



Western Oregon UNIVERSITY

College of Education

Division of Education & Leadership

MAT Application Guide

Winter Term – January 2021

Online/Hybrid Program Application Deadline: October 15, 2020

Interviews: TBA Orientation: TBA

Summer Term - June 2021

Campus-Based Program Application Deadline: February 15, 2021

Interviews: TBA Orientation: TBA

Fall Term – September 2021

Online/Hybrid Program Application Deadline: May 1, 2021

Interviews: TBA Orientation: TBA

Phone/Zoom interview times are available if you live more than 1 hour from WOU. Interviews will take approximately 15 minutes. Please let us know when we email to schedule your interview, once your admissions packet is complete and under review.

If you have questions regarding the MAT application, please contact:

Olivia Flores - 503-838-8675 - floreso@wou.edu or

Dr. Melanie Landon-Hays - 503-838-9223 -

haysm@wou.edu Website: www.wou.edu/mat

If you submit your application past the application deadline, there is a possibility of being waitlisted for a spot in the desired cohort, if an opening comes available. Please let us know.

Welcome...

Congratulations on taking the first step in what will be a wonderful new educational experience! Western Oregon University and the College of Education welcome you to apply for the Master of Arts in Teaching (MAT) program.

Our MAT program is a 56 credit program and is available in two different formats. We have an on-campus program that takes 4 quarters to complete and two different online/hybrid programs that take either 6 quarters or 7 quarters to complete. Our fall start online/hybrid program takes 7 quarters and our winter start online/hybrid takes 6 quarters to complete. Both the fall start and winter start online/hybrid programs graduate at the same time. Teacher Candidates who choose the on-campus program spend the morning hours in public schools student teaching and then come to campus 2 – 3 days per week in the afternoons and evenings for classes. Online coursework, combined with monthly on-campus Saturday classes, offers a flexible and rich learning environment for the online teacher candidates.

University courses are closely linked to classroom experience so Teacher Candidates can explore teaching practices against rich theoretical frameworks of the courses being taught. New cohorts begin Fall Term (online/hybrid), Winter Term (online/hybrid), and Summer Term (campus based) with Teacher Candidates working together as a cohort to complete courses. Teaching proficiencies that define what teachers should know and be able to do upon completion of the program are threaded through each course. MAT proficiencies are met through the courses in the MAT curriculum and field experiences because the goal of our program is to give each Teacher Candidate an opportunity to obtain a deep understanding of the complexities of teaching and learning.

This MAT program:

- ☛ Consists of 56 credits
- ☛ Meets TSPC requirements for Initial Teaching Licensure (our program only licenses content in Middle School and High School)
- ☛ Can be completed either on campus (4 quarters), OR online/hybrid (6 or 7 quarters).

Specialty endorsements of ESOL and BIL/ESOL are available as an added 18 credit program.

On behalf of our faculty and staff in the College of Education, we want to make your admissions into Western Oregon University Graduate School and the MAT program as smooth as possible. In this packet you will find information for admittance to WOU and the College of Education, as well as information about the MAT program. Also, included is a checklist for important steps in the application process and degree completion procedures.

"The MAT program was a perfect fit for me, offering a combination of on-campus course work and independent investigation, all in a supportive and engaging environment. I was motivated by the instructors and had the freedom to complete assignments within the demands of my very busy schedule, finishing the program while working in schools full time. I would highly recommend the program to anyone who is driven, self-motivated and ready for a very rewarding challenge."

Andrew McFarlane, 2005 MAT Graduate



Teacher Candidates in the MAT program may earn up to two endorsements in the middle school and/or high school content areas. Each endorsement area requires the passing of the NES content area exam; successful completion of a practicum; and the fulfillment of content pedagogy courses.

For online/hybrid students the fulfillment of the content pedagogy courses can be very difficult to complete for the second endorsement as all pedagogy courses are taught at the same time during the scheduled Saturday classes. This means that Teacher Candidates would have to come to campus during the week to fulfill their second endorsement area pedagogy coursework. This does not apply for those earning an ESOL or ESOL/Bilingual Endorsement.

