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# **ADMISSIONS PACKET**

## **Graduate Teacher Education Program Initial Licensure Program Summer 2010**

**Early Childhood, Elementary,  
Middle Level and High School**

**Application Deadline:  
December 1, 2009**

**Department of Curriculum and Instruction  
Graduate School of Education**

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**Note:** Applications that are complete by December 1<sup>st</sup> provide substantial evidence of an applicant's qualifications. If an application is incomplete, include a Plan of Completion that specifies what items are missing and provide information about when the evidence will be submitted. Evidence of all prerequisites and passing test scores must be submitted by June 30, 2010 in order to be eligible to begin the program July 19, 2010.

## Graduate Teacher Education Program Overview and Admissions Information

The Graduate Teacher Education Program (GTEP) is a professional preparation program, which is accredited nationally (National Council for Accreditation of Teacher Education) and in Oregon (Teacher Standards and Practices Commission). GTEP is an initial licensure program designed to prepare teachers who are outstanding academics, effective instructors, reflective practitioners, and influential in schools and communities. GTEP also prepares candidates to teach students of diverse backgrounds and diverse abilities.

### Program Features include

- Cohort model: 30 candidates with faculty leader(s)
- Full-time and part-time options
- 56-61 graduate credits: 35-40 academic credits and 21 field experience credits

#### Application Date

December 1, 2009

#### Program Start Date

July 19, 2010

**Master of Education (M.Ed)** - Following completion of GTEP, candidates may earn an M.Ed.

35-40 credits → GTEP

1-6 credits → Elective (authorization level, endorsement, other)

+ 4 credits → Teacher as Researcher

45 credits

**Authorization Levels** – Oregon issues initial licenses at four developmental levels.

- Early Childhood      Ages 3-Grade 4
- Elementary            Grades 3-8
- Middle Level          Grades 5-9
- High School            Grades 7-12

### GTEP Admissions Criteria

**Prerequisites:** Applicants provide evidence of their subject matter competency with transcripts that show the posting of an undergraduate degree and indicate successful completion of all prerequisite courses.

#### **All applicants need:**

- Bachelor's Degree with a 3.0 GPA
- PSY 311 or equivalent Human Development course

#### **Applicants by authorization levels need:**

Early Childhood and/or Elementary	Middle Level and/or High School
<ul style="list-style-type: none"> <li><input type="checkbox"/> Art 312 Art in the Elementary School</li> <li><input type="checkbox"/> Mus 381 Music Fundamentals</li> <li><input type="checkbox"/> Lib. 428 Children's Literature</li> <li><input type="checkbox"/> Math 211 Foundations of</li> <li><input type="checkbox"/> Math 212 Elementary</li> <li><input type="checkbox"/> Math 213 Mathematics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Secondary Academic Advisor to verify content knowledge preparation</li> <li><input type="checkbox"/> Secure a Department Recommendation Form from the Secondary Academic Advisor (required courses on this form are an applicant's prerequisites)</li> </ul>

*For more information about equivalent courses, please consult the Course Equivalency chart in this admissions packet.*

## GTEP Admissions Criteria (continued)

**Tests:** Applicants also provide evidence of their subject matter competency with passing scores on basic skills and content knowledge tests.

**All applicants need** (choose **one** of the following tests):

- CBEST (California Basic Educational Skills Test) [www.cbest.nesinc.com](http://www.cbest.nesinc.com)
- PPST (Pre-Professional Skills Test) [www.ets.org/praxis](http://www.ets.org/praxis)

**Applicants by authorization levels need:**

<p>Early Childhood, Elementary, and Middle Level applicants need passing scores on a multiple subjects test:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> ORELA Multiple Subjects Examination (subtests I &amp; II) <a href="http://www.orela.nesinc.com">www.orela.nesinc.com</a></li></ul>	<p>Middle Level and High School applicants need passing scores on specialty area test(s):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> For PRAXIS II subject area tests, see testing requirements for State of Oregon at) <a href="http://www.ets.org/praxis">www.ets.org/praxis</a></li></ul>
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**Register online** for the tests **at least eight weeks** before the GTEP application deadline. Additional information (e.g., dates, locations, costs, test-at-a-glance) is available online. When registering for tests, request that (a) electronic score reports be sent to PSU and Oregon's TSPC. **In addition, submit a paper set of score reports** with your GTEP Admissions packet.

