ADMISSION TO TEACHER EDUCATION APPLICATION

I hereby make formal application for ADMISSION to the Teacher Education Program at West Virginia State University.

Candidate Name and Student ID Number	Candidate Signature/Date
Content Specialization(s):	
Part I: Candidate Folder Contents Must C	Contain all these items for ADMISSION in this order.
1 Education Department Student	
2 Current transcript(s) of all acad	
Current Completed Program St transfer students must also h	ratus Sheet (Initialed and dated by academic advisor, nave chair's initials)
4 Maintained a 2.5 overall GPA	,
	n all professional education courses completed
6 Maintained a 2.5 overall GPA in	n all content area courses completed
7 Maintained a 2.5 overall GPA in	
8 English 101 with a "C" or bette	
9 English 102 with a "C" or bette	
10 English 150 with a "C" or bette	
11 One 100 Series or above Math,	
12 Education 200 with a "C" or be	
13 Education 201 with a "C" or be	
14 Education 202 with a "C" or be	
15 Repeated general education, co was less than a "C"	ontent courses and professional education courses where grade
16 Satisfactory Completion of Edu	cation 201 Field Placement
— 17 Satisfactory Completion of Edu	
18 Background Search Notification	n Form
19 Current TB Tine Test Results	
20 One A-4 Content Faculty Recor	
21 One A-5 Professional Education	
22 One Speaking Assessment For	
23 West Virginia Board of Educati	ion Tests
i ACT of 26+	
ii SAT of 1125+	
	tional Testing Service (ETS) Transcript (174) Writing (172) Math (172)
Part II: Disposition Assessment (1=Unsati	isfactory; 2=Emerging; 3=Accomplished; 4=Distinguished)
Student Focused	
Role Model	
Member of a Profession	
Interview Conducted by	Titlee
Signature/Dat	e
Admitted to Program	
Additional Documentation Need	ed to be Admitted to Program
Admission Denied	
/\diff Jeffied	
Comments:	

Education 202 Section:	
Fall/Spring	

West Virginia State University

Pre-Professional Assessment Rubric (PAR) Admission to Teacher Education Program

Candidate	A00
Date	Professor

	Distinguished	Accomplished	Emerging	Unsatisfactory
	4 points	3 points	2 points	1 point
Overall GPA				
(PLO 1)	3.75- 4.0	3.25 – 3.74	2.5 - 3.24	Below 2.5
WVPTS: 1A				
A-4	All 4s in each	Mostly 3s and	Two in any	One in any area
Content Faculty	area	4s in each	area	
(PLO 4)		area		
WVPTS: 1A, 2B, 2C, 5F, 5I				
A -5 Professional Education				
Evaluation	All 4s in each	Mostly 3s and	Two in any	One in any area
(PLO 4)	area	4s in each	area	
WVPTS: 1B, 1D, 2A, 2B, 2C, 5F, 5I	arca		arca	
11.7.13.13, 13, 27, 23, 23, 31, 31		area		
Educ 201	All 4s in each	Mostly 3s and	Two in any	One in any area
Field Evaluation		<u> </u>	•	One in any area
(PLO 4)	area	4s in each	area	
WVPTS: 2A, 2B, 2C, 4B, 4C, 4D, 5F		area		
Educ 202				
Field Evaluation	All 4s in each	Mostly 3s and	Two in any	One in any area
(PLO 4)	area	4s in each	area	
WVPTS: 2A, 2B, 2C, 4B, 4C, 4D, 5F		area		
Student Focused	All 4s in each	Mostly 2s and	Two in any	One in any area
(From Ed 201 Fld Eval – Student		Mostly 3s and	Two in any	One in any area
Focused Area only)	area	4s in each	area	
(PLO 4)		area		
WVPTS: 2A, 2B, 2C				
Role Model				
(From Ed 201 Fld Eval – Role	All 4s in each	Mostly 3s and	Two in any	One in any area
Model area only)	area	4s in each	area	
(PLO 4)		area		
Member of Profession	All 4s in each	Mostly 3s and	Two in any	One in any area
(From Ed 201 Fld Eval – Member	area	4s in each	area	
of Prof. area only) (PLO 4)	urcu		arca	
WVPTS: 4B, 4C, 4D, 5F		area		
۷۷ ۷۱ ۱۵. ۹۵, ۹۵, ۹۵, ۵۱				

