

## 2015-16 Teacher Pathways Program Application for

[Please Print Name]	

The Lane County Teacher Pathways program is intended to support individuals who:

- ✓ Currently possess a bachelor's degree and are interested in pursuing a Master of Arts in Teaching, or
- ✓ Are currently enrolled in the Springfield Aspiring Teachers Program

Deadline: March 13, 2015

Application for acceptance is a two-part process. Upon acceptance to the Teacher Pathways Program, applicants will then need to complete the selected university requirements.

Please select the institution in which you're interested in attending and submit those items listed.

Pacific	University	University	of (	Oregon
	-			_

#### Teacher Pathways Program will consider your application once the following items have been received:

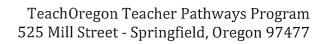
- 1. Completed Teacher Pathways Program Application
- 2. Current Resume; Include a 1-2 page resume that includes education, work experience, special interests, activities, awards, etc.
- 3. Three Recommendations/Evaluations (using the selected institution's forms):
  - a. If you are an instructional/educational assistant: One from your principal <u>and</u> one from a teacher at your school site, and one from another person who can speak to your abilities.
  - b. If you are in another position, you may use recommendations from three people familiar with your work with children and your qualifications to become a teacher.
- 4. Transcripts (official copies) from <u>all</u> colleges attended (or high school transcripts if you have never attended college).
- 5. The selected institution's Personal Essay

#### Submit all materials to the Teacher Pathways Coordinator:

Springfield Public Schools Teacher Pathways Program Attn: Nicole Reyes 525 Mill Street Springfield, OR 97477

It is your responsibility to ensure that the program receives all the application materials by the due date. If you have questions or need assistance, please contact Nicole Reyes, nicole.reyes@springfield.k12.or.us, (541) 726-3207

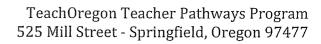
Note: The Teacher Pathways Program is a coordinated response to the 1991 Minority Teacher Act (ORS 342.433). All are encouraged to apply, but the primary intent of this program is to recruit, support, and train underrepresented minorities as defined by the 1991 Minority Teacher Act.





## 1. PARTICIPANT INFORMATION (Please print clearly)

NAME				SS#		
NAME	First	Last	Middle Initial			
ADDRESS _						
EMAIL				PHON	Œ	
DATE OF BI	RTH		***************************************	GENDER	Male	Female
ARE YOU A	FIRST GE	NERATION CO	OLLEGE STUDENT?	YES		_NO
Asian Hispan Because Teac you have lega copy of their  1. Are you	(non-Hispar or African A nic/Latino her Pathway I permission visa card wi ou a (check o	onic)  Interican  It is size training te in to work and so the application of the apply in the apply is all that apply in the application in the ap	Native Have Multiracial Other  achers to work in Lane tudy here. Students hole	County's school olding an immigrant	lander listricts, we t/resident v Oreg	isa should include a son Resident:
2. FINANCIA	AL AID INF	ORMATION				
Have you con	npleted a FA	AFSA (Free Ap	plication for Federal S	tudent Aid) for sch	olarships,	grants or other aid?
Yes	No	****	If yes, when? Mor	nth	Y	ear
Are you curre	ntly a recipi	ent of a studen	t loan?			
Yes	No	If yes	, are your loans curren	tly in good standin	g or defaul	t?
student's educ	Pathways Pr	ogram covers t ou willing <i>and</i>	he cost of credit tuition able to pay for collegues acational items as need	e application fees,	_	•
Ves	No.					





