



**SECTION II:**

Attached a copy of your background check (with fingerprinting stamp)?

Yes       No

Have you completed nine (9) hours of coursework or are you currently enrolled in your 9<sup>th</sup> hour?  
**(Attach a Transcript Evaluation)**

No  Yes

If you are seeking special accommodations under ADA please attach A Reasonable Accommodation Request Form (Available from The Office of Disabled Student Services)  
Verified Disabilities: No  Yes

Have you ever been dismissed from an observation, field placement, internship, or student teaching?      No  Yes   
If yes, explain:

---

---

---

Have you ever been convicted of a misdemeanor or felony?      No  Yes

If yes, explain:

---

---

---

Print Advisor Name: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***\*\*\*Important Note\*\*\* Completed applications received after published deadlines will be deferred to the following semester. Candidates may not apply for admission to teacher education program and student teaching in the same semester.\*\*\****

-----  
**(Office use only)**

**Date Application Submitted:** \_\_\_\_\_

**Received By:** \_\_\_\_\_

TENNESSEE STATE UNIVERSITY  
 ADMISSION TO TEACHER EDUCATION PROGRAM  
 DISPOSITIONS ASSESSMENT FORM

Teacher Candidate: \_\_\_\_\_ T#: \_\_\_\_\_  
 Email: \_\_\_\_\_ Circle Current Semester: F SP SU  
 Year: \_\_\_\_\_ College: \_\_\_\_\_ Degree \_\_\_\_\_ Major \_\_\_\_\_

The information requested below is to be used in determining the applicant’s qualification for admission into the Teacher Education Program. This information will be available to the Teacher Education Committee and may be available for review by the student upon their request. *Please complete this form and return it to the applicant in a sealed and signed envelope.*

PLEASE CHECK THE APPROPRIATE BOX TO INDICATE YOUR RATING OF THE CANDIDATE. Instructions: To inform your ratings review the sub-elements (A, B, C, ...) listed below each of the seven overall dispositions. However, provide an overall rating for each category, even if all of the specific behaviors were not seen.

- 0 – Unacceptable - performance is not acceptable for prospective teacher.
- 1 – Developing - performance is acceptable but is not at the level of a beginning teacher.
- 2 – Acceptable – performance is at the level of a beginning teacher.
- 3 – Exemplary – performance exceeds the level expected of a beginning teacher.
- N/O – Not observed

The applicant demonstrates or has the potential to demonstrate for following:

| <i>Disposition 1: Plan</i>  | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Values learners’ experiences and strengths as a basis for growth and their errors as learning opportunities.</b>   |   |   |   |   |     |
| A. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals. (KSD 1.C.1)<br>B. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner. (KSD 1.C.2)<br>C. Plans and designs evaluations and assessments for diverse students. (KSD 1.C.3) |   |   |   |   |     |

| <i>Disposition 2. Maximize Learning</i>  | 0 | 1 | 2 | 3 | N/O |
|--|---|---|---|---|-----|
| <b>Provides quality education to all learners, encourages critical thinking and self efficacy, and believes in and helps all to succeed.</b> |   |   |   |   |     |

- A. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand. (KSD 2.A.2)
- B. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking. (KSD 2.A.3)
- C. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education. (KSD 2.B.1)
- D. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners. (KSD 2.B.4)

| <b>Disposition 3. Evaluate</b>   | 0 | 1 | 2 | 3 | N/O |
|--|---|---|---|---|-----|
| <b>Facilitates ongoing learning through reflection and assessment.</b>   |   |   |   |   |     |
| <ul style="list-style-type: none"> <li>A. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection. (KSD 3.C.1)</li> <li>B. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.(KSD 3.C.2)</li> <li>C. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues. (KSD 3.C.3)</li> <li>D. Demonstrates efficacy with struggling students and diverse groups. (KSD 3.C.4)</li> </ul> |   |   |   |   |     |

| <b>Disposition 4. Manage</b>  | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Maintains a positive and productive learning environment that both encourages and protects learners.</b>   |   |   |   |   |     |
| <ul style="list-style-type: none"> <li>A. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students. (KSD 4.A.1)</li> <li>B. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher. (KSD 4.A.2)</li> <li>C. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning. (KSD 4.A.3)</li> </ul> |   |   |   |   |     |

| <b>Disposition 5. Model Professionalism</b>   | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Consistently demonstrates caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for all learners and constituents.</b>   |   |   |   |   |     |
| <ul style="list-style-type: none"> <li>A. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise. (KSD 5.C.1)</li> <li>B. Performs assigned duties in a timely manner with instructional and non-instructional responsibilities. (KSD 5.C.2)</li> <li>C. Dresses appropriately for the situation (i.e. wears appropriate attire for teacher in schools settings).</li> </ul> |   |   |   |   |     |

