibits a strong work ethic, assuming responsibility for oneself and others in the learning community; is punctual and on-time for all responsibilities	<ul style="list-style-type: none"> • 3 Faculty recommendations • Field Experience Teacher recommendation 	
8.3 Acts honestly and with integrity at all times	<ul style="list-style-type: none"> • 3 Faculty recommendations • Field Experience Teacher recommendation 	
8.4 Acts in a caring manner towards K-12 students, peers, and other members of the learning community	<ul style="list-style-type: none"> • 3 Faculty recommendations • Field Experience Teacher recommendation 	
8.6 Respects the input of others, including supervisors, and Attempts to incorporate feedback to grow professionally	<ul style="list-style-type: none"> • 3 Faculty recommendations • Field Experience Teacher recommendation • Lesson evaluations by peer, self, and teacher • Reflections for Goals 1-8 	
8.7 Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgment for evidence	<ul style="list-style-type: none"> • Faculty recommendations • Field Experience Teacher recommendation • Reflections for Goals 1-8 	
8.8 Is well-groomed and dresses in a professional manner	<ul style="list-style-type: none"> • Faculty recommendations • Field Experience Teacher recommendation 	
8.9 Speaks, writes, and listens at a professional level	See evidence for 2.11	
8.11 Models an excitement for teaching and learning	<ul style="list-style-type: none"> • Faculty recommendations • Field Experience Teacher recommendation • Reflections for Goals 1-8 	

¹Unless noted, faculty will utilize the *CSU-PUEBLO Teacher Education Program Inventory* in reviewing student exhibits. This inventory may be viewed on the CSU-PUEBLO Teacher Education Program website.

²Unless noted, these materials were from work in ED 301.