### 4. LANGUAGE BACKGROUND

Signature

What is your native language?
How fluent are you in Spanish? Not at all Beginning Intermediate Advanced
How well do you read and write in Spanish? Not at all Beginning Intermediate Advanced
How fluent are you in English? Not at all Beginning Intermediate Advanced
How well do you read and write in English? Not at all Beginning Intermediate Advanced
What other language do you speak?
How fluent are you in this language? Not at all Beginning Intermediate Advanced
How well do you read and write in this language? Not at all Beginning Intermediate Advan
5. SUPPLEMENTAL ESSAY QUESTIONS
Please answer the following essay questions typed on separate sheets of paper. Do not exceed one page, double-spaced, per question.
<ol> <li>Why do you want to be part of Teacher Pathways? What strengths and contributions will you bring to the program? Please explain.</li> <li>What attributes do you possess that will enable you to be an effective classroom teacher? Please explain.</li> <li>Please describe your experiences working with diverse (bilingual and/or bicultural) families.</li> </ol>
6. PERSONAL ESSAY
Attach a reflective essay (typed, double-spaced) not to exceed 500 words based on your selected institution (upon acceptance, this essay can be used to fulfill the university application requirement).
Pacific University Two page essay on an education topic or issue of your choice
University of Oregon  Describe your vision of the kind of teacher you want to be and how you gained that understanding.  Include significant aspects of your social/educational background, personal qualities, experiences and/or other convictions, particularly as they enhance your potential to work with diverse students.
PLEASE READ AND SIGN  I hereby certify that the facts set forth on this application of employment are true and complete to the best of my
knowledge. I understand that, if employed, false or misleading statements on this application shall be considered sufficient and independent cause for dismissal. I grant the district or its agents permission to check all of my background and civil or criminal records to verify any statement on this application.

Date



TeachOregon Teacher Pathways Program 525 Mill Street - Springfield, Oregon 97477

## Character Questionnaire Teacher Standards and Practices Commission (TSPC)

Admission into a Licensure Program

Applicant Inform	ation		
Name		Date of birth	
LAST,	FIRST	MIDDLE INITIAL	
TSPC Character	_		
You must answer	either "yes" or "n	no" to each of the following questions; any other response will res	ult in you
		uplete. All "yes" answers must be fully explained in writing on a se	
		s must be signed and dated by you. You must also include certified	
copies of all legal	documents, inclu	iding court records (if you answered "yes" to questions 8, 9, or 10	).
QUESTION			YES/NO
1. Have you ever le	eft any educational	or school-related employment, voluntarily or involuntarily, while the	
subject of an inquir	y, review or invest	igation of alleged misconduct? Have you ever left educational or	
school-related emp or imminent?	loyment when you	had reason to believe an investigation for misconduct was underway	
2. Are you current	ly the subject of an	inquiry, review or investigation for alleged misconduct or alleged	
1 -	•	conduct by either an employer or a licensure agency?	
		e by your employer for any alleged misconduct?	
		on taken on a professional certificate, license or charter school	<del></del>
	•	ed on probationary status for alleged misconduct while holding a	
		ration, or credential?	
		ofessional license for which you applied or granted a professional	
		ry basis for any alleged misconduct?	
		ssional license of any kind before its expiration?	
·		any public agency responsible for licensure of any kind, including but	
not limited to educ		, , , , , , , , , , , , , , , , , , , ,	
8. Have you ever b	een convicted or be	een granted a diversion or conditional discharge by any court for any:	
		e) Major traffic violation including but not limited to: driving under the	
influence of intoxic	ants or drugs; reck	cless driving; fleeing from or attempting to elude a police officer;	
		ded, revoked or used in violation of any license restriction; or failure	
		itness at an accident?	
9. Have you ever b	een arrested or cite	ed for any offense listed in section (8) above which is still pending in	
the courts? This inc	ludes any diversion	n, conditional discharge or postponed adjudication that has not been	
dismissed by the co	urts at the time thi	s application is signed.	
10. Have you ever	had any civil judgm	nent or other court order, including but not limited to a restraining	
· ·		om allegations of abuse, assault, battery, harassment, intimidation,	
neglect, stalking, o	r other threatening	behavior toward other persons?	
Your signature as I hereby certify tha		n submitted on or relating to this form is true and correct.	
SIGNATURE		DATE	

# PACIFIC UNIVERSITY SCHOOL OF LEARNING & TEACHING APPLICANT EVALUATION FORM

Name of Applicant		
Last	First	Middle

**To the evaluator:** The person named above is applying to the College of Education at Pacific University and has requested that your evaluation be included as part of the information on which we will base our admission decision. You can assist us in our evaluation of this applicant by responding frankly to the questions on this form. If you do not know the applicant well, return the form to the applicant so that it may be given to another evaluator.

