Western Oregon
UNIVERSITY
College of Education

"Who dares to teach must never cease to learn."
– John Cotton Dana

Undergraduate and Post-Bacc Teacher Education Professional Licensure Program Application Packet

Winter 2021 Cohort – Due October 2, 2020 before 5:00 p.m.

Submit application to:

Western Oregon University
College of Education
Division of Education and Leadership
Richard Woodcock Education Center, Room 120
345 N. Monmouth Ave.
Monmouth, OR 97361

If you have any questions, contact:

Beth Jones, Clinical Practices and Licensure Program Assistant
jonesb@wou.edu
503-838-8235
Richard Woodcock Education Center, Room 115

June 25, 2020

Dear Applicant,

We welcome your application to the Division of Education and Leadership, Professional Teacher Licensure Program, part of Western Oregon University's College of Education. Entry to this nationally recognized program is contingent on meeting all of the application requirements and presenting all the necessary documentation by the stated due date. Before an application can be processed, you must complete and submit all items on the Application Checklist.

You may bring up to 4 credits of non-program courses into the Licensure Program, but these courses must be completed through an evening/online/summer course. You will not be able to squeeze these into your daytime commitments once you are in the Professional Licensure Program.

Upon acceptance into the Professional Licensure Program, you will be required to attend an orientation meeting in the term before you are due to start. Orientation meetings are mandatory. Failure to attend will delay the process of placing you in a clinical site and may mean that you will not be able to start the program according to your plans.

Once you have been admitted to the Professional Licensure Program, there will be an ongoing, systematic review of your progress. It will include, but is not limited to, observations of your performance working with youth, faculty evaluations, demonstrated competence in academic and professional work, and recommendations from those who observe you in your clinical experience classroom. Our program is very supportive of our teacher candidates, but admission to the program is not a guarantee of program completion and licensure as a teacher. Only your hard work can ensure your success.
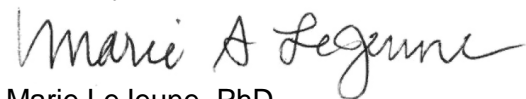
The program is a demanding one. Your work in the program takes precedence over other time and schedule commitments, including non-program courses and outside employment. You should plan on being available from 8:00 a.m. to 4:00 p.m. Monday-Friday for term I. Terms II and III will require even greater time commitments, so plan your schedule accordingly.

Flexible Cohort Option (Fall Cohort Only): Each fall we offer a 'flexible pathway' OPTION for students who might work as Instructional Assistants or be commuting from longer distances. This option will include one evening class on campus each week from 5-7:50 p.m and the rest of the program classes offered on alternating Saturdays during the term. This cohort is not guaranteed--if there is not sufficient interest, we will be unable to offer this nontraditional schedule. Preference for this flexible cohort will be given to students who are working full time and/or who have documented need for a flexible schedule.

We, at Western Oregon University, have been fortunate over a long history to find many talented, charismatic, and competent students who wish to enter the teaching profession. We hope that you will be one of those students who will carry on the tradition of excellence in Western Oregon University's Teacher Education Program.

If you have any questions regarding the application procedures, please contact Beth Jones, in person at RWEC 115, by phone (503) 838-8235, or by e-mail at jonesb@wou.edu .

Sincerely,

Marie A LeJeune

Marie LeJeune, PhD
Undergraduate and Post-Bacc Coordinator
lejeunem@wou.edu

Application Requirements and Checklist

Check each box to verify that you have included the completed item in your application and submit them in this order.

☐ **Application Checklist** (this page)

☐ **Cover Letter** (Explain your interest in becoming a professional educator, state the preparation level that you are pursuing and why, and confirm that you have included all the required items for your application. If you are missing any items, please state your prearranged plan for submitting them. Your letter should be dated, demonstrate professional communication skills, and be proofread.)

☐ **Resume** (include only experience and skills relevant to the teaching profession)

☐ **Professional Licensure Program Information Sheet**

☐ **Course Planning Sheet**
Arrange to meet with your advisor **at least two weeks before the application deadline** to go over your DegreeTracks. Write down all the courses that you have left to take before entering the Professional Licensure Program, and the courses you will take in the Professional Licensure Program. Please note that you are only able to take in up to four credits (non pre-ed courses) with you into the Professional Licensure Program. The four credits must be taken through an evening/online or summer course, as it cannot interfere with your other courses and clinical practice experience.