PLO = Program Level Outcomes		
Entered in LiveText	(Date)	(Initial

CANDIDATE ASSESSMENT FORM (A-4)

(CONTENT SPECIALIZATION)

Name:	Status: ☐ SO; ☐ JR; ☐ SR; ☐ Post-Grad
ID NO:	Date:
Content Specialization(s <u>)</u> :	

Dear Professor,

This student is applying for admission to the Teacher Education Program at West Virginia State University. Please rate the candidate on each of the descriptors using the **KEY** outlined below. Check only those items you can assess and return to the Department of Education (629 Wallace Hall). **THIS IS NOT A CONFIDENTIAL FORM**; the candidate will have access to your recommendation.

Thank you for filling out this form.

KEY: Please check in appropriate bracket.

- 4 Distinguished
- 3 Accomplished
- 2 Emerging
- 1 Unsatisfactory

NA - Not Applicable or No Knowledge

		4	3	2	1	NA
Demo	nstrates Knowledge of:					
1.	A deep understanding of the concepts in the discipline (WVPTS: 1A)					
2.	Resources and tools appropriate to the discipline, including technology (WVPTS: 1A)					
3.	Current issues and/or controversies in the discipline (WVPTS: 1A)					
Demo	nstrates Skills of:					
1.	Speaking in a clear well-projected voice (WVPTS: 2B)					
2.	Articulating thoughts and ideas effectively (verbal, written, and non-verbal) (WVPTS: 2B)					
3.	Integrating the knowledge and ideas of allied disciplines (WVPTS: 1A)					
4.	Completing discipline specific research and investigation (WVPTS: 1A, 1B)					
Demo	nstrates Dispositions of:					
1.	Openness to constructive evaluation or correction					
2.	Poise, confidence, and self control (WVPTS: 2C)					
3.	Consistent attendance* and punctuality** (WVPTS: 2C)					
4.	Ethical and responsible behavior in the completion of assignments					

a	and professional mann	and interacting with others in a positi			
6. (ner (WVPTS: 2B, 5I)			
	Openness to diverse v	iews of others (WVPTS: 5I)			
r	members (WVPTS: 5F,	•			
		jeopardized when a teacher is not in the rooi y that might eventually jeopardize public scho		te No	
		decreases when a teacher is consistently abs e that might eventually decrease public scho			No
<u>mm</u>	nents:				
<u>RE</u>	ECOMMENDATION (OF CANDIDATE FOR PROGRAI	<u>M</u> :		
RE			<u>M</u> :		
RE	1. Without reserv	vation	<u>M</u> :		
RE	1. Without reserv	vation ion (explain below)	<u>M</u> :		
RE	1. Without reserv	vation	<u>M</u> :		

Note: Elementary Education majors may ask faculty members for A-4 recommendations who teach the following education courses: 318, 320, 321, 325 or 423.

CANDIDATE ASSESSMENT FORM (A-5)

(PROFESSIONAL EDUCATION)

Name:	_Status: ☐ SO; ☐ JR; ☐ SR; ☐ Post-Grad
D NO:	_Date:
Content Specialization(s):	

Dear Professor,

This student is applying for admission to the Teacher Education Program at West Virginia State University. Please rate the candidate on each of the descriptors using the **KEY** outlined below. Check only those items you can assess and return to the Department of Education (629 Wallace Hall). **THIS IS NOT A CONFIDENTIAL FORM**; the candidate will have access to your recommendation.