For the State of Oregon, the measurement of sufficient knowledge in the subject area is passing the NES subject area test. Teachers Standards and Practices Commission (TSPC) is the governing licensing office for the State of Oregon. All requirements for licensure are listed on the TSPC webpage found at:

www.tspc.state.or.us

Endorsement Areas:

The list below indicates endorsement areas you can earn through the initial license MAT program

at WOU: Art	Language Arts
Biology	Mathematics - Advanced
Business Education	**Mathematics – Basic
Chemistry	Music
*Drama	Physical
**English for Speakers of	Physics
Education Other Languages (ESOL)	Social Studies
Health Education	World Languages (German, Spanish)
Integrated Science	

*The Drama endorsement currently has no examination assigned and requires a transcript evaluation in order to qualify for the endorsement.

**ESOL and Basic Math endorsements serve as secondary endorsements that can only be added to a student's primary focus area.

College of Education
Division of Education & Leadership
MAT Application Guide/Requirements

There are two applications that need to be filled out by all applicants. One application is for admission into the WOU Graduate School and the other application is for admission into the MAT program. You will find a checklist for each application below.

1. Apply to WOU Graduate School

- _____ **Complete the WOU Graduate Programs Application***. Students must be admitted to the WOU Graduate School before being considered for admission to the MAT program. Submit all WOU Graduate School application materials to the Graduate Programs Office.

- _____ **Send \$60, non-refundable application fee**. Fee should be made payable to Western Oregon University (if you have previously been admitted to WOU as a graduate student, submit an Application for Re-Enrollment from and pay a \$15 fee) and should be submitted with your Graduate Programs Application.

- _____ **Send official sealed transcripts**. Official transcripts from all previously attended colleges and universities must be mailed to the Graduate Studies Coordinator.

- _____ **Meet GPA requirement**. A GPA of 3.0 of undergraduate or graduate coursework is required. Students who have already obtained a Master's degree from an accredited institution will have the GPA requirement waived. Those with less than a 3.0 GPA can be admitted with passing MAT or GRE scores.
 - Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score. Minimum required score for the (a) MAT: 395 or higher; (b) GRE: minimum quantitative score: 147; minimum verbal score: 148; **and** a 3.5 or higher on Analytical Writing.

- _____ **Submit the Graduate Programs Application**. You have two ways to apply to the Graduate Programs. You can apply online or fill out a hard copy. If you choose to fill out the hard copy send your completed application, fee, and transcripts to:

Graduate Studies
Coordinator
Administration
Building, Rm 107 345
Monmouth Ave. N
Monmouth, OR 97361

The Graduate Programs Office will notify you of your status of admission and whether you need to supply them with any other documentation.

* INTERNATIONAL Students will work directly with the International Students Office to complete admission requirements for Western Oregon University. Phone: 503-838-8425 or email: global@wou.edu

* TOEFL scores of 550 (paper) or 213 (computer) or 79 (internet) are required for international students. International students should carefully review International Admissions requirements listed on website: <http://www.wou.edu/provost/international/admissions.php>

2. Apply to College of Education Master of Arts in Teaching Program

The MAT application materials should be submitted in a complete packet, paper clipped, and in the following order (all application materials are available online from the website:

www.wou.edu/mat)

_____ **Transcript Review.** Before applying you will need to have your transcripts reviewed to determine if you have met the necessary course work requirements for licensing in the content area(s) you are wanting to teach. To have your transcripts reviewed email copies of all your transcripts (unofficial copies are fine) to Olivia Flores at floreso@mail.wou.edu

_____ **MAT Application**

_____ **Resume**

_____ **MAT essays.** One page double-spaced for each of the 4 questions, found in application.

_____ **30 hours of Observation/Volunteer time.** This should be in a classroom where your content area is being taught, however, other classroom experience will be accepted – substituting, assistant, etc. Provide a brief letter from the teacher(s) or administrator you completed this time with. Letter should be on school letterhead. Virtual Hours are considered during remote learning.