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### Application Packets

#### **Packet 1**      PSU Admission

- Graduate School of Education Application for Graduate Admission (available at
- Official Transcripts from every institution attended, one showing posting of bachelor degree (PSU transcripts submitted can be unofficial)
- \$50 non-refundable application fee (check payable to Portland State University)

**Submit** PSU Admissions packet to Portland State University, Office of Admissions, PO Box 751, Portland, OR 97207-0751 or deliver to 105 Neuberger Hall no later than **December 1, 2009**

#### **Packet 2**      GTEP Admission

- GTEP Application
- Official Transcripts from every institution attended, one showing posting of bachelor degree (PSU transcripts submitted can be unofficial)
- Personal Statement (500-word essay that describes professional goals and accomplishment)
- 3 Letters of Reference (At least one letter must address applicant's experience with children [make copies of Letter of Reference Form in this Admissions Packet])
- Paper set of test score reports for all required tests

**Submit** GTEP Admissions packet to Portland State University, Graduate School of Education, GTEP, PO Box 751, Portland, OR 97207-0751 or deliver to ED 602 no later than **December 1, 2009**.



**6. Entrance Examinations**

Check the entrance tests you have taken (or will take). GTEP needs verification of all tests taken. Score reports need to be submitted.

**All applicants take a Basic Skills Test:**

Praxis: Pre-professional Skills Test (PPST) (indicate date) \_\_\_\_\_

or

CBEST: California Basic Educational Skills Test (CBEST) (indicate date) \_\_\_\_\_

and

**Elementary/Middle School applicants only:**

ORELA: Multiple Subjects Examination (indicate date) \_\_\_\_\_

**Secondary applicants only:**

Praxis: Specialty Area (indicate date) \_\_\_\_\_ Subject \_\_\_\_\_

Specialty Area (2nd area, if any) (indicate date) \_\_\_\_\_ Subject \_\_\_\_\_

**7. Have you been convicted of a felony crime? \_\_\_\_\_ Yes \_\_\_\_\_ No**

(If "yes," please attach a page of explanation) A complete fingerprint packet is required if you are accepted into the program. Final admission is contingent upon results of fingerprinting.

**8. List significant work or volunteer experience that documents experience with children.**

**9. Prerequisites**

Indicate below the prerequisites you have completed. If you have not completed the prerequisites by the application deadline, please include a plan of completion detailing how you will finish these courses before the program begins.

**Early Childhood and Elementary Applicants:**

Course	Date	College/University	Grade
Psych 311: Human Development			
Art 312: Art in the Elementary School			
Library 428: Children's Literature			
Math 211: Foundations of Elem. Math. I			
Math 212: Foundations of Elem. Math. II			
Math 213: Foundations of Elem. Math. III			
Music 381: Music Fundamentals			

**If you took similar courses at other universities, check the equivalency chart in this packet**

**If the course(s) is not listed on the chart, you must complete a waiver process with the appropriate academic department.**

**Secondary Applicants only:**

Course	Date	College/University	Grade
Psych 311: Human Development			
List prerequisites from Departmental Recommendation Form:			

**10. Have you provided a complete set of transcripts that document the information provided above? \_\_\_\_\_ Yes \_\_\_\_\_ No**

\* include all college level work.

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

\_\_\_\_\_  
Date

**Return this application to: Graduate Teacher Education Program, PSU School of Education, PO Box 751, Portland, OR 97207  
Direct questions to the GTEP office- 503-725-4753**

# Secondary Advisors for Departmental Recommendation

## Graduate Teacher Education Program, Bilingual Teacher Pathway Program, And Secondary Dual Educator Program

1. E-mail the appropriate advisor from this list to arrange an appointment.
2. Take the attached form and your transcript(s) to your appointment.
3. The department will send the original to The Graduate School of Education.

