



# Western Oregon UNIVERSITY

## College of Education Division of Teacher Education

### Undergraduate/ Post-Baccalaureate (Non-Grad) Initial Licensure Program

#### Application Packet

Rev 11/22/2011

#### Application Deadlines:

Fall term Professional Education Core (PEC) Entry  
5pm - 3<sup>rd</sup> Friday of the Preceding Winter Term

Spring Term Professional Education Core (PEC) Entry  
5pm – 3<sup>rd</sup> Friday of the Preceding Fall Term

If you have questions regarding the application process,  
please contact the Education Office (503) 838-8471 or  
email [education@wou.edu](mailto:education@wou.edu)  
or visit WOU Education Building, Room 202

Post Baccalaureate (Non-Grad) Candidates Contact Bill Hamlin, ED 114B  
(503) 838-8704, [hamlinw@wou.edu](mailto:hamlinw@wou.edu)

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College of Education  
Division of Teacher Education

Dear Applicant:

We welcome your application to the Division of Teacher Education, part of Western Oregon University's College of Education. Entry to this nationally recognized program is competitive, and it is your responsibility to prepare and present all necessary documentation, by the stated due date, in order to be considered for admission. Before an application can be processed, you must do the following:

- Be admitted to Western Oregon University for undergraduate studies or as a post-baccalaureate (non-grad), licensure-only student
- Complete a signed Degree Plan
- Have a minimum 2.75 GPA for all college work (overall or cumulative) and minimum 3.0 GPA for all ED courses.
- Secure two letters of documentation of experience working with youth, from your direct supervisors, one of which must be sealed and confidential and in a PUBLIC SCHOOL classroom at the Authorization Level in which you want to teach. These letters must be on school or agency letterhead. Make arrangements for the letters to arrive at the ED office by the application due date.
- Secure three *confidential* faculty recommendations and make arrangements for the recommendation forms to arrive at the ED office by the application due date. Two of your letters must be from ED faculty, and at least one of those must be from a course at the 300-level. Your third letter must be from an LAS faculty member.
- Be within 4 credit hours of completing all requirements for your degree with initial license (excluding the Undergraduate/Initial Licensure program courses and ESOL program courses).
- Submit a photocopy of passing scores for a Basic Skill Test (EAS, Praxis I, or CBEST). Passing scores are necessary to apply, and must be submitted with your application. This requirement covers all authorization levels.
- For Early Childhood, Early Childhood/Elementary or Elementary/Middle Authorization applicants, submit a photocopy of your test registration for ORELA Multiple Subject Assessments Sections 1 and 2. A photocopy of your passing scores must be submitted before you can begin Term 1 of the program.
- For Middle Level/High School or High School only authorization applicants, submit a photocopy of your test registration for the NES Subject Area Test(s) for your area of endorsement (i.e., State of Oregon adopted math, social studies, Health, etc.). A photocopy of your passing score(s) must be submitted before you can begin Term 1 of the program.
- Prepare a resume.

Once you have been admitted to the undergraduate teacher education 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 field 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.

Students who have not been approved to enter the Teacher Education Program may arrange to be counseled by the Division of Teacher Education Admissions Committee. Some students may be encouraged to re-apply after they strengthen their application. Others may be advised to complete a Liberal Arts degree.

We have been fortunate over the long history of Western 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 Teacher Education Programs. If you have any questions regarding the application procedures, please contact the Education Office, Room 202, in person, by phone at (503) 838-8471, or by email [education@wou.edu](mailto:education@wou.edu). Thank you for your interest.

Sincerely,

Steven K. Wojcikiewicz, Ph.D.  
Undergraduate Program Coordinator  
Division of Teacher Education

## Application Checklist/Additions to Application Checklist Page

**APPLICATION CHECKLIST** – check each box to verify that you have completed the item and included it in your application:

- Application Checklist/Additions to Application Checklist Page (this page)
- Advisor Pre-Application Form/Program Planning Sheet
- Program Application
- Character Questions Form
- Professional Characteristics Demonstrated by the Student (Dispositions) Letter

**ADDITIONS TO APPLICATION** – check each box to verify that you have completed the item and included it in your application, or that you have arranged to have it sent to the ED office by the application due date:

