



Western Oregon  
UNIVERSITY

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College of Education

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

Post-Baccalaureate Teacher Education  
Professional Licensure Program  
Application Packet  
Winter 2017 Cohort

Due: October 7<sup>th</sup>, 2016 before 5:00 p.m.

**Western Oregon University**  
College of Education  
Division of Teacher Education  
345 N. Monmouth Ave.  
Monmouth, OR 97361

If you have any questions, contact Beth Jones at [ionesb@wou.edu](mailto:ionesb@wou.edu) or 503-838-8235

Dear Applicant,

We welcome your application to the Division of Teacher Education, Professional Licensure Program, 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 complete and submit all items on the Application Check List.

You must also have a minimum overall GPA of 2.75 (everyone), a minimum ED GPA of 3.0 (everyone) and a minimum Content GPA of 3.0 (Elementary/Middle, Middle/High, and PETE preparations only).

Before program entry, all Pre-ED, LACC, Concentration, Focus, and BA/BS courses must be completed. You may bring in up to 4 credits of non-program courses, but you will need to complete this coursework through an evening/online or summer course. You will not be able to squeeze these into your daytime commitments once you are in the Professional Licensure Program.

Upon acceptance to 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.

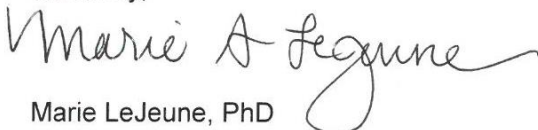
Once you have been admitted into the Professional Licensure Program, there will be an ongoing, systematic review of your progress. It will include, but is not limited to, observations of your performance working with youth, faculty evaluations, demonstrated competence in academic and professional work, and recommendations from those who observe you in your 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.

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. Term II and III will require even greater time commitments, so plan your schedule accordingly.

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 Programs.

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

Sincerely,



Marie LeJeune, PhD  
Undergraduate and Post-Bacc Coordinator  
[lejeunem@wou.edu](mailto:lejeunem@wou.edu)

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### College of Education

# Post-Baccalaureate Application 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)
- Handwritten Cover Letter**
- Resume** – highlighting experience and skills relevant to the teaching profession
- Professional Licensure Program Application**
- Course Planning Sheet**  
Meet with your advisor to go over your transcript evaluation and pre-requisites. 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.
- Post-Baccalaureate Evaluation Sheet (transcript evaluation)**
- 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)
  - 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 experience letter of documentation** (on letterhead)
- Second 30-hour experience letter of documentation** (on school letterhead, in a sealed envelope, and signed across the seal)
- Three Confidential Faculty Evaluation Forms**  
Ask three faculty members *at least 3 weeks prior* to the application due date to complete and submit an evaluation form. Plan ahead! Request that faculty send the evaluation forms to the ED office by the application due date. Please fill out the top section of the forms prior to giving them to the faculty members. *PETE candidates must also obtain an evaluation form from HPE faculty.*

Evaluator 1: Name: \_\_\_\_\_

Course: \_\_\_\_\_

Evaluator 2: Name: \_\_\_\_\_

Course: \_\_\_\_\_

Evaluator 3: Name: \_\_\_\_\_

Course: \_\_\_\_\_

*PETE Candidates ONLY:*

Evaluator 4: Name: \_\_\_\_\_

Course: \_\_\_\_\_(HPE)

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

## **Handwritten Cover Letter**

In the space below, please write your cover letter by hand. This letter should 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 and demonstrate professional communication skills and be proofread.