☐ **Printout of your DegreeTracks** (Post-Bacc students need to submit their transcripts and their original transcript evaluation instead of a DegreeTracks printout)

☐ **Signed Character Questions Form**

☐ **Signed Professional Knowledge, Skills, and Dispositions Form**

☐ **Copies of all passed exam scores** – _**all exams must be passed prior to applying**_
    ☐ Civil Rights Exam Passing Score (everyone)
    ☐ Basic Skills (everyone) – options include CBEST, ACT with writing, SAT with writing
    ☐ Subtest I & II Passing Scores (Early Childhood/Elementary and Elementary/Middle only)
    ☐ Content Area Exam Passing Scores (Elementary/Middle, Middle/High, and PETE only)

☐ **First 30-hour observation letter of documentation** (or approved ED practicum course)

☐ **Second 30-hour observation letter of documentation** (must be in a different classroom than the first 30 hour observation)

☐ **Three Confidential Faculty Evaluation Forms** verifying professional dispositions. Ask three faculty members (at least three weeks prior to the application deadline) to complete and submit an evaluation form to Beth Jones. Fill out the top section of the forms prior to giving then to the faculty members.

Please note that any missing items may delay or prevent acceptance into the Professional Licensure Program.

Pat Smith

1111 Education Way, Smithsville, OR, 11000•503-555-1234•patsmith@futureteacher.com

Objective

Seeking admission to Western Oregon University's undergraduate Teacher Education Professional Licensure Program to prepare to teach early childhood/elementary students and become ESOL endorsed.

Educational Experiences

Independence Elementary School, 3rd Grade   **Jan. – Apr. 2016**

35 hours of classroom experience
Assisted students on an individual basis across all subject areas
Provided technological assistance
Helped with reading and writing instruction

Monmouth Elementary School, Kindergarten   **Sept. – Dec. 2015**

40 hours of classroom experience
Assisted students on an individual and group basis across all subject areas
Helped with reading instruction

After School Instructor, YMCA   **Sept. 2013 – June 2014**

Assisted children with homework
Cooperated with other staff members in planning and implementation of activities
Provided first aid for various minor injuries

Summer Camp Counselor, Camp Harlow   **June – Aug. 2013-2015**

Led large group and small group activities
Responsible for a group of 4th grade boys
Collaborated with other camp staff to plan and organize activities

Education

Western Oregon University			
Early Childhood/Elementary Preparation	Bachelors of Arts in Education	GPA: 3.65	**June 2017** *Expected*
ESOL Endorsement			
Education Club			
Smithsville High School	High School Diploma	GPA: 3.75	**June 2013**
Student government			
Varsity soccer			
National Honor Society			

Professional Licensure Program Information Sheet

Name: _____ _____ _____

       First   MI   Last

V#: _____

E-mail Address: _____ @wou.edu

Phone Number: _____

Local Address: _____

                   Street Address   City   State   Zip Code

Do you have a high school diploma or a GED?   H.S. Diploma   GED

High School Name: _____ High School State: _____

Do you have a Bachelor's degree?   Yes   No

Do you have a Master's Degree?   Yes   No

Institutional GPA _____ Pre-Ed GPA _____ Concentration GPA: _____ (E/M, M/H, & PETE only)

Are you in the Bilingual Teacher Scholar's Program?   Yes   No

Do you plan to complete the ESOL endorsement while in the licensure program?   Yes   No

Which licensure program are you applying for?   Undergraduate   Post Bacc

Are you applying for the flexible pathway option (weekend/evening classes)?   Yes   No

First 30-hour Observation Alternative

If you used an approved ED practicum course, specify the following:

Course Number _____

Term Completed _____

College that awarded the credit _____

Preparation Level (Please check only one):

     Early Childhood/Elementary (age 3-8th grade)

     Elementary/Middle (3rd-9th grade) with a concentration in: _____

     Middle/High (5th-12th grade) with a concentration in: _____

     K-12 Physical Education (PETE)

Licensure Exam Scores: Write your exam scores below (in addition to attaching a paper copy)

Civil Rights _____

Basic Skills (CBEST or ACT with Writing or SAT with Writing): _____ _____ _____

                                     Reading   Writing   Math

Elementary Subtests: _____ _____ _____

               Subtest I   Subtest II   Concentration (content) Exam

Confidential Faculty Evaluations: List below the faculty members that are completing evaluations for you. It is your responsibility to follow up and assure that they are submitted by the application deadline. Early Childhood/Elementary and Elementary/Middle candidates will use two ED professors and one non-ED professor.