- Signed Degree Plan (not included in this packet – Degree Plan forms are available in ED 114)
- Two letters of documentation of experience working with youth, from your direct supervisors, one of which must be sealed and confidential and in a PUBLIC SCHOOL classroom at the Authorization Level in which you want to teach. These letters must be on school or agency letterhead (see sample included in this packet).
- A current resume highlighting work relevant to the teaching profession (see sample included in this packet)
- Copies of all test scores/registration documents:
  - Basic Skills Test scores – passing scores are *required* for all applicants to be considered for admission
  - Registration for ORELA Multiple Subjects 1 and 2 scores for Elementary/Middle
    - Proof of registration is required to apply for the program, passing scores are required before you can begin the Professional Education Core
  - Registration for NES Subject test for Middle, Middle/High, High School Only
    - Proof of registration is required to apply for the program, passing scores are required before you can begin the Professional Education Core
- Three *confidential* faculty recommendations. Two of your letters must be from ED faculty, and at least one of those must be from a course at the 300-level. Your third letter must be from an LAS faculty member. List your recommenders here:

Recommender 1: name \_\_\_\_\_ course \_\_\_\_\_ ED(need 2) or LAS (need 1) \_\_\_\_\_

Recommender 2: name \_\_\_\_\_ course \_\_\_\_\_ ED(need 2) or LAS (need 1) \_\_\_\_\_

Recommender 3: name \_\_\_\_\_ course \_\_\_\_\_ ED(need 2) or LAS (need 1) \_\_\_\_\_

I have included all of the items above in my application, or I have made arrangements for the items to be sent to the ED office before the application deadline. 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 teacher education initial licensure program.

\_\_\_\_\_  
Applicant Printed Name

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

**RETURN THIS PAGE WITH YOUR COMPLETED APPLICATION – APPLICATIONS ARE DUE BY 5 PM ON THE STATED DEADLINE**





Application for the Undergraduate/Post-Baccalaureate (Non-Grad) Initial Licensure Program

Term of Application:

When do you wish to begin the program? Term \_\_\_\_\_ Year \_\_\_\_\_

Personal Information:

V Number \_\_\_\_\_ Application Date \_\_\_\_\_
Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_
Local Address: Street \_\_\_\_\_ City \_\_\_\_\_
State \_\_\_\_\_ ZIP: \_\_\_\_\_ Phone Number: \_\_\_\_\_
Email address: \_\_\_\_\_ GED Graduate? Yes \_\_\_\_\_ No \_\_\_\_\_

What High School did you graduate from? \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

Do you have: Bachelors degree? Yes: \_\_\_\_\_ No: \_\_\_\_\_ Masters degree or higher? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Are you currently admitted to Western Oregon University for undergraduate studies or as a post-baccalaureate (non-grad), licensure-only student?
Yes: \_\_\_\_\_ No: \_\_\_\_\_ (note: admission is necessary for your application to be considered)

MY OVERALL GPA IS \_\_\_\_\_ MY GPA FOR "ED" COURSES IS \_\_\_\_\_

Authorization Level (Please check one):

Early Childhood Only (students age 3 to 4th grade) \_\_\_\_\_
Early Childhood/Elementary (students age 3 to 8th grade) \_\_\_\_\_
Elementary/Middle Level (3rd to 8th grade students) \_\_\_\_\_ Focus Area: \_\_\_\_\_
Middle Level/High School (5th to 12th grade students) \_\_\_\_\_ Major/Subject Area: \_\_\_\_\_
High School Only (7th to 12th grade students) \_\_\_\_\_ Major/Subject Area: \_\_\_\_\_

Test Scores: (Copies of ALL test scores must be included in application packet)

Basic Skills (all levels): Test Type \_\_\_\_\_ Reading:\*\* \_\_\_\_\_ Writing:\*\* \_\_\_\_\_ Math:\*\* \_\_\_\_\_ Total:\*\* \_\_\_\_\_

ORELA Multiple Subjects (all levels except HS only): Registered (yes/no)\*: \_\_\_\_\_ Taken (yes/no)\* \_\_\_\_\_
Subtest 1: \_\_\_\_\_ Subtest 2: \_\_\_\_\_

NES Subject Area Test (Middle/HS and HS only): Registered (yes/no)\*: \_\_\_\_\_ Taken (yes/no)\*: \_\_\_\_\_
Score: \_\_\_\_\_

\*note: you must be registered for your ORELA Multiple Subject tests and NES tests (if applicable) to apply - you must pass them before you begin the program
\*\*note: your application will not be considered unless you have passed the basic skills test and provided us with copies of your scores

