



Office Use Only:
Admit Date: _____
GPA: _____

Applicant Name _____
LAST, FIRST

Use the checklist below to compile documents for application to the eTeach N Texas Program. Please contact our office if you have any questions about the application. Mail the completed application and supporting documents to:

eTeach N Texas
P.O. Box 94
Bells, TX 75414

- A Complete eTeach N Texas Program application.
- Bachelor's degree from an accredited institution as required by Texas Law.
<http://www.chea.org/search/default.asp>
- Official transcripts must be submitted from ALL colleges and universities the candidate has ever attended.
- A 2.75 overall Grade Point Average of 2.75 overall on the undergraduate degree OR a 2.75 Grade Point Average on the last 60 hours of the undergraduate degree is required.
- Pre Admission Content Test (PACT) Scores. Register at <http://www.texas.ets.org/register>
- If you do not currently hold a bachelors degree from an accredited university in the United States, then an official copy of the score report for ONE of the following (scores listed are minimum scores):
 - * TASP, now called THEA, (reading - 240; math -230; writing -220)
 - * ACT (English -23; math -19) *No more than 5 years old*
 - * SAT (combined score of 1070 with verbal and math scores of at least 500)
No more than 5 years old
 - * TAAS (math -TLI X-86+; reading -TLI X-89+; writing -1770+) *No more than 3 years old*
- Verification of content field shown on candidate's official transcripts
- Two reference letters using the eTeach N Texas Recommender Form
- Teacher Dispositions Index
- Copy of valid driver's license
- \$50.00 nonrefundable application fee (make checks payable to eTeach N Texas or payment can be made through the payment portal at <http://www.eteachntexas.com/application.html>)

* eTeach N Texas Program requirements are subject to change.

** Teaching field requirements are subject to change.

*** Participants who are unable to meet program requirements will be dropped from the program.

Personal Information

Last Name (On Driver's License) _____
First Name (On Driver's License) _____
Middle Name (On Driver's License)

Permanent Address _____
Phone

City _____
Alternate phone

State _____ Zip _____

Primary email _____
Alternate email

Social Security Number _____ Gender _____

Date of Birth _____ Country of Birth _____

Driver's License # _____ Driver's License Issuing State _____

Citizenship (check one) Ethnicity (check one or indicate ethnicity)

- | | | |
|--|---|---|
| <input type="checkbox"/> US Citizen | <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> US National | <input type="checkbox"/> Asian | <input type="checkbox"/> Native American |
| <input type="checkbox"/> US Permanent Resident Alien | <input type="checkbox"/> Caucasian | <input type="checkbox"/> Other (specify)
_____ |

Have you taught on an emergency permit as a Texas teacher of record?
If so, indicate how many years? _____

Have you taught on a probationary certification as a Texas teacher of
record? If so, indicate how many years? _____

Have you taught on a district permit as a Texas teacher of record?
If so, then how many years? _____

Have you ever been enrolled in a teacher certification program?
If so, which one? _____

Academic Information

Provide information for all colleges and/or universities you have attended. Attach additional pages if needed. Official transcripts are required. Copies are not acceptable.

University	Location	Degree/Date or Dates Attended

Target certification field (check one)

- | | |
|--|--|
| <input type="checkbox"/> 4-8 Mathematics (#115) | <input type="checkbox"/> 7-12 Life Science (#238) |
| <input type="checkbox"/> 4-8 Science (#116) | <input type="checkbox"/> 7-12 Physics/Mathematics (#243) |
| <input type="checkbox"/> 7-12 English Language Arts and Reading (#231) | <input type="checkbox"/> 7-12 Social Studies (#232) |

Essay

Describe your teaching philosophy using 250-500 words (one or two pages).

Applicant Certification and Release of Information

Please indicate that you have read and agree to accept the statements below by placing your initial beside each statement and signing below.

_____ I certify that all of the information on this application is true and complete to the best of my knowledge

_____ I certify that I meet all of the eligibility requirements as described in this application

_____ I authorize exchange or disclosure of information among eTeach N Texas, school districts, and the State Board for Educator Certification, the Texas Education Agency, and other entities relating to teaching or working with children and/or participating or cooperating in teacher certification programs as such information related to my application, suitability for internship, employment, admission, status, good standing or continuation as an applicant, university student, or school employee before or after acceptance in any of those capacities.

_____ I am able to pass all criminal background checks which are conditions for employment in Texas schools.

_____ I will fulfill the mentoring requirement, complete at least one professional development content training program approved by the Program Director and complete the outcomes assessment activities designed to evaluate the effectiveness of the eTeach N Texas Alternative Certification Program.

_____ I understand to be recommended for certification, I must complete each of the following:

- be unconditionally admitted into the eTeach N Texas alternative teacher certification program; application must be complete
- successfully complete all required program coursework and training
- successfully complete all required professional field experiences
- complete payment requirements of all applicable fees
- pass all required state examination(s) for licensure (TExES)
- apply to the State Board for Educator Certification.

Certification is completed by making application to the State Board for Educator Certification (SBEC). Although eTeach N Texas recommends the student to SBEC, the final authority to confer the teacher certificate remains with SBEC. SBEC policy requires that each applicant complete the criminal history section on the application and be able to pass a criminal background check.