_____ **Two letters of recommendation and completed EDA form (found in application) verifying success working with youth.** We prefer at least one letter to be from a school. The other letter could be from someone that has witnessed your success with youth from an activity that you work with such as coaching, clubs, or other youth activities. The same individuals completed your letter of recommendations must completed the EDA form in the application.

_____ **Academic Program Recommendation.** This form is found in the Application Guide. If you have been out of school for some time you can substitute another letter of recommendation in place of the Academic Program Recommendation.

_____ **Character Questionnaire.** Fill out accurately and completely.

_____ **Read and sign the Professional Characteristics Demonstrated by a Master of Arts in Teaching Candidate form.**

_____ **Photocopy of Content Area passing score(s).**

_____ **School Placement Questionnaire.** List schools and/or districts of preference as well as grade level and possible mentoring teacher if you have one in mind.

Submit application to:

Email completed application to
floreso@wou.edu
-OR- Mail to:
MAT Program – College of Education
Attn: Olivia Flores
Western Oregon University 345 N.
Monmouth Ave. Monmouth, Oregon
97361

*Within two weeks after the application deadline applicants should hear from the College of Education as to whether they have been selected for an interview or not. **All candidates are expected to attend an interview if selected.** Admission letters will be sent out approximately three weeks after interviews have concluded.*



Master of Arts in Teaching Application

Name: _____ Content Area: _____
Date of Birth: _____ E-mail address: _____
Home Phone: _____ Cell Phone: _____
Address: _____ City: _____ ST: _____ Zip: _____
Bachelor Degree: _____ College/University: _____ Date Issued: _____
Current Teaching License Held (if applicable) _____

Desired Start Date: ☐ Fall Term (online/hybrid, 7 quarters) ☐ Winter Term (online/hybrid, 6 quarters)
☐ Summer Term (campus based, 4 quarters)

Please write the endorsement(s) you plan to complete:

- | | | |
|---|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> German | <input type="checkbox"/> Music |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Health Education | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Business Education | <input type="checkbox"/> Integrated Science | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Language Arts | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Mathematics - Advanced | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> ESOL | <input type="checkbox"/> Mathematics - Basic | <input type="checkbox"/> Technology |
| | <input type="checkbox"/> Music | |

TESTING: Candidates must have passed the appropriate NES and/or ORELA test before the application deadline.

NES Content Test(s).

Test #/Name _____ Score: _____ ☐ Pass or ☐ Fail

Test #/Name _____ Score: _____ ☐ Pass or ☐ Fail

MAT Essay Questions: *Essay responses should be typed, in 12 point font, either Arial or Times New Roman font. For ease in reading, responses should be double-spaced. Completed responses for each question should be no longer than 1 full page. Please be sure that your final submission shows the questions answered in order, and that they are clearly labeled by number.*

1. Describe your working experience with youth. Include a description of the setting or classroom, your level of responsibility within the setting, and the length of time you spent in each experience.
2. Discuss your future goals in education and how you intend to become involved with the school community, both in and out of the classroom. (*InTASC 9-Professional Learning & Ethical Practice*)
3. Today's classrooms are comprised of students from diverse backgrounds; for example, cultural and linguistic differences, special physical and emotional needs, differences in socioeconomic levels, and life experience, as well as differences in ability. Share your understanding of diversity and how your prior experiences have prepared you to work effectively with diverse learners. (*InTASC 2-Learner Differences*)
4. The MAT is a licensing degree and graduate professional program. Using the Professional Characteristics Demonstrated by the Candidate form (pgs. 10 & 11) found in the Application Guide, describe the qualities that make you a good match for this type of program and your plan for being successful within the program. (DEL Character Dispositions: 4, 5, & 6; and GLO: W and IA)

Student Signature: _____ Date: _____

By typing your name above, you agree that this is valid as your signature: ☐



Academic Program Recommendation

Student Name

Date

Subject Area Major/ Content Area Specialty

GPA

STUDENT: Please have a professor in your major field of study complete this form. If you have been out of college for more than four years, you may substitute a letter of recommendation from a current employer in lieu of this form. Have your letter writer address the qualities referenced on this form, as well as any others you see as relevant. Have your professor or employer return the form or letter to you in a sealed envelope so you can include it with your application materials or emailed directly to Olivia Flores (floreso@wou.edu).