Optional Information (for statistical use only):

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Date of Birth: \_\_\_\_\_
Race or Ethnic Origin: White \_\_\_\_\_ American Indian/Alaskan Native \_\_\_\_\_ Hispanic \_\_\_\_\_ African American \_\_\_\_\_ Asian American \_\_\_\_\_ Undeclared \_\_\_\_\_

Applicant Printed Name Applicant Signature Date



## PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE STUDENT (Dispositions)

### SIGN THIS PAGE AND RETURN IT WITH YOUR APPLICATION

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 Teacher Education believes it is important for you to be aware of these characteristics of professionalism prior to program admission, and to abide by those characteristics during your time in the program.

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

Please carefully review the attached list of **"PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE STUDENT (Dispositions)."** KEEP PAGES 2 AND 3 FOR YOUR PERSONAL RECORDS. This page will be signed as your verification of receiving, reading, retaining, and agreeing to abide by this list of expectations.

Should you have any questions regarding the form or the process, please contact the Director of Field Services and Licensure, Sue Thompson, (503) 838-8828.

\_\_\_\_\_  
PRINTED NAME

/

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Your signature acknowledges that you have read and are retaining the attached 2-page "PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE STUDENT (Dispositions)" Form. It also acknowledges that you are aware that failure to demonstrate the following characteristics can be cause for additional counseling and advising by program faculty, and can also be cause for your termination from the undergraduate initial licensure program.

UNDERGRADUATE/POST-BACCALAUREATE (NON-GRAD) INITIAL LICENSURE PROGRAM  
PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE STUDENT  
(Dispositions)

Page 1 of 2

**RETAIN THESE PAGES FOR YOUR RECORDS**

**Collaboration:** The student works with others to achieve a common goal.

1.1 Interacts constructively with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents

- Shows consideration and respect for thoughts and feelings of others
- Demonstrates effective verbal and non-verbal communication skills
- Demonstrates flexibility with others
- Solicits suggestions and feedback from others
- Maintains communication with colleagues, supervisors, and mentor teachers when questions or concerns arise
- Recognizes a range of valid viewpoints

1.2 Functions as a contributing member of an instructional team to achieve long-term curriculum goals, state content standards, and district standards (term 4)

- Communicates effectively both verbally and non-verbally
- Shares ideas and materials
- Offers ideas and observations at IEP meetings

**Honesty and Integrity:** The student demonstrates truthfulness, professional behavior, and trustworthiness.

2.1 Displays honesty and integrity

- Maintains confidentiality
- Elicits trust and respect from both peers and supervisors
- In completing course and field experience assignments, produces original work and credits sources when appropriate

**Respect:** The student honors, values, and demonstrates consideration and regard for oneself and others.

3.1 Is respectful of cultural patterns and expectations within a community context

- Presents self in a professional manner (e.g., dress, communication)
- Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others
- Establishes good rapport with students and colleagues
- Seeks to address the varied learning needs of students in his/her classroom, including lower-performing children and those with disabilities
- Recognizes and respects identities informed by a group's historical context

**Commitment to Learning:** The student values learning for self and students.

4.1 Exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning

- Plans and delivers instruction that engages all students in his/her classroom and addresses their learning needs
- Values ongoing assessment as essential to the instructional process

4.2 Demonstrates a commitment to students' learning

- Implements research-based strategies
- Proposes ideas and solutions that address curriculum, instruction, and classroom management
- Locates and/or creates materials that bring about student learning
- Assumes responsibilities, locates materials and resources, and improves teaching
- Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
- Reflects on and offers ideas to address curricular, instructional and classroom management matters
- Engages students in discovering how knowledge is constructed
- Actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives

UNDERGRADUATE/POST-BACCALAUREATE (NON-GRAD) INITIAL LICENSURE PROGRAM  
PROFESSIONAL CHARACTERISTICS  
DEMONSTRATED BY THE STUDENT  
(Dispositions)

Page 2 of 2

4.3 Reflects on performance and attitudes as a teacher

- Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
- Receives feedback in a positive manner and makes necessary adjustments
- Regularly re-assesses his/her commitment to the profession
- Evaluates instruction and student interactions and modifies as needed

**Emotional Maturity:** The student demonstrates situation appropriate behavior.

5.1 Is self-confident and enthusiastic

- Displays enthusiasm for teaching and the subject matter
- Demonstrates self-confidence through body language, voice tone, eye contact, preparedness
- Exhibits energy, drive, and determination to become a professional educator

5.2 Is dependable, conscientious, and punctual

- Arrives early or on-time
- Completes assigned tasks in a timely manner
- Follows through with assignments and expectations

5.3 Models social skills, character traits and dispositions desired in students.

- Establishes caring and mutually respectful relationships with students
- Explicitly teaches and models desired behaviors and attitudes

**Leadership and Responsibility:** The student acts independently and demonstrates accountability, reliability, and sound judgment.