(Sample Resume)

# Pat Smith

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

## Objective

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

## Educational Experiences

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### **Independence Elementary School, 3<sup>rd</sup> 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 4<sup>th</sup> grade boys  
Collaborated with other camp staff to plan and organize activities

## Education

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### **Western Oregon University**

Early Childhood/Elementary Preparation ESOL Endorsement Education Club	Bachelors of Arts in Education	GPA: 3.65	<b>June 2017</b> <i>Expected</i>
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### **Smithsville High School**

Student government Varsity soccer National Honor Society	High School Diploma	GPA: 3.75	<b>June 2013</b>
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*This is a sample resume that 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.*

# Post-Baccalaureate Professional Licensure Program Application

## Personal Information:

Name: \_\_\_\_\_ V#: \_\_\_\_\_

                    First                                    MI                                    Last  
E-mail Address: \_\_\_\_\_@wou.edu Phone #: \_\_\_\_\_

Local Address: \_\_\_\_\_  
                                    Street Name                                    City                                    State                                    Zip Code

Do you have a high school diploma or a GED? High School Diploma: \_\_\_\_\_ GED: \_\_\_\_\_

Do you have a Bachelor's degree? Yes: \_\_\_ No: \_\_\_ Do you have a Master's Degree? Yes: \_\_\_ No: \_\_\_

Overall GPA: \_\_\_\_\_ ED courses GPA: \_\_\_\_\_ Content GPA is: \_\_\_\_\_ (E/M, M/H, & PETE only)

## Preparation Level (Please check only one):

- Early Childhood/Elementary (age 3-8<sup>th</sup> grade)
- Elementary/Middle (3<sup>rd</sup>-9<sup>th</sup> grade) - Focus Area: \_\_\_\_\_
- Middle/High (5<sup>th</sup>-12<sup>th</sup> grade) - Concentration Area: \_\_\_\_\_
- K-12 Physical Education

**Licensure Exam Scores:** Please list your exam scores below (in addition to attaching a paper copy of your exam results)

Civil Rights Exam \_\_\_\_\_

Subtest 1 Exam \_\_\_\_\_

Subtest 2 Exam \_\_\_\_\_

Content Area Exam \_\_\_\_\_

*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 ED office 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:

White \_\_\_ American Indian/Alaskan Native \_\_\_ Hispanic \_\_\_ African American \_\_\_ Asian American \_\_\_ Undeclared \_\_\_

# Post-Baccalaureate Course Program Planning Sheet

Student Name: \_\_\_\_\_

V#: \_\_\_\_\_

E-mail: \_\_\_\_\_@wou.edu

Phone #: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

E-mail: \_\_\_\_\_@wou.edu

Phone #: \_\_\_\_\_

**Please list the courses you need to complete your academic program and degree – this includes all ED courses, including ESOL courses, along with any remaining pre-requisites.**

This worksheet includes the current term, the term before you enter the Professional Licensure Program, and all three terms in the Professional Licensure Program.

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

		<b>Term 1 of PLP</b>	<b>Term 2 of PLP</b>	<b>Term 3 of PLP</b>
<b>Term:</b> Summer <b>Year:</b> 2016	<b>Term:</b> Fall <b>Year:</b> 2016	<b>Term:</b> Winter <b>Year:</b> 2017	<b>Term:</b> Spring <b>Year:</b> 2017	<b>Term:</b> Fall <b>Year:</b> 2017

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

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature (Zig Derochowski or Marie LeJeune)

\_\_\_\_\_  
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.

<b>Character Questions:</b>	<b>Answer:</b>
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?	<b>Yes or No</b>
Have you ever left educational or school-related employment when you had reason to believe an investigation for misconduct was underway or imminent?	<b>Yes or No</b>
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?	<b>Yes or No</b>
Have you ever been placed on leave by your employer for any alleged misconduct?	<b>Yes or No</b>
Have you ever had any adverse action taken on a professional certificate, license or charter school registration?	<b>Yes or No</b>
Have you ever been placed on probationary status for alleged misconduct while holding a professional license, certificate, registration, or credential?	<b>Yes or No</b>
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?	<b>Yes or No</b>
Have you ever surrendered a professional license of any kind before its expiration?	<b>Yes or No</b>
Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?	<b>Yes or No</b>
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?	<b>Yes or No</b>
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.	<b>Yes or No</b>
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?	<b>Yes or No</b>

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 Teacher Education 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 <b>N/A</b>	Does not Meet Standard <b>DNM</b>	Developing Proficiency Toward Standard <b>DP</b>	Proficient Relative to Standards <b>PR</b>	Exceeds Standard <b>E</b>
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.

