

Understanding the PAR Process

1. During EDUC 202, you must schedule a PAR advising session with your advisor. You will be given a list of the items/deficiencies needed to complete the PAR, which **must be** completed before enrollment in EDUC 316.
2. During EDUC 202, candidates **must** take and pass the Core Academic Skills for Educators (Core) Praxis I –Reading, Writing, and Mathematics.
3. During the PAR advising session, your advisor completes the PAR as much as possible and notes any deficiencies, makes a copy for the candidate and the candidate gives the original to the Ed. 202 instructor.
4. The EDUC 202 instructor will note that the PAR was received and provide the information to the department secretary. A copy will be placed in your file.
5. All PAR's must be turned in to the EDUC 202 instructor no later than the fifteenth week of the semester (two weeks before finals) or you will receive an incomplete for the course.
6. After successful completion of all aspects of the PAR review, the chairperson will present the names to the Teacher Education Committee for final approval. After faculty approval, teacher candidates will receive a letter advising them of their admission status to the Teacher Education Program.
7. During the semester that a candidate enrolls for EDUC 316, the chair completes the PAR and issues a formal letter of admission to the program.

West Virginia State University
Pre-Professional Assessment Rubric (PAR – Revised July 2015)
Admission to Teacher Education Program

Candidate _____

A00 _____

EDUC 202 Section: ____
 Fall/Spring ____

Date _____

ACT/SAT score _____

EDUC 316 Section: ____
 Fall/Spring ____

GPA (All college courses) _____

ACT/SAT %-ile score _____

	Distinguished	Accomplished	Emerging	Unsatisfactory
Overall GPA (PLO 1) WVPTS: 1A	3.75- 4.0	3.0 – 3.749	2.5 – 2.99	Below 2.5
ACT/SAT Score (PLO 1) WVPTS: 1A	At or above 67 th %-ile	From 60 th to 66 th %-ile	From 50 th to 59 th %-ile	Below 50 th %-ile
From submitted A-4 (pre-Fall 2015-version) Content Faculty (PLO 4)	All 4s in each area	Mostly 3s and 4s in each area	Two in any area	One in any area
From submitted A-5 (pre-Fall 2015-version) Professional Education Evaluation (PLO 4)	All 4s in each area	Mostly 3s and 4s in each area	Two in any area	One in any area
From submitted Field Evaluation from Educ 201 or 202.	All 4s in each area	Mostly 3s and 4s in each area	Two in any area	One in any area
FROM submitted Revised A-4 Demonstrates Content Knowledge	The candidate demonstrates A- level work in content course(s) of which evaluator has knowledge.	The candidate demonstrates B- level work in content course(s) of which evaluator has knowledge.	The candidate demonstrates C- level work in content course(s) of which evaluator has knowledge.	The candidate demonstrates D/F- level work in content course(s) of which evaluator has knowledge.
FROM submitted Revised A-4 Eagerness to Learn Content	Demonstrates eagerness to learn content by interacting with professor outside of class time in activities that increase content knowledge.	Demonstrates eagerness to learn content by consistently showing enthusiasm for content during class time.	Demonstrates eagerness to learn content by sometimes showing enthusiasm for content during class time.	Shows little or no enthusiasm for acquiring content knowledge.
FROM submitted Revised A-5 Consistent Attendance (Role Model)	Perfect Attendance. Never misses class.	Consistent attendance -- misses less than 5% of scheduled classes.	Inconsistent attendance -- misses between 5-20% of scheduled classes.	Poor attendance -- misses more than 20% of scheduled classes.
FROM submitted Revised A-5 Punctuality (Role Model)	Always punctual. Never late.	Usually punctual. Late less than 5% of scheduled start times.	Inconsistent punctuality. Late for between 5-20% of scheduled start times.	Not punctual. Late more than 20% of scheduled start times.
FROM submitted Revised A-5 Openness to constructive evaluation (Member of a Profession)	The candidate seeks feedback from both peers and instructor. Incorporates feedback into work.	The candidate accepts feedback from both peers and instructor. Incorporates feedback into work.	Candidate accepts feedback without comment. May not act on feedback.	Candidate resists feedback, verbally or nonverbally. Does not act on feedback.