6.1 Is aware of and acts according to school policies and practices

- Has obtained and read school policy manual
- Adheres to class, school, and district rules and policies.

6.2 Advises students in formal and informal settings

- Shows concern for all aspects of a student's well-being, is alert to signs of academic and behavioral difficulty, and responds appropriately
- Actively listens to and advises students, making referrals as appropriate

6.3 Meets work schedule demands

- Is prepared for lessons and other responsibilities
- Meets and consults with mentor teacher each week to plan lessons

6.4 Is aware of the importance of professional appearance and demeanor

- Dresses professionally
- Displays a positive attitude
- Communicates in a professional manner

6.5 Demonstrates initiative, in an acceptable manner, for introducing programs or practices in a school or classroom

- Make suggestions at faculty meetings
- Offers ideas to mentor teacher and other instructional team members around instructional, curricular, and behavioral needs of students



**CHARACTER QUESTIONS**

APPLICANT NAME (Please print) \_\_\_\_\_

Please read all character questions carefully and read the “Instructions for Answering Character Questions” before answering. You *must* answer either “yes” or “no” to each of the following questions; any other response will result in your application being considered incomplete. All “yes” answers must be *fully* explained in writing on a separate piece of paper and the explanations must be signed and dated by you.

1. 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?	1.
2. 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 or a licensure agency?	2.
3. Have you ever been placed on leave by your employer for any alleged misconduct?	3.
4. Have you ever had any adverse action taken on a <i>professional</i> 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?	4.
5. 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?	5.
6. Have you ever surrendered a professional license of any kind before its expiration?	6.
7. Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?	7.
8. 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?	8.
9. Have you ever been arrested or cited for any offense listed in section (8) 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.	9.
10. Have you ever had any civil judgment 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?	10.

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 a program or revoke permission for student teaching or practica upon evidence that I knowingly made false statements on this form. Any change in the information indicated above must be reported and will be subject to review.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
V Number

\_\_\_\_\_  
Date of Signature

**TEACHER EDUCATION UNDERGRADUATE/POST-BACCALAUREATE (NON-GRAD) INITIAL LICENSURE PROGRAM  
CONFIDENTIAL FACULTY RECOMMENDATION FORM**

**THIS SECTION TO BE COMPLETED BY THE STUDENT:**

Student Name: \_\_\_\_\_ V Number: \_\_\_\_\_

FACULTY/SUPERVISOR PRINTED NAME: \_\_\_\_\_ DATE OF EVALUATION: \_\_\_\_\_

Course Number/Title: \_\_\_\_\_ University: \_\_\_\_\_

Term/Year: \_\_\_\_\_ Grade Earned: \_\_\_\_\_ ED(need 2) or LAS (need 1) \_\_\_\_\_

**THIS SECTION TO BE COMPLETED BY THE RECOMMENDER (please check the appropriate boxes):**

DIMENSIONS	N/A	Serious Concerns 0	Needs Improvement 1	Emerging 2	Acceptable 3
COLLABORATION: The candidate works with others to achieve a common goal					
HONESTY AND INTEGRITY: The candidate demonstrates truthfulness, professional behavior, and trustworthiness.					
RESPECT: The candidate honors, values, and demonstrates consideration and regard for oneself and others.					
SCHOLARSHIP AND COMMITMENT TO LEARNING: The candidate values learning for self and students					
EMOTIONAL MATURITY: The candidate demonstrates situation appropriate behavior					
LEADERSHIP AND RESPONSIBILITY: The candidate acts independently and demonstrates accountability, reliability, and sound judgment.					
CONSIDERING ALL THE ABOVE FACTORS, I RATE THIS CANDIDATE:					