Area	Advisors	email	Contact #	Office / Bldg.
<b>Art Education (k-12)</b>	<b>Conrad Schumacher</b>	<a href="mailto:cnarroti@earthlink.net">cnarroti@earthlink.net</a>	725-3515	127 AB
<b>Business Education (5-12)</b>	<b>Darrell Brown</b>	<a href="mailto:darrellb@pdx.edu">darrellb@pdx.edu</a>	725-3712	630 SBA
<b>Drama (5-12)</b>	<b>William Tate</b>	<a href="mailto:tatew@pdx.edu">tatew@pdx.edu</a>	725-4600	131C LH
<b>French (k-12)</b>	<b>Stephen Walton</b>	<a href="mailto:waltons@pdx.edu">waltons@pdx.edu</a>	725-3522	451G NH
<b>German (k--12)</b>	<b>William Fischer</b>	<a href="mailto:fischerw@pdx.edu">fischerw@pdx.edu</a>	725-3522	451D NH
<b>Japanese (k-12)</b>	<b>Suwako Watanabe</b>	<a href="mailto:suwako@pdx.edu">suwako@pdx.edu</a>	725-3522	475 NH
<b>Russian (k-12)</b>	<b>Martha Hickey</b>	<a href="mailto:hickeym@pdx.edu">hickeym@pdx.edu</a>	725-8728	224 EH
<b>Spanish (k12)</b>	<b>Eva Nunez</b>	<a href="mailto:enunez@pdx.edu">enunez@pdx.edu</a>	725-8785	451M NH
<b>Health (k-12) and PE (k-12)</b>	<b>Belinda Zeidler and Jane Mercer</b>	<a href="mailto:zeidlerb@pdx.edu">zeidlerb@pdx.edu</a> <a href="mailto:mercერი@pdx.edu">mercერი@pdx.edu</a>	725-4401 725-4401	450C URBN 450C URBN
<b>Language Arts (5-12)</b>	<b>Greg Jacob</b>	<a href="mailto:jacobg@pdx.edu">jacobg@pdx.edu</a>	725-3572	409 NH
<b>Basic Math (5-9)</b>	<b>Joe Ediger</b>	<a href="mailto:edigerj@pdx.edu">edigerj@pdx.edu</a>	725-3621	M303 NH
<b>Advanced Math (5-12)</b>	<b>Jennifer Noll Jeanette Palmiter</b>	<a href="mailto:noll@pdx.edu">noll@pdx.edu</a> <a href="mailto:palmiter@pdx.edu">palmiter@pdx.edu</a>	725-3621 725-3658	328 NH M309 NH
<b>Music (k-12)</b>	<b>Debbie Glaze</b>	<a href="mailto:glazed@pdx.edu">glazed@pdx.edu</a>	725-3155	346 LH
<b>Integrated Science (5-12)</b>	<b>Michael Cummings</b>	<a href="mailto:cummingsm@pdx.edu">cummingsm@pdx.edu</a>	725-3022	45 CH
<b>Biology (5-12)</b>	<b>Sarah Eppley</b>	<a href="mailto:epplev@pdx.edu">epplev@pdx.edu</a>	725-8986	334 SB2
<b>Chemistry (5-12)</b>	<b>Carl Wamser</b>	<a href="mailto:wamserc@pdx.edu">wamserc@pdx.edu</a>	725-4261	327A SB1
<b>Physics (5-12)</b>	<b>Andrew Rice</b>	<a href="mailto:arice@pdx.edu">arice@pdx.edu</a>	725-3095	472 SB2
<b>Social Studies (5-12)</b>	<b>Robert Mercer</b>	<a href="mailto:mercerr@pdx.edu">mercerr@pdx.edu</a>	725-3822	498 NH
<b>Communication (5-12)</b>	<b>Cynthia Coleman</b>	<a href="mailto:ccoleman@pdx.edu">ccoleman@pdx.edu</a>	725-5368	29 NH
<b>Speech Hearing Science (5-12)</b>	<b>Ellen Reuler</b>	<a href="mailto:reulere@pdx.edu">reulere@pdx.edu</a>	725-3533	74 NH

GRADUATE SCHOOL OF EDUCATION  
Departmental Recommendation Form

Candidate's Name \_\_\_\_\_

PSU ID# \_\_\_\_\_ Endorsement Area \_\_\_\_\_

BA/BS granted by \_\_\_\_\_ Major(s) \_\_\_\_\_  
(Institution)

**Student check program for which you are applying:**  BTP  GTEP  Other: \_\_\_\_\_

Secondary Education Advisor: Graduate Teacher Education Program applicants must provide evidence of content knowledge appropriate to their subject matter preparation. Please review the transcript(s) of this applicant and provide a recommendation related to this person's meeting subject matter competency requirements to teach in the public school.

