

Application Essays

Directions: Respond to the following essay questions; each essay should be approximately one to two (1-2) pages in length (double spaced with 12-point font). Essays will be scored by the Education Department faculty, and will be used when considering your application to the teacher education program.

If you are seeking licensure in the Elementary, Inclusive Elementary, or Middle Childhood Programs, you should respond to the following two prompts.

1. Identify an “ism” and explain how “privilege and oppression” (partner concepts) play out in schools on an individual level and on an institutional level. Then provide at least 2 suggestions for how schools can address the identified “ism.”
2. How does a teacher’s belief that “All Students Can Learn” impact his/her behavior in the classroom? Provide at least three different examples to support your position.

If you are seeking licensure in the Adolescent to Young Adult, Integrated Science for Teachers Major, Multi-Age, or Special Education Program, you should respond to the following two prompts.

1. Citing what you read and learned in EDUC 110, Role of the School, discuss the ways in which society shaped the development of schooling over time. Think about this with regards to what was happening historically and philosophically from the mid-1600s. Then discuss the converse question—how has education changed society over time (i.e. what has been the role of the school on society)? Be sure to provide specific examples throughout.
2. How does a teacher’s belief that “All Students Can Learn” impact his/her behavior in the classroom? Provide at least three different examples to support your position.

Application Essays Scoring Rubric

EXCELLENT (4)

The central purpose/argument of the essay is clear and readily apparent to the reader; demonstrates well-developed understanding of (EDUC110 or EDUC 115 and EDUC251) course content; essay is almost entirely free of spelling, punctuation, and grammatical errors.

PROFICIENT (3)

The central purpose/argument is present, but has minor lapses in development; demonstrates a good understanding of (EDUC110 or EDUC 115 and EDUC251) course content; essay may contain a few errors; but the errors don’t impede understanding.

ADEQUATE (2)

The central purpose/argument is not consistently clear throughout the essay; provides some references to (EDUC110 or EDUC 115 and EDUC251) course content; essay has many errors that distract the reader and temporarily impede understanding.

UNSATISFACTORY (1)

Fails to address the essay question; few or inaccurate references to the (EDUC110 or EDUC 115 and EDUC251) course content; numerous spelling, punctuation and grammatical errors such that the essay’s meaning is obscured.