	Distinguished	Accomplished	Emerging	Unsatisfactory
FROM submitted Revised A-5 Respect for Others (Member of a Profession)	Always has a positive attitude about others, regardless of background. <u>Takes an active role in encouraging a positive learning environment.</u> For example, when evaluating peer work, encourages excellence while supporting and respecting the person.	Has a uniformly positive attitude toward others, regardless of background. <u>May not take an active role in encouraging others or may be ineffective in attempts at encouragement.</u>	Usually has a positive attitude toward others. May be more inclined to work with people like self and be less likely to have interactions with people not like self OR may occasionally be harsh in criticism of others' work.	Perceived as a negative person: Openly critical of others so that they feel attacked OR severely restricts interactions with others OR makes it clear that he/she only interacts with people who think/act/ look like self.
From submitted Educ 201 or 202 Field Evaluation Professional Behaviors (Member of a Profession)	The candidate demonstrates a very high degree of professional behavior in dress, timeliness and attendance.	The candidate demonstrates consistent professional behavior in dress, timeliness and attendance.	The candidate demonstrates professional behavior in dress, timeliness and attendance, with occasional lapses in one or more.	The candidate demonstrates significant lapses in professional behavior in dress, timeliness or attendance.
From submitted Educ 201 or 202 Field Evaluation Good Team Member (Member of a Profession)	Shows initiative in interactions with educators. Invites evaluation and feedback.	Asks questions and shows interest in the classroom environment.	Interacts in a positive and helpful manner when others initiate.	Shows difficulty in maintaining a positive disposition during interactions.
From submitted Educ 201 or 202 Field Evaluation Standard English Grammar (Role Model)	The candidate always uses Standard English Grammar in speech and in writing.	The candidate consistently uses Standard English Grammar in speech and in writing, using formal and informal structures appropriate to the situation.	The candidate usually uses Standard English Grammar in speech and in writing, but may use informal language at inappropriate times.	The candidate demonstrates errors in Standard English Grammar in speech or in writing that give students a poor role model for Standard English.
From submitted Educ 201 or 202 Field Evaluation Relates well to Students (Student Focused)	The candidate's interaction with students reflects genuine respect and caring for all students, including those from underrepresented groups.	Candidate-student interactions are friendly and demonstrate general caring and respect.	Candidate-student interactions are generally appropriate but may reflect occasional negativity, inconsistencies, or favoritism.	The candidate's interaction with one or more students is negative, demeaning, or sarcastic.
From submitted Educ 201 or 202 Field Evaluation Placement Requirements (Student Focused)	Candidate is proactive in completing placement requirements, keeps teacher abreast of requirements early in the placement, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements successfully, keeps teacher abreast of requirements, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements, may be lax in communicating requirements to teacher, or interactions may not lead to positive student achievement.	Candidate does not complete placement requirements, or does not communicate their completion to the teacher or interactions with students yield negative achievement results.
Professionalism (timeliness, completeness and quality of submission)	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and meeting all selectivity requirements.	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and request for exemption from selectivity requirements was granted on first attempt.	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and request for exemption from selectivity requirements was granted on second attempt.	Candidate failed to submit the application for admission to teacher education before the end of the previous semester, OR submitted with missing information OR selectivity requirements were not met OR exemption from selectivity requirement was not granted on the 2 nd or subsequent attempt.

Signature of Chair or designee _____ Entered in LiveText _____ (Date) _____ (Initials)

**WVSU TEACHER EDUCATION PROGRAM
APPLICATION FOR EXEMPTION FROM SELECTIVITY REQUIREMENTS**

Because of CAEP Standards, WVSU has instituted the following Selectivity Requirements:

- 1) Overall GPA of 3.0 or better in college level coursework completed to date.
- 2) ACT or SAT scores that meet or exceed the requirements below, based on date of request for admission to the Teacher Education Program:
 - a. 2016-2017 academic year and following: 50th Percentile
 - b. 2018-2019 academic year and following: 60th Percentile
 - c. 2020-2021 academic year and following: 67th Percentile

I hereby make formal application for EXEMPTION from the Selectivity Requirements.

Candidate Name and Student ID Number

Candidate Signature/Date

I wish to take be admitted to the Teacher Education Program so that I can take Education 316 in

_____.
Semester/Year

My Overall College GPA is _____ **My ACT/SAT Overall %-ile Score is** _____.

This application must be accompanied by an original essay that addresses:

- 1) Why I will become a great teacher despite having deficiencies in GPA (or ACT/SAT scores).
- 2) Whether I possess demographic characteristics linked with lower academic achievement and how that may have affected by GPA and Achievement Scores:
 - a. Attending low achieving Pre-K-12 school(s)
 - b. Low Socio-economic status during formative years
 - c. ELL
 - d. Disability
 - e. Other (specify)
- 3) Whether I possess characteristics or experiences that predict success with Pre-K-12 students or that are linked to cultural competence.

Your application essay should be well written and it should provide a strong rationale for the Education Department to accept you into the program in spite of GPA or ACT/SAT scores that do not meet the Selectivity Requirement.