**RECOMMENDATION:**

- ADMIT, without additional course work
- ADMIT, with the recommendation to take the following courses (attach checklist if used)
- ADMIT, with the requirement to take the following courses (attach checklist if used)
- DENY

**COMMENTS:**

- Acquainted with candidate who is/has been a student in our program
- Acquainted with student only through review process

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secondary Department Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secondary Department Advisor (Please print name)

**SECONDARY ADVISOR --- Please return this form to the GTEP Admissions Secretary (Room 602, Graduate School of Education) by December 1.**

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**GRADUATE TEACHER EDUCATION PROGRAM (GTEP)  
 DEMONSTRATING SUBJECT MATTER PROFICIENCY  
 GTEP PREREQUISITES COURSES AT PSU  
 AND COURSE EQUIVALENTS AT OTHER INSTITUTIONS**

**Student Information  
 Effective Spring 2009 – Fall 2010**

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GTEP applicants must complete certain prerequisite courses to demonstrate their subject matter proficiency. This chart identifies the PSU prerequisite courses and their acceptable equivalents at other regional institutions. If a student has taken a similar course or is considering a course that is not on this list, that course must be reviewed through a waiver process with an Education Advisor. The waiver form can be found on the GTEP Website, <http://www.pdx.edu/ci/gtep-application-forms>. **The waiver process must be completed and submitted no later than December 1 as part of the GTEP application process.**

- Prerequisite courses may be taken either for a grade A-F or Pass/No Pass option;
- Undergraduate evaluation criteria apply: C- and above is the equivalent to a grade of ‘Pass’; D+ or below is considered a ‘No Pass’;
- Prerequisite courses, equivalent courses, or courses that have been approved through a waiver process do not expire; and
- For the Math, Music, and Psychology prerequisites, it is also possible to request a waiver based on meeting a minimum passing score on a test.

**Procedures to Request a Waiver:**

- Applicants submit a waiver form, a course description from the university’s bulletin, and other supporting documentation to the appropriate Education Advisor;
- The Education Advisor reviews the materials and makes a recommendation to GTEP by completing and signing the waiver form;
- The Education Advisor sends the waiver form/materials to GTEP;
- The Education Advisor sends an email to the applicant notifying the applicant of the outcome of the waiver process and that the waiver materials have been forwarded to GTEP;
- The Department Chair considers the Advisor’s recommendation and approves or denies the Request for Waiver; and
- The waiver materials are placed in the applicant’s GTEP application file.

**Education Advisors**

<b>Art 312:</b>	Conrad Schumacher	<a href="mailto:cschumac@pdx.edu">cschumac@pdx.edu</a>	503-513-0607
<b>Math 211, 212, 213:</b>	Joe Ediger	<a href="mailto:edigerj@pdx.edu">edigerj@pdx.edu</a>	503-725-3651
<b>Psychology 311:</b>	Ellen Skinner	<a href="mailto:skinnere@pdx.edu">skinnere@pdx.edu</a>	503-725-3966
<b>Library 428/528:</b>	Dave Bullock	<a href="mailto:bullockd@pdx.edu">bullockd@pdx.edu</a>	503-725-3156
<b>Music 381:</b>	Debbie Glaze	<a href="mailto:glazed@pdx.edu">glazed@pdx.edu</a>	503-725-3155

PSU	ART 312	LIB 428/ 528	MTH 211/ 212/213	MUS 381	PSY 311*
Central Oregon Community College		ENG 221			
Chemeketa Community College		ECE 154	MTH 211-212-213		HDFS237/ PSY 237
Clackamas Community College			MTH 211-212-213		HDFS201
Clark College (Washington)		ECE 154			
Clatsop Community College		ENG 221			PSY 215
Eastern Oregon University	ART 390		MTH 211-212-213		
Lane Community College		ENG 100	MTH 211-212-213		
Lewis & Clark	ART 579				PSY 328
Linfield College	EDUC 275	ENGL 230			PSY 300
Linn-Benton Community College		ENG 221	MTH 211-212-213		
Marylhurst	EDU 511	EDU 552			PSY 328
Mt. Hood Community College		ENG 221	MTH 211-212-213		PSY 237
Oregon State University	ART 415		MTH 211-212 & MTH 390	MUED 471	HDFS201 or ED441 or HDFS211 & HDFS313 HDFS314
Portland Community College		ED 112	MTH 211-212-213		PSY 215
READ Oregon		READ 590			
Southern Oregon University			MTH 211-212-213		
University of Oregon	AAD 430		MTH 211-212-213	MUS 322	PSY376
University of Portland					PSY365
University of Puget Sound					PSY 273C <u>AND</u> PSY 274A
University of Washington	ED +I 341 ED +I 353	LIS 565			
Warner Pacific	EDAMU 371				HD311 <u>AND</u> HD 312 <u>AND</u> HD 313
Washington State University	T + L 390				CCFS240
Western Oregon University		LIB 430	MTH 211-212-213	MUS 318	PSY 237

