

STEPS IN THE APPLICATION PROCESS

Teacher Preparation Program

Undergraduate students at Duke may seek Elementary or Secondary teacher licensure in grades K-6 or grades 9-12, respectively. Graduates of the Elementary Teacher Preparation Program (ETPP) or the Secondary Teacher Preparation Program (STPP) are eligible for licensure in North Carolina and in most other states through reciprocity. The following steps outline the process of applying for admission to ETPP or STPP:

1. Speak with your faculty advisor/s concerning your academic and career interest. Members of the Education faculty are also available for conferences.
2. Come by the Program in Education Office to obtain information and/or explore the Program in Education web site (educationprogram.duke.edu). Review the information carefully to determine if you wish to apply.
3. Set up an individual conference to discuss your interests: for ETPP, you may contact Dr. Jan Riggsbee at 919-660-3075; or for STPP, you may contact Dr. Martin Smith at 919-660-3081. During this conference you can discuss the program requirements, goals of the program, and application process.
4. Applicants to either the ETPP or STPP must complete a written application. Applications can be found at the Program in Education web site (<http://educationprogram.duke.edu/apply-teacher-preparation>) and in the Education office. Applications are accepted on a rolling basis and as space allows. Because enrollment is limited, you are encouraged to apply in the spring of the sophomore year.
5. The application process requires that you provide (1) a letter of recommendation from a faculty member with whom you have taken a course, (2) a copy of your Long-Range Plan, and (3) an official copy of your Duke transcript.
6. After your application materials have been reviewed, you will have an individual interview with the Program Admissions Committee. Interviews will be scheduled within one month of receipt of your application.
7. After your interview, you will be notified whether you have been accepted as a candidate for teacher licensure. Accepted candidates are assigned a Teacher Preparation Program advisor with whom they meet each semester to discuss their progress.
8. If applicable, candidates will take and meet NC minimum score requirements for Praxis I (Pre-professional Skills Tests): Reading, Writing, and Mathematics (requirement is waived if student has earned a minimum of 1100 on the SAT or 24 on the ACT). This exam is required by the state of North Carolina for all students enrolled in teacher preparation programs.

Duke University Teacher Preparation Program

Application to Become a Candidate for Teacher Licensure

Applicant Information

<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>		
<i>Campus Box / Local Address</i>	<i>City</i>	<i>State</i>	<i>Zip</i>	<i>Cell/Preferred Phone</i>
<i>Permanent (Home) Address</i>	<i>City</i>	<i>State</i>	<i>Zip</i>	<i>Permanent (Home) Phone</i>
<i>Email Address</i>	<i>Gender</i>	<i>Ethnicity</i>	<i>Full-Time (FT) or Continuing Ed (CE)</i>	
<i>Duke Unique ID</i>	<i>Social Security Number</i>	<i>Application Date</i>		

Academic Information:

Date of Matriculation _____ Expected Graduation Date _____

Current Class _____

Major _____

Minor _____

Certificate _____

Briefly discuss any other information about yourself that you feel is pertinent (e.g., proficiency in a language other than English, anticipated difficulty with transportation as a student teacher, plans to study abroad, spring participation in intercollegiate sports).

Answer the following questions to the best of your ability. There are no right or wrong answers; your honesty and thoughtfulness are the criteria from which applications are judged. Please limit your responses to one page per section.

Section I: Activity Information (one page maximum)

1. List any co-curricular activities, courses connected to the activities, and the dates of participation.
2. List any volunteer or community service and the dates of participation.
3. Have you volunteered in a local school or community organization (either Durham or elsewhere)? If so, explain the nature of your participation and the experiences you have had with diverse learners and/or community professionals.

Section II: Teaching Expectations (one page maximum)

1. Discuss why you have decided to teach at either the elementary or secondary level.
2. How will your major or other areas of content expertise benefit you as a classroom teacher?
3. What do you think are some of the most pressing needs of today's K-12 students? What types of knowledge, skills, and experiences do you desire and expect to obtain from your participation in the Teacher preparation Program to help you address these needs?

Section III: Personal Views on Teaching (one page maximum)

1. Discuss your philosophy and/or model of effective teaching.
2. Reflect on the personal qualities, abilities, and skills needed by effective teachers. Which ones do you already possess? Which ones will you target for growth and development?
3. What educational issues are of most interest to you and why?

Education Course Information

Please indicate any education course(s) that you have taken or in which you are currently enrolled. Also include the service-learning experience (tutoring or other) connected to the education course(s).

Required Prerequisite Courses:

*NOTE: Secondary candidates must also fulfill the necessary requirements for their content area.

____ EDU 101, Foundations of Education Semester taken: _____
 Fieldwork site (school or community center): _____

____ EDU 240, Educational Psychology Semester taken: _____
 Fieldwork site (school or community center): _____

____ Other: Psychology Course: _____ Semester taken: _____

List any additional education courses that you have taken:

Standard Course of Study

ETPP	
Fall semester, senior year	EDU 407S, Teaching Practices in Elementary Mathematics and Science EDU 408S, Teaching Practices in Elem. Language Arts & Social Studies
Spring semester, senior year	EDU 409S, Elementary Curriculum EDU 410, Research and Reflective Practice in Elementary Education EDU 420, Elementary Education: Internship
STPP	
Fall semester, senior year	EDU 495, Teaching Practices in Secondary Education
Spring semester, senior year	EDU 496S, Secondary School Issues: Pedagogy, Culture, and Methods EDU 497S, Seminar in Secondary School Teaching EDU 498, Secondary Education: Internship

If for some reason the standard course of study above is not possible, you should meet with the Program Director to discuss an alternative route. Please indicate below which route you plan to follow.

_____ Standard Course of Study _____ Alternate (Please explain why on a separate sheet)

In the spring of which year do you plan to student teach? _____

Please respond to the following questions:

1. Have you read and do you understand the information concerning the admission process and criteria? _____ Yes _____ No
2. Have you read and do you understand the goals and objectives for Duke undergraduates who are completing requirements for licensure in your area of certification? The goals and objectives are available on the Program in Education website. _____ Yes _____ No

Signature

Date

Duke University

DURHAM
NORTH CAROLINA
27708

Program in Education
BOX 90739

TELEPHONE: (919) 660-3075
FAX: (919) 660-3080

RECOMMENDATION FOR DUKE UNIVERSITY TEACHER PREPARATION PROGRAM

NOTE TO APPLICANT: Please indicate the program to which you are applying:

_____ Elementary (grades K-6) _____ Secondary (grades 9-12)

STATEMENT OF CONFIDENTIALITY:

_____ is applying for admission to the Duke University Teacher Preparation Program in order to become eligible for licensure in Elementary (grades K-6) or Secondary (grades 9-12). The Program in Education would appreciate a confidential rating and a brief statement indicating your opinion concerning this student's likely success as a teacher.

Please complete this form and send it to:

Dr. Jan Riggsbee (Director of Elementary Teacher Preparation Program) or Dr. Martin Smith (Director of Secondary Teacher Preparation Program), 1364 Campus Drive, 213 West Duke Building, Box 90739.

The student's signature indicates his/her willingness to allow this evaluation to remain confidential.

Signature of Student _____ Date _____

RATING	Poor	Fair	Average	Good	Superior	Unknown	KSD (office use only)
Scholarship							3
Collaborative Skills							1
Expression of Ideas							4
Emerging Leadership							1
Critical Thinking							5
Organizational Skills							1
Reliability							1
Integrity							5

Statement:

Name _____ Department & Position _____

Signature _____ Date _____