The U.S. Family Educational Rights and Privacy Act of 1974 (FERPA) requires that permanent files be open to successful applicants who then enroll in a college or university. To comply with FERPA and to ensure a candid response from evaluators, the Office of Admission will remove from the applicant's file the completed letters of evaluation of all successful applicants prior to the student entering Pacific University. Thus, your comments will not reach the applicant.

The admission procedure of the College of Education requires the applicant to gather three letters of evaluation (and other documents) and submit a complete set of documents with the application. The advantage of this system is that the applicant knows the application is complete when submitted. Complete this form, place it in the envelope provided by the applicant, seal the envelope, and sign it across the seal. Return it to the applicant, who will forward it, unopened, to the College of Education.

Thank you for your assistance.

1. Mark an "X" under the number that best represents your appraisal of the applicant and comment on these ratings in section 4, "Further Comments and Evaluation."

	Below Poor Average		Average		Good		Truly Outstanding		Unknown		
Michigan	1	2	3	4	5	6	7	8	9	10	0
Academic Ratings						The second				* (B)	
Intellectual ability											
Motivation											
Written Communication											
Oral Communication											
Character Ratings											
Concern for others				A10205551A170VIRIALI-2-2-A700	***************************************						
Emotional stability											
Independence											
Industry											
Initiative											
Interpersonal Skills				•							
Leadership									•••••••••••••••••		
Receptive to Constructive Criticism					·						
Reaction to setbacks											
Reliability											
Self-Confidence											
Self-Discipline											
Warmth of personality											

2. Explanation of any unusual circumstance	25
	ies, special interests, and abilities
4. Comments and recommendations, include	ding specific evaluation of the applicant's suitability for the teaching profession.
5. Applicant's area of greatest strength	
7. Overall estimate of success in a graduate  O Excellent	level teacher education program:
<ul><li>Above Average</li><li>Average</li><li>May encounter some difficution</li><li>Poor</li></ul>	ulty
Signature of Evaluator	Date
Print name/title	
Occupation	·
	E-mail
Relationship to the applicant	How long have you known the applicant?

Forest Grove & Woodburn campuses:

Pacific University
College of Education Admissions
2043 College Way
Forest Grove, Oregon 97116
teach@pacificu.edu
krisha@pacificu.edu

Eugene campus:

Pacific University
College of Education Admissions
40 E. Broadway, Suite 250
Eugene, Oregon 97401
teacheug@pacificu.edu



Letter of Reference for Master's of Education Degree Applicant (Return to applicant or send completed form directly to the address above)

To Be Completed by the Applicant:

Written Communication

Letter of Support for: \_\_\_\_\_

Early Childhood/Elementary		Middle/High Sc	hool		
I understand that this letter is co as granted under the Family Edu				access this lette	r of support
Signature of Applicant (optional)	)			Da	te
To the Evaluator: The perdegree) program at the Universi information upon which we will give a fair evaluation, please ret  1. Please mark an "X" under the Teacher and Graduate Studies.	ity of Oregon and base our admissing the form to the form to the description that	d has requested t sion decision. <i>If</i> he applicant so th	hat your evaluation you do not know to at it may be given to	be included as a he applicant well o another evaluat	part of the enough to or.
· .	Weak	Inconsistent	Above Average	Outstanding	No Basis
Personal Characteristics:	:				
Emotional stability					
Time management					
Ability to learn from mistakes					
Reliability/responsibility					
Leadership Skills:					
Interpersonal skills					
Interest/concern for youth					
Work with youth					
Presentation/teaching skills				7	
Academic Performance:					
Intellectual ability		The state of the s			

2.	Please comment on this individual's potential as a teacher. We are interested especially in your knowledge of the applicant's experience working with youth and interest in education. What is the applicant's area of greatest strength? What concerns, if any, would you have about this person's ability to be an outstanding teacher and/or this person's ability to complete a graduate program? (Please use the space below or feel free to attach your comments on your letterhead).
•	
3.	How long have you known this person? In what capacity?
4.	Overall estimate of success in a graduate level teacher education program:
	( ) Excellent ( ) Above Average ( ) Average ( ) May encounter some difficulty ( ) Poor
5.	Reference Information:
	gnature
	ease print name
	ccupation
	mployer
	ddress
Pł	none E-mail