Thank you for filling out this form.

KEY: Please check in appropriate bracket.

- 4 Distinguished
- 3 Accomplished
- 2 Emerging
- 1 Unsatisfactory

NA - Not Applicable or No Knowledge

		4	3	2	1	NA
Demo	nstrates Knowledge of:					
1.	Professional education concepts and knowledge base (WVPTS: 1B)					
2.	Developmentally appropriate instructional resources including technology. (WVPTS: 1D)					
3.	Current issues and controversies in education (WVPTS: 1B)					
Demo	nstrates Skills of:					
4.	Speaking in a clear well-projected voice (WVPTS: 2B)					
5.	Using standard English clearly and fluently both orally and in writing (WVPTS: 2B)					
6.	Completing written assignments which require library research or other kinds of investigation					
7.	Translating content into diverse learning experiences for public school students (WVPTS: 1D)					
8.	Expressing ones point of view coherently in a large group setting (WVPTS: 2B)					
Demo	nstrates Dispositions of:					
9.	Openness to constructive evaluation or correction					
10	Poise, confidence, and self control (WVPTS: 2C)					
11.	. Consistent attendance* and punctuality** (WVPTS: 2C)					

(Signature of Evaluator)	1)	Date)			
Evaluation based on (list course numbers):					
Comments:					
4. Other (explain below)					
3. Not willing to recommend (explain below	ow)				
2. With reservation (explain below)					
RECOMMENDATION OF CANDIDATE FOR PROGRA	AM:				
** Public school student learning decreases when a teacher is consistently a have a problem with attendance that might eventually decrease public sc student learning?YesNo		es this cand	lidate		
* Public school student safety is jeopardized when a teacher is not in the re have a problem with punctuality that might eventually jeopardize public so			ate No	1	
17. Appreciation of the range of students' diverse background and individual learning differences (WVPTS: 2A)	ds				
16. Genuine interest in teaching and furthering the learning o students (WVPTS: 2C)					
 Openness to diverse views by working well as a team member (WVPTS: 5F, 5I) 					
14. Respect by relating to and interacting with others in a pos and professional manner (WVPTS: 5I)	sitive				
13. Ethical and responsible behavior in the completion of assignments and assessments					
 Active participation and engagement in classroom discus (WVPTS: 5F) 	sions				