**FACULTY/SUPERVISOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Considering ALL factors, I recommend that (mark the appropriate box):  <input type="checkbox"/> the candidate be admitted to the Professional Education Program. <input type="checkbox"/> the candidate's admission be given additional review, as I have reservations about recommending admission. <input type="checkbox"/> the candidate's admission be denied.	COMMENTS: (optional)
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**FACULTY/SUPERVISOR RECOMMENDER:** Please mail completed form in a *sealed envelope marked Confidential* to:  
**KAREN JOHNSON**, COLLEGE OF EDUCATION, ROOM 202, 345 N. Monmouth Ave, Monmouth OR 97361 **OR FAX:**  
 (503) 838-8228 – Karen can be reached by email at [johnsonk@wou.edu](mailto:johnsonk@wou.edu) - ***Thank you!***

**TEACHER EDUCATION UNDERGRADUATE/POST-BACCALAUREATE (NON-GRAD) INITIAL LICENSURE PROGRAM  
CONFIDENTIAL FACULTY RECOMMENDATION FORM**

**THIS SECTION TO BE COMPLETED BY THE STUDENT:**

Student Name: \_\_\_\_\_ V Number: \_\_\_\_\_

FACULTY/SUPERVISOR PRINTED NAME: \_\_\_\_\_ DATE OF EVALUATION: \_\_\_\_\_

Course Number/Title: \_\_\_\_\_ University: \_\_\_\_\_

Term/Year: \_\_\_\_\_ Grade Earned: \_\_\_\_\_ ED(need 2) or LAS (need 1) \_\_\_\_\_

**THIS SECTION TO BE COMPLETED BY THE RECOMMENDER (please check the appropriate boxes):**

DIMENSIONS	N/A	Serious Concerns 0	Needs Improvement 1	Emerging 2	Acceptable 3
COLLABORATION: The candidate works with others to achieve a common goal					
HONESTY AND INTEGRITY: The candidate demonstrates truthfulness, professional behavior, and trustworthiness.					
RESPECT: The candidate honors, values, and demonstrates consideration and regard for oneself and others.					
SCHOLARSHIP AND COMMITMENT TO LEARNING: The candidate values learning for self and students					
EMOTIONAL MATURITY: The candidate demonstrates situation appropriate behavior					
LEADERSHIP AND RESPONSIBILITY: The candidate acts independently and demonstrates accountability, reliability, and sound judgment.					
CONSIDERING ALL THE ABOVE FACTORS, I RATE THIS CANDIDATE:					

**FACULTY/SUPERVISOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Considering ALL factors, I recommend that (mark the appropriate box):  <input type="checkbox"/> the candidate be admitted to the Professional Education Program. <input type="checkbox"/> the candidate's admission be given additional review, as I have reservations about recommending admission. <input type="checkbox"/> the candidate's admission be denied.	COMMENTS: (optional)
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 (503) 838-8228 – Karen can be reached by email at [johnsonk@wou.edu](mailto:johnsonk@wou.edu) - ***Thank you!***

**TEACHER EDUCATION UNDERGRADUATE/POST-BACCALAUREATE (NON-GRAD) INITIAL LICENSURE PROGRAM  
CONFIDENTIAL FACULTY RECOMMENDATION FORM**

**THIS SECTION TO BE COMPLETED BY THE STUDENT:**

Student Name: \_\_\_\_\_ V Number: \_\_\_\_\_

FACULTY/SUPERVISOR PRINTED NAME: \_\_\_\_\_ DATE OF EVALUATION: \_\_\_\_\_

Course Number/Title: \_\_\_\_\_ University: \_\_\_\_\_

Term/Year: \_\_\_\_\_ Grade Earned: \_\_\_\_\_ ED(need 2) or LAS (need 1) \_\_\_\_\_

**THIS SECTION TO BE COMPLETED BY THE RECOMMENDER (please check the appropriate boxes):**

DIMENSIONS	N/A	Serious Concerns 0	Needs Improvement 1	Emerging 2	Acceptable 3
COLLABORATION: The candidate works with others to achieve a common goal					
HONESTY AND INTEGRITY: The candidate demonstrates truthfulness, professional behavior, and trustworthiness.					
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SCHOLARSHIP AND COMMITMENT TO LEARNING: The candidate values learning for self and students					
EMOTIONAL MATURITY: The candidate demonstrates situation appropriate behavior					
LEADERSHIP AND RESPONSIBILITY: The candidate acts independently and demonstrates accountability, reliability, and sound judgment.					
CONSIDERING ALL THE ABOVE FACTORS, I RATE THIS CANDIDATE:					