| <b>Disposition 6. Communicate</b>   | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Habitually communicates effectively in all teaching and learning interactions, cooperates with all constituents, and values the communication of others.</b>   |   |   |   |   |     |
| <i>Works cooperatively with parents, peers, faculty, school personnel and other professionals to promote the education and well-being of <b>all</b> students.</i> |   |   |   |   |     |

| <b>Disposition 7. Specialize</b>   | 0 | 1 | 2 | 3 | N/O |
|--|---|---|---|---|-----|
| <b>Demonstrates dispositions consistent with specialty area(s) standards in order to facilitate the success of all.</b>  |   |   |   |   |     |
| Demonstrates professional dispositions while engaging in professional responsibilities related to content mastery, based on Tennessee and specialized professional association (SPA) criteria. (KSD 7.A.3) |   |   |   |   |     |

**Do you think this candidate possesses the necessary qualifications and characteristics for admission to the TSU Teacher Education Program? \_\_\_\_\_ Yes \_\_\_\_\_ No**

**Please provide comments regarding dispositions of the candidate or address other items (e.g., professional appearance, tactfulness, etc...**

**Rated by:**

**Signature:** \_\_\_\_\_

**Position/Title:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Please indicate your relationship to the student:**

\_\_\_\_\_ **Advisor**      \_\_\_\_\_ **Instructor**      \_\_\_\_\_ **K-12 Teacher/Principal/Counselor**

Revised: TESS 2/25/2015, 5/7/2015, 9/22/2015

File: Grad Admission Application

TENNESSEE STATE UNIVERSITY  
 ADMISSION TO TEACHER EDUCATION PROGRAM  
 DISPOSITIONS ASSESSMENT FORM

Teacher Candidate: \_\_\_\_\_ T#: \_\_\_\_\_  
 Email: \_\_\_\_\_ Circle Current Semester: F SP SU  
 Year: \_\_\_\_\_ College: \_\_\_\_\_ Degree \_\_\_\_\_ Major \_\_\_\_\_

The information requested below is to be used in determining the applicant’s qualification for admission into the Teacher Education Program. This information will be available to the Teacher Education Committee and may be available for review by the student upon their request. *Please complete this form and return it to the applicant in a sealed and signed envelope.*

PLEASE CHECK THE APPROPRIATE BOX TO INDICATE YOUR RATING OF THE CANDIDATE. Instructions: To inform your ratings review the sub-elements (A, B, C, ...) listed below each of the seven overall dispositions. However, provide an overall rating for each category, even if all of the specific behaviors were not seen.

- 0 – Unacceptable - performance is not acceptable for prospective teacher.
- 1 – Developing - performance is acceptable but is not at the level of a beginning teacher.
- 2 – Acceptable – performance is at the level of a beginning teacher.
- 3 – Exemplary – performance exceeds the level expected of a beginning teacher.
- N/O – Not observed

The applicant demonstrates or has the potential to demonstrate for following:

| <i>Disposition 1: Plan</i>  | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Values learners’ experiences and strengths as a basis for growth and their errors as learning opportunities.</b>   |   |   |   |   |     |
| A. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals. (KSD 1.C.1)<br>B. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner. (KSD 1.C.2)<br>C. Plans and designs evaluations and assessments for diverse students. (KSD 1.C.3) |   |   |   |   |     |

| <i>Disposition 2. Maximize Learning</i>  | 0 | 1 | 2 | 3 | N/O |
|--|---|---|---|---|-----|
| <b>Provides quality education to all learners, encourages critical thinking and self efficacy, and believes in and helps all to succeed.</b> |   |   |   |   |     |

- A. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand. (KSD 2.A.2)
- B. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking. (KSD 2.A.3)
- C. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education. (KSD 2.B.1)
- D. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners. (KSD 2.B.4)

| <b>Disposition 3. Evaluate</b>   | 0 | 1 | 2 | 3 | N/O |
|--|---|---|---|---|-----|
| <b>Facilitates ongoing learning through reflection and assessment.</b>   |   |   |   |   |     |
| <ul style="list-style-type: none"> <li>A. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection. (KSD 3.C.1)</li> <li>B. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.(KSD 3.C.2)</li> <li>C. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues. (KSD 3.C.3)</li> <li>D. Demonstrates efficacy with struggling students and diverse groups. (KSD 3.C.4)</li> </ul> |   |   |   |   |     |