Middle/High candidates will use one ED professor and two professors from their concentration courses. PETE candidates must also include an EXS professor as a fourth evaluation.

Evaluator 1 Name: _____ Course: _____ED_____

Evaluator 2 Name: _____ Course: _____

Evaluator 3 Name: _____ Course: _____ .

Evaluator 4 Name:_____ Course: _EXS_____

I have included all of the Application Checklist items in my application, or I have made arrangements for the items to be sent to the Richard Woodcock Education Center, room 120 before the application due date. I have made copies of the documents I have personally submitted, and I will retain them for my records. I understand that any missing components of my application may delay or prevent my acceptance into the Professional Licensure Program.

_____   _____   _____

Applicant Printed Name   Applicant Signature   Date

Optional Information (for statistical use only):

Gender: _____

Date of Birth: _____

Race or Ethnic Origin: _____

Course Planning Sheet

Student Name: _____   V#: _____

E-mail: _____@wou.edu   Phone #: _____

Advisor Name: _____

E-mail: _____@wou.edu   Phone #: _____

Please list the courses still needed to complete your degree – this includes all required Pre-ED courses and general education courses, plus any optional ESOL courses or minor courses. This worksheet includes the current term, the term before you enter the Professional Licensure Program, <u>and all three terms in the Professional Licensure Program</u>.

If you plan to bring in additional coursework (four credits maximum), you will need to complete this coursework through evening/online or summer courses and show this in your plan.

		Term 1 of PLP	**Term 2 of PLP**	**Term 3 of PLP**
<u>Term:</u> <u>Year:</u>	<u>Term:</u> <u>Year:</u>	<u>Term:</u> <u>Year:</u>	<u>Term:</u> <u>Year:</u>	<u>Term:</u> <u>Year:</u>

By signing below, you are acknowledging that you have checked your DegreeTracks with your advisor to assure this plan is accurate and complete.

_____   _____

Applicant's Signature   Date

_____   _____

Advisor's Signature   Date

Character Questions

Please read the following character questions carefully and answer all questions with a "yes" or "no" answer. Any other responses will result in your application being considered incomplete. **All "yes" answers must be fully explained in writing on a separate piece of paper.** The explanation must be signed and dated by you.

Information disclosed on this form and/or the explanatory narrative may be shared with school district partners and placements, as necessary. Many school districts will run an additional background check as well.

Character Questions:	Answer:
Have you ever left any educational or school related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct?	
Have you ever left educational or school-related employment when you had reason to believe an investigation for misconduct was underway or imminent?	
Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct by either an employer of a licensure agency?	
Have you ever been placed on leave by your employer for any alleged misconduct?	
Have you ever had any adverse action taken on a professional certificate, license or charter school registration?	
Have you ever been placed on probationary status for alleged misconduct while holding a professional license, certificate, registration, or credential?	
Have you ever been denied any professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct?	
Have you ever surrendered a professional license of any kind before its expiration?	
Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?	
Have you ever been convicted or been granted a diversion or conditional discharge by any court for any: (a) Felony; or (b) Misdemeanor; or (c) Major traffic violation including but not limited to: driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?	
Have you ever been arrested or cited for any offense listed above which is still pending in the courts? This includes any diversion, conditional discharge or postponed adjudication that has not been dismissed by the courts at the time this application is signed.	
Have you ever had any civil judgement or other court order, including but not limited to a restraining order, entered against you resulting from allegations of abuse, assault, battery, harassment, intimidation, neglect, stalking, or other threatening behavior toward other persons?	

I hereby certify that the information on or relating to this form is true and correct and grant the College of Education permission to check civil and criminal records to verify any statement made on this report. I understand that the College of Education may deny admission to the Professional Licensure Program or revoke permission for teacher candidacy upon evidence that I made false statements on this form. Any change in the information indicated above must be reported and will be subject to review.

