



APPLICATION FOR ADMISSION TO the ABAC
AGRICULTURAL EDUCATION PROGRAM

Name: _____

ABAC ID: 918_____

Email Address: _____

GaPSC ID: _____

Permanent Address: _____

Date of Birth: _____

Gender: __

Race: __

Confirm

Please initial to confirm that you have met each of the listed requirements:

_____ I have completed EDUC 2110, EDUC 2120, and EDUC 2130 with a C or better in each class.

_____ My Overall GPA is at least 2.5. List your overall GPA here: _____

_____ I have completed or am in the process of completing 70 earned hours with an overall GPA of 2.50 or higher

_____ I have completed or exempted the GACE Program Admission Assessment with the minimum required score and have attached an official copy of the scores OR I have included an official score report that reflects minimum exemption scores for either the SAT or ACT

_____ I have taken the GACE 360 Ethics Exam

_____ I have attached a copy of my DegreeWorks audit (or, for transfer students, of my transcripts)

_____ I have attached a writing sample that follows the attached rubric.

_____ I have asked an instructor to complete a Recommendation for me.

Sign

My signature indicates that I fully understand that failure to disclose information and/or submission of false information will result in immediate dismissal from the Teacher Education Program.

Recommendation to Teacher Education Form

Student's Name:

ABAC Student ID (if applicable):

Semester when student was taught: _____

Please rate the student on the following criteria. No more than 2 characteristics should be left unrated. If you are unable to provide a score on more than two of the elements, please inform the student.

	Unacceptable (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Unable to Rate
Attendance	Excessive absences precluded the student's ability to succeed in this course	The student's attendance slightly impaired the student's success in this course.	Absences and tardies are consistent with the attendance policy.	The student is rarely to never absent or tardy to class.	
Preparation, Attentiveness, and Engagement	Assignments are often late. The student is often poorly prepared to participate in class discussions or activities.	Some assignments or other materials were turned in late. Can usually answer questions with some prompting.	Assignments and other materials were turned in on time. Can usually answer questions drawn from reading assignments or discussion.	Assignments are always on time. Student's preparation for participation in class is exemplary.	
Verbal Communication	The student is unable to communicate effectively and/or appropriately.	The student occasionally has difficulty communication effectively or appropriately.	The student uses verbal communication effectively.	The student is exceptionally skilled in verbal communication.	
Written Communication	The student's written work regularly lacks coherency, clarity, and proper mechanics.	The student's written work sometimes lacks coherency, clarity, and proper mechanics.	The student writes effectively.	The student is exceptionally skilled in written communication.	
Respectful and Positive Interpersonal Interactions	The student's interactions with others are often disrespectful and negative.	The student's interactions with peers and others have sometimes been less than respectful or positive.	The student's interactions with others are generally characterized as respectful and/or positive.	The student consistently interacts with peers and others respectfully and positively.	
Response to Criticism	The student often responds to constructive feedback with hostility,	The student dismisses or ignores constructive feedback.	The student is receptive to constructive feedback.	The student actively and/or seeks constructive feedback to improve performance.	

	sarcasm, or dismissal.				
Collaboration	The student appears to be unable to effectively work collaboratively with others.	The student seems to neither hinder nor contribute to collaborative efforts.	The student can work effectively with others.	The student is exceptionally skilled in collaboration skills and can contribute as leader and in a supporting role.	
Conscientiousness	The student rarely produces work that meets expectations.	The student sometimes produces high-quality work.	The student usually produces high-quality work.	The student consistently produces exemplary work.	
Intellectual Curiosity	The student shows no interest in learning.	The student appears to study in order to receive an acceptable grade.	Student interest and engagement is appropriate for this course.	The student consistently demonstrates an exceptional desire to learn.	

- I do not recommend this student for entry into the ABAC Teacher Education Program
- I recommend this student, with reservations, for entry into the ABAC Teacher Education Program
- I recommend this student for entry into the ABAC Teacher Education Program
- I highly recommend this student for entry into the ABAC Teacher Education Program

Additional Comments:

Completer's Name: _____

Completer's Signature: _____

Completer's email: _____

Completer's phone: _____

Please Return to Ridge Harper,

ABAC Agricultural Education Coordinator of Assessment and Certification

Email: jbharper@abac.edu

Office Location: HORT 133

Phone: 229.391.4795

Scoring Matrix for Agricultural Education Writing Sample (*Philosophy of Teaching Statement*)

Criteria	Level 3 Exemplary	Level 2 Proficient	Level 1 Needs Improvement	Score	Scorer Remarks
<i>Theoretical framework</i>	Research based theory in education is presented correctly and discussed in relation to content area	Research based theory is mentioned in philosophy	Research based theory is missing in philosophy		
<i>Personal component</i>	In depth personal connection presented and connected with content	Personal connection provided and did connect to the content	No incorporation of a personal connection and no connection to the content		
<i>Subject matter knowledge</i>	Demonstration of deep content awareness of total Ag Education program	Demonstration of content knowledge of total Ag Education program	Demonstration of weak or inaccurate knowledge of total Ag education program or no mention of total program		
<i>Development</i>	Reflective statement, well developed, and up to date with current issues in Ag Education	Reflective statement, adequate description, lacking details or not current in issues in Ag Education	Reflective statement offers some information, unclear or lacking details		
<i>Mechanics</i>	No deficiencies in grammar or writing quality	Some grammar issues and writing quality, not smooth at times	Numerous and consistent grammar errors. Writing quality is extremely rough.		
Total Score					Total Score /5
Notes					