| <b>Disposition 4. Manage</b>  | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Maintains a positive and productive learning environment that both encourages and protects learners.</b>   |   |   |   |   |     |
| <ul style="list-style-type: none"> <li>A. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students. (KSD 4.A.1)</li> <li>B. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher. (KSD 4.A.2)</li> <li>C. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning. (KSD 4.A.3)</li> </ul> |   |   |   |   |     |

| <b>Disposition 5. Model Professionalism</b>   | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Consistently demonstrates caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for all learners and constituents.</b>   |   |   |   |   |     |
| <ul style="list-style-type: none"> <li>A. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise. (KSD 5.C.1)</li> <li>B. Performs assigned duties in a timely manner with instructional and non-instructional responsibilities. (KSD 5.C.2)</li> <li>C. Dresses appropriately for the situation (i.e. wears appropriate attire for teacher in schools settings).</li> </ul> |   |   |   |   |     |

| <b>Disposition 6. Communicate</b>   | 0 | 1 | 2 | 3 | N/O |
|---|---|---|---|---|-----|
| <b>Habitually communicates effectively in all teaching and learning interactions, cooperates with all constituents, and values the communication of others.</b>   |   |   |   |   |     |
| <i>Works cooperatively with parents, peers, faculty, school personnel and other professionals to promote the education and well-being of <b>all</b> students.</i> |   |   |   |   |     |

| <b>Disposition 7. Specialize</b>   | 0 | 1 | 2 | 3 | N/O |
|--|---|---|---|---|-----|
| <b>Demonstrates dispositions consistent with specialty area(s) standards in order to facilitate the success of all.</b>  |   |   |   |   |     |
| Demonstrates professional dispositions while engaging in professional responsibilities related to content mastery, based on Tennessee and specialized professional association (SPA) criteria. (KSD 7.A.3) |   |   |   |   |     |

**Do you think this candidate possesses the necessary qualifications and characteristics for admission to the TSU Teacher Education Program?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Please provide comments regarding dispositions of the candidate or address other items (e.g., professional appearance, tactfulness, etc...**

**Rated by:**

**Signature:** \_\_\_\_\_

**Position/Title:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Please indicate your relationship to the student:**

\_\_\_\_\_ **Advisor**      \_\_\_\_\_ **Instructor**      \_\_\_\_\_ **K-12 Teacher/Principal/Counselor**

Revised: TESS 2/25/2015, 5/7/2015, 9/22/2015

File: Grad Admission Application



# Tennessee State University Criminal Background Check Form

## Procedures

1. Submit to a fingerprint scan at one of Tennessee Bureau of Investigation's (TBI) scan locations.
  - a. In order to be fingerprinted, candidates must register with Identogo by Morpho Trust USA. Candidates must pre-register online at <http://www.identogo.com>.
    - Click on Tennessee
    - Click on Online Scheduling
    - Enter your name - Click GO
    - Select Non-DCS Child Care / Adoption Providers - Click GO
    - Select Child - Related Worker (Private) - Click GO
    - Enter ORI # **TNCC19138** - Click GO
    - TSU TESS ----Select- **YES**
    - Enter Zip Code
    - Select site/ date/time
    - Complete Applicant Information – Follow prompts
  - b. Candidates will be fingerprinted at their own expense. The total cost for the criminal background check is \$48.00. Print payment receipt.
  - c. Proceed, with receipt, to one of the fingerprint scan sites (list attached).
2. After completing the process and reading this form in its entirety, sign below. Attach this form and your registration receipt (that you printed after registering online) to your Admission to Teacher Education application

**NOTE: Access to public and/or private schools (before, during, or after hours) as part of a Professional Education Unit field experience class or activity will not be granted until documentation of a clear criminal background check is on file in the Teacher Education Office.**

## Incidents

Subsequent to my completed background check and going forward, it is my responsibility to report any arrest or criminal citation to the TSU Director of Teacher Education within 48 hours of the incident. Failure to do so may result in dismissal from the program. I understand that my admission to and continuation in the Teacher Education or other PEU programs are contingent upon satisfactory results of the fingerprinting and background checks. ***Background checks are valid for the duration of completing a program. If there is a break in service or you're completing another degree, you must go through the process again.***

Student: \_\_\_\_\_  
Print Name

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

Official Clearance:

Date Cleared and Approved: \_\_\_\_\_

by: \_\_\_\_\_

Date Denial: \_\_\_\_\_

by: \_\_\_\_\_

# BACKGROUND CHECK LOCATIONS

<http://www.identogo.com>.