PROFESSOR/ACADEMIC ADVISOR: The following scales are intended to rate the student's ability to perform in a graduate study program. Please assess the students' predicated performance in each category:

NA = not applicable/not enough information to respond; 1= below average; 3 = satisfactory; 5 = very good; 7 = outstanding.

Category

Scale

Comments

(Below Average)

(Outstanding)

Scholarship	NA	1	2	3	4	5	6	7
Academic Promise	NA	1	2	3	4	5	6	7
Reliability	NA	1	2	3	4	5	6	7
Initiative	NA	1	2	3	4	5	6	7
Ability to Apply Knowledge	NA	1	2	3	4	5	6	7
Overall Rating	NA	1	2	3	4	5	6	7

Comments:

Considering all factors, I recommend this applicant:

By typing your name below, you agree that this is valid as your signature: ☐

☐ Highly

☐ With Reservation

☐ Not at All

Professor/Advisor's Signature

Date

Printed Name

Institution

Academic Department



Character Questions

Answer each question with a "YES" or "NO" in the space to the left of the question. Any "YES" answers must be fully explained on a separate sheet of paper. The explanation must be signed and dated by you. Western Oregon University will utilize information listed as a part of the documentation in considering an applicant for admission to a program. 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.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 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 or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent? |
| <input type="checkbox"/> | 2. Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct? |
| <input type="checkbox"/> | 3. Have you ever failed to complete a contract for educational services in any educational or school-related position, or for any alleged misconduct or alleged violation of professional standards of conduct been placed on leave by your employer or left such employment prior to the end of the contract term? |
| <input type="checkbox"/> | 4. Have you ever had a professional certificate, credential, or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct? |
| <input type="checkbox"/> | 5. Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct? |
| <input type="checkbox"/> | 6. Have you ever surrendered a professional license of any kind before its expiration? |
| <input type="checkbox"/> | 7. Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure? |
| <input type="checkbox"/> | 8. Have you ever been convicted or been granted conditional discharge by any court for: (a) any felony; (b) misdemeanor; or (c) any major traffic violation, such as: driving under the influence of intoxicants or drugs; reckless driving; fleeing from 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? |
| <input type="checkbox"/> | 9. Have you ever been arrested or cited for any offense listed in question (8) above which is still pending in court? |
| <input type="checkbox"/> | 10. Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in question 8? |
| <input type="checkbox"/> | 11. Have you ever had any civil judgment or other court order entered against you resulting from 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 a program or revoke permission for student teaching or practica upon evidence that I knowingly made false statement on this form. Any change in the information indicated above must be reported and will be subject to review.

Signature of Student Teacher

Applicant V# (if you have one)

Date

By typing your name above, you agree that this is valid as your signature: ☐



**PROFESSIONAL CHARACTERISTICS DEMONSTRATED
BY A MASTER OF ARTS IN TEACHING CANDIDATE**

Dispositions

The teaching profession has historically valued and upheld high professional and ethical standards for teachers. The College of Education is committed to high levels of professionalism for all Master of Science in Education candidates. The Division of Education & Leadership believes it is important for you to be aware of and understand the characteristics of professionalism prior to program admission.

The graduate faculty at WOU will use this form to assess your professionalism at the following points; admissions, application for candidacy, during your final evaluation and as warranted. The College reserves the right to advise your continuation or termination in the Master of Arts in Education program based on assessment of your professionalism.

Please carefully review the attached list of **PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE**. KEEP PAGES 2 AND 3 FOR YOUR PERSONAL RECORDS. This page will be signed and submitted with your application materials, as your verification of receiving, reading, understanding and retaining this list of expectations.

Should you have any questions regarding the form or the process, please contact Dr. Melanie Landon- Hays, MAT Coordinator at 503-838-9223.