Applicants Signature

Date

Applicants Name (printed or typed)

Recommender Form

Instructions to Applicant

Complete part 1 of this form and submit it to your recommender. The recommender form must be confidential and returned to you in a sealed envelope with the recommender's signature across the seal. Include the sealed recommendations with your application. Please type.

Part 1: Applicant Information

Last Name

First Name

Middle initial

Instructions to Recommender

Complete parts 2 and 3 of this form and return it signed to the student in a sealed envelope with your signature across the seal. Please type or print the recommendation information.

Part 2: Recommender Information (Please type or print)

Name _____

Title _____

Company/Institution _____

Work phone _____ Email _____

How long and in what capacity have you known this applicant?

Part 3: Applicant Evaluation (Please type or print)

Circle one of the categories to rate the applicant for each of the following attributes. You may include supportive evidence of strengths and possible limitations.

Academic Ability

Below Average	Average	Above Average	Exceptional	Unknown
Describe the applicant's academic ability (planning, organization, and follow through assessment).				

Communication skills

Below Average	Average	Above Average	Exceptional	Unknown
Describe the applicant's verbal and written communication skills.				

Persistence and Goal Setting

Below Average	Average	Above Average	Exceptional	Unknown
Describe the applicant's ability to set goals, achieve goals, and meet deadlines.				

Character

Below Average	Average	Above Average	Exceptional	Unknown
Describe the applicant's character (dependability, the ability to work well with others, and leadership potential).				

Please provide any additional information you feel provides a more holistic view of this applicant. If needed, feel free to use additional paper.

Recommender's Signature

Date

Teacher Dispositions Index

Applicant Name _____

Program Location:

Start of Program

End of program

Select the number that best indicates how closely you agree or disagree with each statement.

If the statement is not relevant to you at this time, please select "Undecided."

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1)

<i>Student-Centered Subscale</i>	SA	A	U	D	SD
1. I believe a teacher must use a variety of instructional strategies to optimize student learning. (P2)					
2. I understand that students learn in a many different ways. (P3)					
3. I demonstrate qualities of humor, empathy, and warmth with others. (P5)					
4. I am a thoughtful and responsive listener. (P6)					
5. I assume responsibility when working with others. (P7)					
6. I believe that all students can learn. (P2)					
7. I believe it is important to involve all students in learning. (P3)					
8. I believe the classroom environment a teacher creates greatly affects students' learning and development. (P2)					
9. I view teaching as an important profession. (P9)					
10. I understand that teachers' expectations impact student learning. (P3)					
11. I view teaching as a collaborative effort among educators. (P7)					
12. I understand students have certain needs that must be met before learning can take place. (P2)					
13. I am sensitive to student differences. (P3)					
14. I communicate caring, concern, and a willingness to become involved with others. (P6)					
15. I am punctual and reliable in my attendance. (P9)					

16.	I maintain a professional appearance. (P9)					
17.	I believe it is my job to create a learning environment that is conducive to the development of students' self-confidence and competence. (P2)					
18.	I respect the cultures of all students. (P3)					
19.	I honor my commitments. (P9)					
20.	I treat students with dignity and respect at all times. (P5)					
21.	I am willing to receive feedback and assessment of my teaching. (P9)					
22.	I am patient when working with students. (P5)					
23.	I am open to adjusting and revising my plans to meet student needs. (P7)					
24.	I communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others. (P9)					
25.	I believe it is important to learn about students and their community. (P7)					

Professionalism, Curriculum-Centered Subscale		SA	A	U	D	SD
1.	I am committed to critical reflection for my professional growth. (P9)					
2.	I cooperate with colleagues in planning instruction. (P7)					
3.	I actively seek out professional growth opportunities. (P9)					
4.	I uphold the laws and ethical codes governing the teaching profession. (P9)					
5.	I stimulate students' interests. (P1)					
6.	I value both long term and short term planning. (P7)					
7.	I stay current with the evolving nature of the teaching profession. (P9)					
8.	I select material that is relevant for students. (P1)					
9.	I am successful in facilitating learning for all students. (P3)					
10.	I demonstrate and encourage democratic interaction in the classroom and school. (P5)					
11.	I accurately read the non-verbal communication of students. (P6)					
12.	I engage in discussions about new ideas in the teaching profession. (P9)					

13. I select material that is interesting for students. (P1)					
14. I provide appropriate feedback to encourage students in their development. (P2)					
15. I engage in research-based teaching practices. (P9)					
16. I create connections to subject matter that are meaningful to students. (P1)					
17. I listen to colleagues' ideas and suggestions to improve instruction. (P7)					
18. I take initiative to promote ethical and responsible professional practice. (P9)					
19. I communicate effectively with students, parents, and colleagues. (P9)					
20. I work well with others in implementing a common curriculum. (P7)					

Note. After each item the corresponding INTASC (1991) principle is specified, such as P1 for Principle 1. Items were developed from the following sources: Barton et al. (1994), Cudahy et al. (2002), Keirsey (1998), and Schaffer (2003).

Adapted from University of Nebraska: <http://www.usca.edu/essays/vol122004/schulte.pdf>