_____ _____ _____
      Applicant Printed Name   Applicant Signature   Date

Professional Knowledge, Skills and Dispositions Form
(Aligned to InTASC Core Standards)

The teaching profession has historically valued and upheld high professional and ethical standards for teachers. The College of Education is committed to preparing candidates with high levels of professionalism. The Division of Education and Leadership believes it is important for you to be aware of these standards of professionalism prior to program admission, and to abide by those standards during your time in the program.

Faculty at Western Oregon University will use this form to assess your professionalism each term during field experiences and in classes, as warranted. The College of Education reserves the right to advise your continuation or termination in the program based on the assessments of your professionalism.

Please carefully review the Knowledge, Skills and Dispositions Standards and then sign at the bottom of the last page as your verification of receiving, reading, retaining, and agreeing to abide by this list of expectations.

Not Applicable **N/A**	Does not Meet Standard **DNM**	Developing Proficiency Toward Standard **DP**	Proficient Relative to Standards **PR**	Exceeds Standard **E**
Certain behaviors (e.g., 6.2 & 10.2) may be N/A in the early stages of the program. N/A may be used at the discretion of the clinical teacher or university supervisor.	The candidate displays behaviors contrary to those expected.	The candidate occasionally, but not consistently, displays the desired behaviors.	The candidate consistently displays the desired behaviors.	The candidate displays behaviors above and beyond those expected.

Standard 1 – Learner Development	N/A	DNM	DP	PR	E
1.1 The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.					
1.2 The candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.					
1.3 The candidate shares responsibility with the mentor teacher for promoting learners' growth and development.					
1.4 The candidate locates or creates materials that furthers learner development and improves teaching.					
1.5 The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.					
Comments:					

Standard 2 – Learning Differences	N/A	DNM	DP	PR	E
2.1 The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.					
2.2 The candidate respects learners as individuals with differing personal and family backgrounds and with various skills, abilities, perspectives, talents, and interests.					
2.3 The candidate shows concern for all aspects of learners' well-being, making students feel valued and helping them to value each other.					
2.4 The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.					
2.5 The candidate actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives.					
Comments:					

Standard 3 – Learning Environments	N/A	DNM	DP	PR	E
3.1 The candidate shares responsibility with the clinical teacher to establish positive and supportive learning environments.					
3.2 The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.					
3.3 The candidate engages learners in collaborative and independent learning experiences that involve decision making, exploration and invention.					
3.4 The candidate seeks to foster respectful communication during field experiences and on campus.					
3.5 The candidate actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives.					
Comments:					

Standard 4 – Content Knowledge	N/A	DNM	DP	PR	E
4.1 The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She/he keeps abreast of new ideas and understandings in the field.					
4.2 The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.					
4.3 The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address the problems of bias. Receives feedback about bias in a positive manner and makes necessary adjustments.					
4.4 The candidate is committed to working toward each learner's mastery of disciplinary content and skills.					
Comments:					

Standard 5 – Application of Content	N/A	DNM	DP	PR	E
5.1 The candidate in collaboration with the clinical teacher explores how to use content as a lens to address local and global issues.					
5.2 The candidate values and integrates knowledge outside of his/her own content area to enhance student learning.					
5.3 The candidate values and uses flexible learning environments that encourage learner exploration, discovery, and expression across the content areas.					
Comments:					

Standard 6 – Assessment	N/A	DNM	DP	PR	E
6.1 The candidate shares assessment processes and tools (rubrics and scoring guides) with learners to review and communicate about their own progress and learning.					
6.2 The candidate shares responsibility with the mentor teacher for aligning instruction and assessment with long-term learning goals and the common core curriculum standards.					
6.3 The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.					
6.4 The candidate consults with the clinical teacher to develop multiple types of assessments to support, verify, and document learning.					
6.5 The candidate consults with the clinical teacher to develop appropriate accommodations in assessment and testing conditions for ALL learners.					
6.6 The candidate uses data to inform future planning and instruction.					
Comments:					