PRINTED NAME / Signature Date:

By typing your name above, you agree that this is valid as your signature: ☐

**Your signature acknowledges that you have read and are retaining the
attached PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE
CANDIDATE FORM**

PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE

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

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

Signature of the Student Who Has Read This Form: _____

By typing your name above, you agree that this is valid as your signature: ☐

*Your signature on the **Dispositions Form** acknowledges only that the student has had an opportunity to read this report; it does not imply concurrence with the information reported.*



Education or Disposition Assessment

At your first orientation to the program, you will be introduced to the Educator Dispositions Assessment (EDA). Developed by the Educational Dispositional Assessment Consultants, LLC, the EDA is a valid and reliable measure of teacher candidate dispositions used to track and monitor candidate dispositional behaviors as they progress through teacher preparation programs. The EDA consists of dispositions and related indicators identified through research and explicitly aligned with CAEP Standards, InTASC Standards, and professional dispositional elements found in prominent teacher evaluation instruments.

The EDA was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher's disposition are more likely to be true. The intent of the EDA construction was to extend typical psychometric expectations associated with informal assessments. The effort was grounded in an attempt to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience. Construct validity was measured through a series of steps aimed at procuring a collective understanding of dispositional meaning, while inter-rater reliability was estimated with the calculation of generally high Pearson Product Moment correlational coefficients.

The EDA, LLC structured the assessment across a 0 to 2 Likert scale, to meet and exceed the CAEP Evaluation Framework expectations. Standards addressed by the EDA include:

- **Standard 1:** Content and Pedagogical Knowledge
- **Standard 2:** Clinical Partnerships and Practice
- **Standard 3:** Candidate Quality, Recruitment, and Selectivity
- **Standard 5:** Provider Quality Assurance and Continuous Improvement

Faculty, supervisors, and mentor teachers will be completing this educational disposition assessment for you throughout the program. We take seriously our responsibility to recommend prepared professionals to classrooms and this assessment will help us to be sure you are leaving with high quality professional dispositions.



College of Education
Master of Arts in Teaching

School Placement Information

Name: _____ WOU V# (if known): _____
First Middle Last

Address: _____
Street City State Zip

Phone: (home) _____ (cell) _____

Email: _____ DOB _____

Program applied for: ☐ Campus Based ☐ Online/Hybrid Beginning Term: _____

Endorsement(s) you plan to earn: _____

If Music is your endorsement, what area do you prefer band/orchestra or choir? _____

SCHOOL PLACEMENT:

1. Do you currently work/volunteer at a school? If yes, in what school and in what capacity?

2. If you hold any type of teaching license what kind is it? _____

3. Do you have a specific school or school district you would like to complete your student teaching in?

Name of School(s) preferred: _____

4. If you do have a specific school in which you would like to do your student teaching do you have a teacher in mind that's in your content area that might be willing to mentor you?

Mentoring Teacher Name: _____

5. If you don't have a specific school in mind please indicate an area of preference with a 1, 2 or 3 with (1) most preferred – (3) least preferred.

1st Choice: _____ 2nd Choice: _____ 3rd Choice: _____

Examples of Districts we've placed students:

Albany, Amity, Canby, Cascade, Central, Corvallis, Dallas, Dayton, Eugene, Falls City, Gervais, Harrisburg, Jefferson, Lebanon, McMinnville, Newberg, North Marion, Perrydale, Philomath, Salem-Keizer, Scio, Sheridan, Silverton, Springfield, St. Paul, Stayton, Sweet Home, Tigard-Tualatin, Willamina, Woodburn

6. At what level to you picture yourself teaching? ☐ MS ☐ HS ☐ I would like either

7. Please check all levels in which you would like to do your student teaching. ☐ MS ☐ HS

8. Is there anything you would like us to consider as we seek a placement for you?

Master of Arts in Teaching: Educator Disposition Form

(Completed by persons writing letters of support for applicant)

Applicant Name: _____

Thank you for your willingness to complete the Educator Disposition Form (EDA). After completing the EDA please return the EDA to the applicant listed above in a sealed envelope with your signature across the seal or feel free to mail to:

Darla Campbell, RWECE 215
Western Oregon University
345 Monmouth Ave. N.
Monmouth, Oregon 97361

You may also scan and email a completed copy of the EDA by emailing it to Darla Campbell at:

licensure@mail.wou.edu.