<b>Standard 1 – Learner Development</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 2 – Learning Differences</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 3 – Learning Environments</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 4 – Content Knowledge</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 5 – Application of Content</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 6 – Assessment</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 7 – Planning for Instruction</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 8 – Instructional Strategies</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 9 – Professional Learning and Ethical Practices</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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:					
<b>Standard 10 – Leadership and Collaboration</b>	<b>N/A</b>	<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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

## (Second 30-Hour Experience)

### INSTRUCTIONS TO STUDENT:

Give this to your supervisor at the beginning of (or before) your second 30-hour experience, 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 valuable experience working with youth 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 experience. During this time, the student's role is to observe and assist you. Would you be willing to write a letter using the following format, and give it to the student in a sealed envelope on the last day of their 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

# Professional Licensure Program Confidential Faculty Evaluation Form (Post-Baccalaureate)

*This section is to be filled out by the Applicant:*

Applicant Name: \_\_\_\_\_ V#: \_\_\_\_\_

Faculty Name: \_\_\_\_\_ University: \_\_\_\_\_

Course taken from faculty member: \_\_\_\_\_ Term/Year taken: \_\_\_\_\_ Grade earned: \_\_\_\_\_

*This section is to be filled out by the Evaluator:*

Date of Evaluation: \_\_\_\_\_

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

Considering ALL factors, I recommend that:

- That the candidate be admitted to the Professional Licensure Program
- The candidate's admission be given additional review, as I have reservations about recommending them
- The candidate's admission be denied

Comments: (encouraged)

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please complete this form and mail or deliver it in a sealed envelope marked as "Confidential" to Beth Jones in the College of Education, 345 N. Monmouth Ave, Monmouth, OR 97361. You may also Fax it to her at Fax #: 503-838-8228 – if you have any questions can e-mail Beth at [jonesb@wou.edu](mailto:jonesb@wou.edu).*

# Professional Licensure Program Confidential Faculty Evaluation Form (Post-Baccalaureate)

*This section is to be filled out by the Applicant:*

Applicant Name: \_\_\_\_\_ V#: \_\_\_\_\_

Faculty Name: \_\_\_\_\_ University: \_\_\_\_\_

Course taken from faculty member: \_\_\_\_\_ Term/Year taken: \_\_\_\_\_ Grade earned: \_\_\_\_\_

*This section is to be filled out by the Evaluator:*

Date of Evaluation: \_\_\_\_\_

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

Considering ALL factors, I recommend that:

- That the candidate be admitted to the Professional Licensure Program
- The candidate's admission be given additional review, as I have reservations about recommending them
- The candidate's admission be denied

Comments: (encouraged)

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please complete this form and mail or deliver it in a sealed envelope marked as "Confidential" to Beth Jones in the College of Education, 345 N. Monmouth Ave, Monmouth, OR 97361. You may also Fax it to her at Fax #: 503-838-8228 – if you have any questions can e-mail Beth at [jonesb@wou.edu](mailto:jonesb@wou.edu).*

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*This section is to be filled out by the Applicant:*

Applicant Name: \_\_\_\_\_ V#: \_\_\_\_\_

Faculty Name: \_\_\_\_\_ University: \_\_\_\_\_

Course taken from faculty member: \_\_\_\_\_ Term/Year taken: \_\_\_\_\_ Grade earned: \_\_\_\_\_

*This section is to be filled out by the Evaluator:*

Date of Evaluation: \_\_\_\_\_

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

Considering ALL factors, I recommend that:

- That the candidate be admitted to the Professional Licensure Program
- The candidate's admission be given additional review, as I have reservations about recommending them
- The candidate's admission be denied

Comments: (encouraged)

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please complete this form and mail or deliver it in a sealed envelope marked as "Confidential" to Beth Jones in the College of Education, 345 N. Monmouth Ave, Monmouth, OR 97361. You may also Fax it to her at Fax #: 503-838-8228 – if you have any questions can e-mail Beth at [jonesb@wou.edu](mailto:jonesb@wou.edu).*