FIELD EXPERIENCE FINAL EVALUATION

DEPARTMENT OF EDUCATION – WEST VIRGINIA STATE UNIVERSITY INSTITUTE, WV 25112 - 1000

EDUC Index No. Circle or write in the appropriate						
Semester Year					_	
Candidate: Stude	ent ID No. A00_					
Content Specialization: Seme	esterYear		_			
WVSU Professor:Phon	e:		_			
Classroom Teacher: Phon	e:		_			
Name of School:No. of	f Weeks:		-			
Subject/Grade: No. o	f Hours:		-			
1. 4 Distinguished Exceeds expectations of a beging 2. 3 Accomplished Meets expectations of a beginn 3. 2 Emerging Minimal expectations met (need) 4. 1 Unsatisfactory Does not meet expectations of for student to perform compet	er. eds more develo beginner. ency.		•	> > > > > > > > > > > > > > > > > > >	·	Π
I. STUDENT-FOCUSED EDUCATOR		4	3	2	1	
1 We a manufacture in the control of					_	NO
 Was responsible and showed concern for public school students Showed genuine interest in teaching & furthering the learning of (WVPTS: 2A) 						NO
2. Showed genuine interest in teaching & furthering the learning of	f students.					NO
2. Showed genuine interest in teaching & furthering the learning of (WVPTS: 2A)3. Assisted individual students or groups of students with lessons,	f students.					NO
 Showed genuine interest in teaching & furthering the learning of (WVPTS: 2A) Assisted individual students or groups of students with lessons, or other activities. (WVPTS: 2C) 	f students. learning needs, PTS: 2B)					NO
 Showed genuine interest in teaching & furthering the learning of (WVPTS: 2A) Assisted individual students or groups of students with lessons, or other activities. (WVPTS: 2C) Related to students in a friendly and professional manner. (WVF Related appropriately to the range of students' backgrounds & in 	f students. learning needs, PTS: 2B)					NO
 Showed genuine interest in teaching & furthering the learning of (WVPTS: 2A) Assisted individual students or groups of students with lessons, or other activities. (WVPTS: 2C) Related to students in a friendly and professional manner. (WVF Related appropriately to the range of students' backgrounds & in learning differences. (WVPTS: 2A) 	learning needs, PTS: 2B) Individual					NO
 Showed genuine interest in teaching & furthering the learning of (WVPTS: 2A) Assisted individual students or groups of students with lessons, or other activities. (WVPTS: 2C) Related to students in a friendly and professional manner. (WVF Related appropriately to the range of students' backgrounds & in learning differences. (WVPTS: 2A) ROLE-MODEL 	f students. learning needs, PTS: 2B) ndividual TS: 2C)					NO
 Showed genuine interest in teaching & furthering the learning of (WVPTS: 2A) Assisted individual students or groups of students with lessons, or other activities. (WVPTS: 2C) Related to students in a friendly and professional manner. (WVFTS: Related appropriately to the range of students' backgrounds & in learning differences. (WVPTS: 2A) ROLE-MODEL Demonstrated poise, self-confidence, & personal control. (WVPTS: 2A) 	f students. learning needs, PTS: 2B) ndividual TS: 2C) TS: 2C)					NO

III. MEMBER OF A PROFESSION	4	3	2	1	NO
 Interacted positively & cooperatively with faculty, staff, & students. (WVPTS: 5F) 					
2. Displayed effective listening skills.					
3. Invited evaluation or correction; strived to improve & learn. (WVPTS: 4B)					
4. Self-starter; initiated with little or no direction. (WVPTS: 4D)					
5. Reflective about his or her own behavior, thoughts & feelings. (WVPTS: 4C)					
6. Assisted teachers & staff with routine tasks & activities. (WVPTS: 5F)					
7. Completed assigned responsibilities in a punctual & dependable manner.					

	OVERALL RATING				
The overall perfo	rmance of the candidate was:				
	1. Excellent				
	2. Good				
	3. Satisfactory				
	4. Unsatisfactory				
	5. Other (Explain in comments section)				
You would perso	nally recommend this person to continue as a candidate in teacher education, social work, or				
recreation					
	1. Without reservation				
	2. With reservation				
	3. Not willing to recommend				
	4. Other (Explain in comments section)				
D' a Name of C					
Print Name of C.	assroom Supervisor				
Date	Classroom Supervisor's Signature				
Candidate	Student ID No. A00				
Semester:	Year:				

PARTICIPATION RECORD - TIME SHEET / LOG

DEPARTMENT OF EDUCATION WEST VIRGINIA STATE UNIVERSITY

The following is a record of time and activities listed with each visit. It is not an evaluation of the level of performance. Please use back if necessary.

PLEASE INITIAL EACH VISIT IN LAST COLUMN. ↓

DATE	TIME IN	TIME OUT	TOTAL TIME	PARTICIPATION ACT (brief description)	IVITY	TEACHER'S INITIALS
Page 1 total hours:						
Page 2 total hours:						
TOTAL HOURS:						
Please sign	and date n	ext to you	r title at the o	completion of your assigned hours.		
Lead Teacher:			Date:			
Candidate Aide:			Date:			
University Supervisor:			Date:			
PARTICIP	ATION I	RECORD	- page 2	(TIME SHEET/LOG)		

DATE	TIME IN	TIME OUT	TOTAL TIME	PARTICIPATION ACTIVITY (brief description)	TEACHER'S INITIALS Please initial each visit.
				Page 2 total hours:	