**FACULTY/SUPERVISOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Considering ALL factors, I recommend that (mark the appropriate box):  <input type="checkbox"/> the candidate be admitted to the Professional Education Program. <input type="checkbox"/> the candidate's admission be given additional review, as I have reservations about recommending admission. <input type="checkbox"/> the candidate's admission be denied.	COMMENTS: (optional)
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**FACULTY/SUPERVISOR RECOMMENDER:** Please mail completed form in a *sealed envelope marked Confidential* to:  
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 (503) 838-8228 – Karen can be reached by email at [johnsonk@wou.edu](mailto:johnsonk@wou.edu) - ***Thank you!***

# SAMPLE RESUME

(this sample is provided for your reference, but it is not a mandatory format – other resume formats are also acceptable providing they are complete, informative, and professional in appearance)

## Pat Smith

1111 Education Way  
Smithsville, OR 11000  
Phone: 503-555-1234  
E-Mail: [patsmith@futureteacher.com](mailto:patsmith@futureteacher.com)

## Objective

Seeking admission to Western Oregon University's Education program to study elementary education and become ESOL endorsed.

## Education

B.A., Western Oregon University

Expected June 2016

- Major: Education, Early Childhood/Elementary Authorization
- GPA: 3.65 out of 4.0

Diploma, Smithsville High School

June 2012

- Studied a wide variety of subjects; including French, physics, computer science
- Participated in Comic Book Club and soccer, and was voted as Treasurer of Student Government
- GPA: 3.75 out of 4.0

## Experience

Independence Elementary School, 3<sup>rd</sup> Grade

January-April 2014

- 36 hours of classroom assistance
- Assisted students on an individual basis across subject areas
- Provided production and technological assistance
- Lead reading instruction

After School Instructor, YMCA

2013

- Assisted children with homework
- Worked with other staff members in planning and implementation of various activities
- Provided First Aid for various minor injuries

## Community Involvement

Member of Campbell Hall's Resident Government

2013- 2014

## Other Experiences

Clothes, Clothes, and More...

Summer 2012

- Assisted customers in picking out clothing. Achieved top sales in the store multiple times. Worked with team to arrange sales floor.

# SAMPLE LETTER OF DOCUMENTATION

## FEATURES OF YOUR LETTER OF DOCUMENTATION:

- ✓ Letters should be from age appropriate settings (students of the age that you will be credentialed to teach)
- ✓ 1 letter must be sealed and confidential and you, the volunteer, MAY directly receive the envelope
- ✓ 1 letter must be from a public school setting, on official letterhead
- ✓ Each recommendation generally represents *at least* a 30 hour commitment
- ✓ The experience should be within the last 3 years
- ✓ Your letter should must be written by a supervisor; it should not be written by a personal friend or family member

Date

## To Whom It May Concern:

- ✓ **Name of Applicant, description of commitment and setting, indicate dates the candidate participated**

Kris Dalton assisted at Sunshine Elementary, in Salem, Oregon in my fourth-grade classroom. During the fall of 2010 she spent 3 hours per week helping the 28 students in my classroom for a total of 10 weeks. Nearly three-quarters of the children are learning English as their second language, and our school serves families who are below average economically. They are a challenging, but very responsive group of learners.

- ✓ **Responsibilities/tasks/performance**

Mrs. Dalton was always on time, prepared and dependable. Whenever she was given a task, she listened carefully to my directions and was diligent in carrying out my instructions. Her responsibilities included working with children in their small, 5 member reading groups, grading papers, supervising playground activities, and teaching 3 special interest science lessons to the entire class.

- ✓ **More specific information**

Kris' teaching is becoming more and more proficient. Her 3 lessons required extensive planning and preparation as well as cleanup. Students were actively engaged while she was teaching, and answered an informal post-session questionnaire with nearly 90% success. The students had never heard of a Manatee prior to Mrs. Dalton's lessons, and now list them as one of their very favorite animals!

- ✓ **Prediction of success based upon personal observation**

I have supervised all of Mrs. Dalton's work, and verify that she has demonstrated the enthusiasm, commitment, intellect, organizational skills and energy needed to be an effective teacher. I highly recommend her to the Teacher Education Program.

- ✓ **Additional contact information**

Please don't hesitate to contact me if I can provide any additional information. My email address is teacher@Sunshineschool and phone number is (503) 929-3773.

Sincerely,

- ✓ **Original Signature**

*Mrs. Jean Washburn*