

Candidate Code:  Reader Code:  Date:

**PROMPT:** (1) Describe three learning experiences that have prepared you to work with children/youth. One experience should be from your core coursework, one experience from your education courses (EDU 101-104, EDU 224 and EDU 229/230), and one additional experience you have had working with children or youth. Specifically, tell the reader how each learning experience relates to one of the concepts in the Conceptual Framework. (2) Analyze the role each of these experiences played in your development as a pre-service teacher; in other words explain how, why, or in what way these experiences were significant in your own learning. (3) Reflect on how these experiences have changed you or your perception of teaching. This section may include reflection on how you will use these experiences to shape how you teach or interact with children.

**NOTE:** Receiving any mark in the revise or unacceptable columns requires resubmission.

<b>ADMISSION ESSAY SCORING RUBRIC</b>				
<b>CRITERIA</b>	<b>DISTINGUISHED</b>	<b>ACCEPTABLE</b>	<b>RESUBMISSION REQUIRED</b>	
			<b>REVISE</b>	<b>UNACCEPTABLE</b>
<b>Experiences</b>	Describes three appropriate, substantive experiences and relates to literature and best practice in the field.	Describes three appropriate experiences.	Describes three experiences but all may not be appropriate.	Does not directly describe three appropriate experiences.
<b>Description and Reflection of Experiences</b>	Shows careful observation of details, insightful analysis of learning, and logical generalization from past to future events.	Includes description of details, analysis of learning, and generalization from past to future events and makes connections to pedagogical concepts.	Includes adequate description, analysis, and reflection, but does not make connections to pedagogical concepts.	Shows little evidence of organized thinking or reflection.
<b>Connection of Experiences to Conceptual Framework (CF)</b>	Thoroughly and thoughtfully connects each experience to one or more CF principles.	Connects each experience to a CF principle in obvious ways.	Does not explicitly relate each experience to the CF principles.	No connection is made to the CF principles.
<b>Understanding of Conceptual Framework (CF)</b>	Demonstrates advanced understanding of concepts specific to CF.	Demonstrates sufficient understanding of concepts specific to the CF.	Demonstrates little understanding of concepts specific to the CF.	Demonstrates no understanding of concepts specific to the CF.
<b>Readability</b>	Shows maturity in paragraphing, transitions, and sentence structure. Uses Standard English proficiently. Includes no errors in grammar, mechanics and/or usage that interfere with readability.	Uses Standard English proficiently. Includes few errors in grammar, mechanics, and/or usage that interfere with readability.	Includes several errors in grammar, mechanics and/or usage that interfere with readability.	Many errors in grammar, mechanics, and/or usage that interfere with readability.
<b>READER COMMENTS</b>				

**Newberry College Teacher Education Program**  
**Conceptual Framework**

*Motto:* Building Better Communities, One Teacher at a Time

*Vision:* Newberry College candidates and graduates will be recognized as models of life-long learning, service, leadership, and professional behavior in the campus, public school, local, state, and global communities.

*Conceptual Outcomes: Our graduates will exemplify...*

Teacher as Learner

Teacher as Servant

Teacher as Leader

Teacher as Professional

*Mission:* The Newberry College Teacher Education Community provides each candidate the opportunity to become a highly qualified teacher who is a caring, reflective, life-long learner with the knowledge, skills and dispositions necessary to instruct future generations of students.

*Guiding Principles of the Conceptual Framework*

Best Practice - The teacher candidate applies appropriate current research, technology, and various other methodologies to teaching accurate and comprehensive content in the field of specialization.

Collaboration - The teacher candidate works with all stake holders to provide a safe, nurturing, and positive learning environment for every student.

Content – The teacher candidate demonstrates mastery of knowledge in the specific subject areas.

Diversity - The teacher candidate recognizes differences inherent among individuals and cultures and adapts content and instructional techniques to provide for the interests and needs of all learners.

Ethics - The teacher candidate accepts responsibility for choices in selection of content and personal interactions, respects the worth of each individual, and exhibits professional standards of behavior.