Standard 7 – Planning for Instruction	N/A	DNM	DP	PR	E
7.1 The candidate values planning as a collegial activity and consults with clinical teacher each week to plan developmentally, culturally and linguistically appropriate lessons.					
7.2 The candidate prepares plans ahead of time, shares with clinical teacher and university supervisor and is open to adjustment and revision based on learner needs and changing circumstances.					
Comments:					

Standard 8 – Instructional Strategies	N/A	DNM	DP	PR	E
8.1 The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.					
8.2 The candidate recognizes and values multiple learning styles and encourages students to communicate their content knowledge in multiple ways conducive to their strengths.					
8.3 The candidate explores new and emerging technologies to support and promote student learning.					
8.4 The candidate locates and creates diverse materials to inspire and enrich student learning and to extend his/her instructional strategies.					
Comments:					

Standard 9 – Professional Learning and Ethical Practices	N/A	DNM	DP	PR	E
9.1 The candidate reflects upon performance and attitudes as a teacher and regularly reassesses his/her commitment to the profession.					
9.2 The candidate reflects on and offers ideas to address curricular, instructional, and classroom management matters.					
9.3 The candidate conveys a professional image in all aspects of life (e.g. dress, use of social media, e-mails, voicemails, texting, etc.)					
9.4 The candidate exhibits the energy drive and determination to make the classroom the best possible environment for teaching and learning.					
9.5 The candidate demonstrates self-confidence and enthusiasm for teaching and learning through body language, voice tone, eye contact, and preparedness.					
9.6 The candidate is dependable, conscientious, punctual, and follows through with assignments in a timely manner.					
9.7 The candidate displays honesty, integrity, and maintains confidentiality. She/he elicits trust and respect from students, peers, colleagues, and university faculty.					
9.8 The candidate produces original work and credits sources when appropriate in all field and course assignments.					
9.9 The candidate adheres to calls, school, and district rules and policies.					
9.10 The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.					
Comments:					

Standard 10 – Leadership and Collaboration	N/A	DNM	DP	PR	E
10.1 The candidate interacts constructively with students, peers, colleagues, university faculty and families, and shows respect for the thoughts and feelings of others.					
10.2 The candidate contributes (e.g. communicates effectively, shares ideas and materials) as a member of an instructional team to achieve long term curriculum goals and support student learning.					
10.3 The candidate becomes a professional member of the learning community (e.g. attends faculty meetings, PLC, IEP's, inservice days, conferences, and supports clinical teacher in performing duties).					
10.4 The candidate embraces the challenge of continuous improvement, unforeseen circumstances and change.					
Comments:					

Your signature acknowledges that you have received, read, retained, and agree to abide by this list of expectations while in the Professional Licensure Program.

_____   _____   _____
       Applicant Printed Name   Applicant Signature   Date

Request for Letter of Documentation
(Observation Hours)

INSTRUCTIONS TO STUDENT:

Give this to your supervisor at the beginning of (or before) your observation hours, and ask if he or she can have the letter ready for you when you have completed your 30 hours. Put the letter in your advising folder so you will have it when you apply to the program. Keep it in the original, SEALED, envelope.

INSTRUCTIONS TO SUPERVISOR:

Thank you for providing the opportunity for future teachers to get this valuable observation experience at your school. As part of the application for admission into the Professional Licensure Program at Western Oregon University, students need to get a confidential letter documenting 30 hours of classroom observation. During this time, the students' role is to observe and assist you. Would you be willing to write a letter using the following format, and give it to this student in a sealed envelope on the last day of his or her experience with you?

LETTER TEMPLATE
(Must be written by supervisor, on school letterhead, and given to student in a sealed envelope that is signed across the seal)

School Letterhead

DATE

To Whom It May Concern:

In the first paragraph, please include the name of the student, a description of his or her time commitment (must be a minimum of 30 hours), setting, and dates of participation.

In the second paragraph, please include the student's specific responsibilities and tasks, as well as a basic evaluation of his or her performance.

In the third paragraph, please give any additional information you wish to share about the student's responsibilities from paragraph two.

In the fourth paragraph, please give your prediction of the student's future success as a teacher, based upon your personal observations. Include whether or not you recommend this student for the Professional Teacher Licensure Program at Western Oregon University, and why or why not.

In the last paragraph, provide your contact information in case follow-up is needed.

Sincerely,

Original Signature Here

Type your name here