Directions: Please rate the applicant on each disposition shown below. A few examples of how the disposition would look in the teaching profession are provided for each area listed. While you may not be able to fully translate the listed disposition into your current context of work/relationship with the applicant we ask that you do your best in determining the score for how you think the applicant would perform in the disposition.

As you look over the examples of each disposition please list the score that would best describe the applicant's disposition. Your score should be a "0", "1", or "2" and recorded on the line under the description of each disposition. When you are done, please add up the scores you gave for all 9 dispositions and list the overall composite score on the last page. Lastly, if needed, please feel free to comment to support any ratings as needed.

Scoring breakdown:

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Evaluator, rate the candidate 0-2 on each disposition below.

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate youth as evidenced by monotone voice with visible lack of youth participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some youth demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with youth as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching & learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe environment</i> as evidenced by ignoring <i>negative</i> behaviors	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe environment</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe environment</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

TOTAL COMPOSITE SCORE ACROSS NINE DISPOSITIONS: _____/18

Considering ALL factors, I recommend that the applicant: *(choose one)*

_____ be admitted to the teaching licensure program

_____ be given additional review as I have reservations about recommending them for a teacher licensing program

_____ be denied entry in a teacher licensing program

Comments (encouraged): please feel free to attach additional comments on a separate page

Signature of person completing this form: _____ **Date:** _____

Please return this form to the applicant in a sealed envelope with signature across the seal or email it directly to the email address on the first page.

Division of Teacher Education MAT Course descriptions

University courses are closely linked to classroom experience so teacher candidates can explore theories and practices learned in their studies. Teaching proficiencies that define what teachers should know and be able to do upon completion of the program are threaded through each course. Assessment of the proficiencies occurs through classroom activities, course assignments, teaching evaluations, and production of two work samples. Teacher Candidates admitted into an MAT Cohort will enroll as a group into specific classes each term and continue through the program as a cohort.

ED 534: Content Pedagogy I (3 credits) This course is designed to introduce experimentation with teaching strategies within specific academic disciplines and to promote interaction among students, discussions regarding methodology, professionalism and research in their academic disciplines. Throughout the course there will be an attempt to keep instructor's formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught as well as reflection on research in the field.

ED 536: Content Pedagogy II (3 credits) Course focuses on continued application and practice of teaching strategies within academic disciplines with an increasing emphasis on integration across content areas. Throughout the course there will be an attempt to keep teacher's formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught as well as reflection on research in the field.

ED 581: Introduction to ESOL and Bilingual Education (3 credits) Introduction to the field of ESOL and bilingual education. Provides an overview of the principles of second language acquisition, and explores classroom practices that allow English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.

ED 609: MAT Practicum (3 credits) A practicum experience in a Pk-12 school. Prerequisite: Admission to MAT Initial Licensure Program.

ED 615: Social Foundations of Education (3 credits) A study of the historical, philosophical, and social foundations of American public education. Current legal, fiscal, and professional contexts will also be examined from both functionalist and conflict theorist perspective with a particular emphasis on models for reforming education including NCLB and the effect on Oregon schools.

ED 616: Half-Time Student Teaching (3 credits) Students will continue their fieldwork from the previous term. During this extended student teaching practicum, a work sample will be produced. The work sample will be comprised of, but not limited to, 15 hours of teaching. Prerequisite: admission to M.A.T.: Initial Licensure Program.

ED 618: Multicultural Education (3 credits) Students will study the impact of changing demographics and how that impacts curriculum and the classroom. Major topics include: understanding one's cultural patterns and the needs of culturally diverse students, equity pedagogy, content integration with culturally appropriate materials, prejudice reduction, and social reconstructionist theory.