\* for more information about waiving the PSY311 requirement, visit <http://www.psy.pdx.edu/faculty/skinner/waivers.php>

## **Graduate Teacher Education Program**

Graduate School of Education

Portland State University

[www.pdx.edu/education](http://www.pdx.edu/education)

### **Personal Statement**

*Preparing Professionals to Meet our Diverse Communities' Lifelong Educational Needs*

Please discuss ways in which you will be an effective and professional teacher by describing:

- your career goals;
- how your personal and professional experiences and/or accomplishments have informed your decision to pursue education as a career; and
- the future contributions that you hope to make as a member of the teaching profession.

Please also share your ideas about

- working with students of diverse backgrounds and abilities
- teaching practices and what students should learn;
- helping students learn and develop; and
- making educational decisions.

The personal statement should be a typed, double-spaced narrative essay. Please limit your personal statement to 500 words.

Personal statements will be reviewed in terms of the fit between your career goals and the Graduate Teacher Education Program, and your ability to communicate.

For information about the shared beliefs and values of the Graduate School of Education, please refer to our Conceptual Framework (<http://www.pdx.edu/education/about-gse> ).

## Graduate Teacher Education Program

Graduate School of Education  
Portland State University  
P.O. Box 751  
Portland, Oregon 97207-0751  
[www.pdx.edu/education](http://www.pdx.edu/education)

### Recommendation for Admission\*

#### *“Preparing Professionals to Meet our Diverse Communities’ Lifelong Educational Needs”*

Name of Applicant \_\_\_\_\_

Your name \_\_\_\_\_

Your Position/Title \_\_\_\_\_ Organization/School \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Length of time you have know the applicant \_\_\_\_\_ Capacity \_\_\_\_\_

Thank you for taking the time to complete this 2-part recommendation for the applicant listed above. The information you provide on this form and in your letter of recommendation written on your institution’s letterhead will be used in our assessment of the applicant and in making decisions about admission. For information about the shared beliefs and values of the Graduate School of Education, please refer to our Conceptual Framework (<http://www.pdx.edu/education/about-gse>).

\_\_\_\_ I am completing this form based upon first-hand (i.e., direct observation) knowledge of the applicant’s work with students in a school and/or community setting.

\_\_\_\_ Though I have no first-hand knowledge of the applicant’s work with students in a school and/or community setting, I am completing this form based upon my prediction of how the applicant will perform with this population.

**Please check one box in each of the following rows. Use “No Basis for Judgment” when applicable.**

Levels of quality of skill:

- Unsatisfactory – has no or limited skill in this area
- Emerging – is currently or will be able to do this adequately following instructions
- Proficient – is above average in this area/has or will be able to master it showing initiative
- Exemplary – is or will be exceptional in this area

**\*Note to Applicant:** Three letters of recommendation should be completed by professionals who have:

- supervised you in the work place;
- observed your work with children; and/or
- evaluated your academic work.

This applicant has 1) the ability to and/or 2) can learn to:

Quality/Skill	No Basis for Judgment	Unsatisfactory	Emerging	Proficient	Exemplary
Work effectively in diverse settings					
Promote inclusive environments					
Analyze and implement well-grounded practices					
Demonstrate appropriate professional knowledge, skills, and dispositions					
Set high but reasonable standards for all students and expects them to be met					
Use evidence to address problems of practice					
Express ideas orally					
Articulate ideas in written form					
Work well with others (e.g., students, parents, co-workers, supervisors)					
Handle job-related pressure without losing composure					
Use technology effectively					

**Please attach a narrative describing your perception of the applicant's strengths and potential as a teacher and mail this form and your narrative to the address at the top of the form.**

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**Signature**

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**Date**