- Click on Tennessee
- Click on Online Scheduling
- Enter your name - Click GO
- Select Non-DCS Child Care / Adoption Providers - Click GO
- Select Child - Related Worker (Private) - Click GO
- Enter ORI # **TNCC19138** - Click GO
- TSU TESS ----Select- **YES**
- Enter Zip Code
- Select site/ date/time
- Complete Applicant Information – Follow prompts

Candidates will be fingerprinted at their own expense. The total cost for the criminal background check is \$48.00. Print payment receipt.

Proceed, with receipt to one of the fingerprint scan sites.

| <u>Location</u>  | <u>Address</u>   | <u>Dates &amp; Times</u>                   |
|--|--|--|
| <b>Mid-Cumberland</b>                                  |  |  |
| Clarksville- Integrity International Security Services | <a href="#">Clarksville, TN. (211 University Avenue )</a>      | M - F 8:30 - 4:30                          |
| Dickson Express Personnel Services                     | <a href="#">Dickson, TN. (313 East College St, Suite 1)</a>    | T & Th 8:30 - 11, 1 - 3                    |
| Lebanon E&A Solutions                                  | <a href="#">Lebanon , TN. (1037 West Main St, Suite A)</a>     | M - F 8:30 - 4:15                          |
| Mt. Juliet The Mail Box Store                          | <a href="#">Mt. Juliet, TN. (11205 Lebanon Road)</a>           | M, T, Th & F 10 - 5 ; W 10 - 7 ; Sa 10 - 1 |
| Nashville - MNPS Board of Education                    | <a href="#">Nashville, TN. (2601 Bransford Avenue)</a>         | M - F 8 - 12:30, 1 - 4                     |
| Nashville - Academy of Personal Protection             | <a href="#">Nashville, TN. (1645 Murfreesboro Pike)</a>        | M - F 8:30 - 12:30, 1 - 5                  |
| Murfreesboro - Rutherford County Board of Education    | <a href="#">Murfreesboro, TN. (2240b Southpark Dr)</a>         | M - F 8 - 12, 12:30 - 4                    |
| Gallatin Ups Store                                     | <a href="#">Gallatin , TN. (695 Nashville Pike)</a>            | T - F 9:30 - 5:30 ; Sa 10:30 - 3           |
| Hendersonville Guns & Leather                          | <a href="#">Hendersonville, TN. (600 West Main St)</a>         | M, T, Th & F 10 - 12, 1 - 6 ; Sa 9 - 12    |
| Franklin - Guns and Leather                            | <a href="#">Franklin, TN. (9050 Carothers Pkwy. Suite 104)</a> | M-F 10:00-5:00                             |
| Murfreesboro - Rutherford County Board of Education    | <a href="#">Murfreesboro, TN. (2240b Southpark Dr)</a>         | M - F 8 - 12, 12:30 - 4                    |

# Graduate Admission to Teacher Education Checklist

**Application Deadline: March 30, 2016**

Attach each of the following to your application:

- Copy of Unofficial Transcript (cum GPA 2.75, or 3.0 in last sixty credit hours)
- Copy of one of the following
  - Copy of MAT score **or**
  - Copy of GRE score
- Two (2) Disposition Assessment Forms (one from advisor)
- Autobiography (Minimum of 300 words) should include the following
  - Experience with children
  - Work experience (last five years)
  - Travel experience
  - Career plans
- First Draft of Personal Teaching Philosophy
- Background Check: Register online [www.indentogo.com](http://www.indentogo.com) . Check scheduling, enter name click GO, select Non-DCS Child Care/Adoption Providers click GO, select Child-Related Worker (Private) click GO, Enter ORI# TNCC19138 click GO, TSU TESS select Yes, enter Zip Code, select site, date, time, complete applicant information follow prompts. *Candidates will be fingerprinted at their own expense.* Cost of the background check is \$38. **Provide a copy of receipt to with application.**
- Proof of liability insurance (Liability Insurance may be acquired through STEA Membership. See Ms. Debra Jackson, Curriculum Lab Director, 212 Clay Hall or register online **\$31** <http://www.teateachers.org/>) *\*Note: STEA membership runs from September 1 - August 31. **Must RENEW each year.***
- Background Check

**Date Submitted:** \_\_\_\_\_

**Checked by:** \_\_\_\_\_

**Admitted Semester:** \_\_\_\_\_

**TESS Officer:** \_\_\_\_\_

**\*\*\*Important Note\*\*\* Completed application packet received after published deadlines will be deferred to the following semester. Candidates may not apply for admission to teacher education program and student teaching in the same semester.**

Revised: TESS 2/25/2015, 5/7/2015, 9/22/2015

File: Grad Admission Application