ED 622: Curriculum, Assessment, and Management I (3 credits) This course will help students to develop assessment, instructional, and management strategies in the planning, implementation, and evaluation of instruction in various classroom settings using the framework of teacher work sampling. The basics of lesson planning, instructional methods, assessment planning, differentiation, and classroom management will be covered.

ED 623: Curriculum, Assessment, and Management II (3 credits) This course will promote students' continued development of assessment, instructional, and management strategies in the planning, implementation, and evaluation of instruction in various classroom settings using the framework of teacher work sampling. Students will be introduced to intermediate and advanced skills and understandings around lesson planning, instructional methods, assessment planning, differentiation, and classroom management.

ED 624: Special Populations Seminar (3 credits) This course will provide an in-depth study of the diverse student body in today's secondary classrooms including students identified as Talented and Gifted (TAG), students who are yet learning English (ELL), and students who have identified disabilities. Application of universal design, differentiation, and systematic interventions will be addressed to meet the needs of these students in the 21st Century classroom. In addition, this course will present students with disabilities as a part of the diversity that makes our schools vibrant, and will prepare every teacher to

participate in IEP meetings and related meetings for students with disabilities.

ED 643: Secondary Learning and Development (3 credits) Graduate course in educational psychology that focuses on learning. The various attributes of society, the classroom and the child that influence the child’s learning will be examined. The intent is to use general theories of learning to describe the full range of exceptionality in children.

ED 651: Content Area Literacy (3 credits) This course will focus on content area literacy, with special emphasis on adolescent literacy at the secondary level. ED 651 is a research-based course on the use of language for thinking, problem solving and communicating across subject areas. This course includes best-practice teaching strategies that will enable all students to become independent thinkers. Refinement of specific reading, writing, listening, and speaking strategies will be applied to lesson planning and implementation in field experience teaching. The utilization of quality literature for young adults will be included.

ED 657: Professional Seminar I (3 credits) Students will work within the learning community or their MAT cohort, engaging at an emerging level in the Action Research process that will lead eventually to a professional project and capstone experience. Course includes examination and discussion of general and special topics encountered in and related to the teaching environment. Students will complete the Mock edTPA.

ED 658: Professional Seminar II (3 credits) Students will design and carry out an Action Research project that will culminate in a professional project and capstone experience. Emphasis will be on the development of a holistic model of reflective practice that includes action and observation in field experiences, analysis and discussion of field experiences, engagement in ongoing planning and reflection around professional development, and focused classroom research activities. Students will complete the edTPA.

ED 659: Professional Seminar III (3 credits) Students will design and present the action research project from Term III, this presentation making up the capstone experience. Students will prepare to enter the teaching profession by interacting with professionals already in the educational field and by studying special topics such as TSPC requirements, interviewing, legal issues, and job market features. Students will continue to work in a holistic model of reflective practice, which includes analysis, and discussion of field experiences and engagement in ongoing planning and reflection around professional development.

ED 697: Full-Time Student Teaching (9 credits) An extended preservice teaching experience within a public school setting in the student's primary level of authorization. A second work sample will be completed as well as the final requirements for licensure.

Computer Science Education Courses (MAT students must complete 2-3 CSE credits

3-credit content area options CSE 616 Designing and Teaching Online Courses CSE 624 Internet for Educators CSE 625 Creating an Internet Website CSE 626 Advanced Website Design CSE 627 Web 2.0 Tools for Teaching & Learning CSE 628 Geospatial Tech for Teaching and Learning CSE 650 Electronic Portfolios CSE 660 Interactive Video	1-credit skills course options CSE 670 Teaching Content with Technology: Secondary CSE 681 Writing Grants for technology CSE 684 Creating Web-Based Tutorials CSE 685 Assessment Tools CSE 687 Mobile Technologies in Education CSE 689 Electronic Portfolios CSE 690 Digital Photography/Photo Editing CSE 691 Digital Storytelling CSE 693 Making Music with Digital Tools CSE 694 Blogs in Education
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