

## CHECKPOINT ADMISSION DATA

### CAEP Standards: 1.1-1.5, 3.2, 3.3

As part of the provider's continuous assessment system, candidates' knowledge, skills, and dispositions are monitored throughout their program. This evidence item documents checkpoint admission criteria and a table of admission data.

Specific data (e.g. GPA, specific course grades, and Praxis scores) are gathered at three checkpoints: admission to teacher education, admission to student teaching, and program completion. These checkpoint admission data are used to delineate admissions standards and systematic assessment of dispositions in teacher education. Candidates' dispositions and GPAs are reviewed at each checkpoint. Their content knowledge is assessed upon admission to teacher education (PPST or CASE exams) and completion of the program (Praxis II Content exams). Candidates' *Field Experience Evaluations* demonstrate their teaching prowess. Positive and negative *Flag Reports* are also considered.

Candidates' proficiency is assessed by multiple professionals. Advisors assess dispositions during admission to teacher education interviews. The Coordinator of Student Teaching assesses dispositions during student teaching interviews. Course faculty and cooperating teachers evaluate field experience efforts; university supervisors and cooperating teachers evaluate student teachers' efforts. A committee of EPP faculty, the Director of Teacher Education Services, P-12 partners, and secondary education university partners review candidates' applications before admittance. Teacher Education Services collects checkpoint admission data. Candidates submit application materials using the *Recruiter* system.

Please reference the *Checkpoint Admission Data* table on the next page. Data indicate the number of candidates admitted to teacher education increase from 57 (2012-13) to 173 (2014-15). The overall GPA has slightly decrease from 3.42 to 3.37. Test scores remained relatively stable. Candidates admitted to alternative certification programs showed gradual increases in the number admitted and their overall GPAs. Dispositions were assessed using a one-page rating scale in the past; this document was used as an overall pass/fail reference for admittance. Last fall 2015 the dispositions interview instrument was changed so the EPP can gather quantitative data about candidates' dispositions from spring 2016 forward (see *Candidate Dispositions* evidence item). Data indicate admission test pass-rates have dropped over the years. For example, the math and writing pass rates have been dropped from 100 % to around 70% since 2013-2014.

The number of candidates admitted to student teaching has decreased from 260 to 198 since 2012-13. Their overall GPAs have increased slightly from 3.60 to 3.63. The disposition interview data, teaching ability practicum courses, and teacher education admission committee review data have not been collected. Using the *LiveText* field experience module and new online dispositions analytical rubric will enable the EPP to provide quantitative data in the future.

### Checkpoint Admission Data

	2012-2013	2013-2014	2014-2015
<b>Candidates admitted to Teacher Education</b>			
Total number of admitted	57	159	173
Overall GPA (on a 4.0 scale)	3.42	3.41	3.37
Disposition Interview			
<b>Candidates admitted to Alternative Certification</b>			
Total number of admitted	10	24	24
Overall GPA (on a 4.0 scale)	3.31	3.46	3.47
Disposition Interview			
<b>Results for admissions tests taken by program applicants:</b>			
Core Academic Skills for Ed: Math (5732/0732)		14 /14 (100% pass)	204/275 (74.18% pass)
Core Academic Skills for Ed: Reading (5712/0712)		14/14 (100% pass)	266/295 (90.17% pass)
Core Academic Skills for Ed: Writing (5722/0722)		12/12 (100% pass)	210/298 (70.47% pass)
PPST Mathematics (5730/0730)		208/242 (85.95% pass)	*
PPST Reading (5710/0710)		198/265 (74.72% pass)	*
PPST Writing (5720/0720)		201/270 (74.44% pass)	*
<b>Candidates admitted to student teaching</b>			
Total number of admitted	260	222	198
Overall GPA (GPA within major)	3.41 (3.6)	3.46 (3.63)	3.45 (3.63)
Disposition Interview			
Teaching Ability			
TES Review			
<b>Candidates who have completed</b>			
Total number of completers			
Overall GPA (on a 4.0 scale)			
Disposition Measurement			
Content Knowledge			

Candidates are informed of these performance criteria during EDU 100T *Transitions*. The Director of Teacher Education Services shares criteria during admission to teacher education orientations and admission to student teaching orientations. Checkpoint admission data are included in the *Teacher Education Sourcebook* and program guide sheets. Program coordinators and department chairs work with Teacher Education Services to ensure all information is current. For example, the following information is posted on pages 3-4 of the BS in Interdisciplinary Early Childhood Education advising sheet. Program guide sheets are posted on this site: <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

## **REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING AT MURRAY STATE UNIVERSITY Rev. (9/2015)**

### **Teacher Education**

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174. GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.
3. Earn an overall undergraduate GPA of  $\geq 2.75$  on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
4. Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a “B” or higher
  - (2) MAT 117 (or higher level math) with a “B” or higher
  - (3) COM 161 or HON 165 with a “B” or higher
  - (4) EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students])
5. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the Declaration of Eligibility (pink sheet) affirming a commitment to uphold the code and acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.

These requirements must be documented in *Recruiter*. CASE or GRE scores must be sent to MSU (R1494) via ETS. Admission will only be granted following a successful review by Teacher Education Services.

NOTE: Students who have not been admitted to Teacher Education will not be eligible to enroll in upper level courses that specify admission to teacher education as a prerequisite.

## **Student Teaching**

To be admitted to student teaching, students must have

- 1) **been granted admission to Teacher Education;**
- 2) filed a **formal application in Teacher Education Services** two semesters prior to the term in which student teaching is desired (Applications are distributed at scheduled student teaching orientations only.);
- 3) **earned and maintained GPA  $\geq$  2.75 in major/areas, professional education, and overall;**
- 4) **demonstrated teaching ability** in field and clinical situations;
- 5) **documented completion of 200 or more field hours and components (beginning 9/1/2013);**
- 6) senior, post-bac, or graduate status and have **completed all major courses and specialty areas;**
- 7) **been admitted to Teacher Education;**
- 8) **completed all required professional teacher education courses** (EDU 103, EDP 260, EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) **with a GPA  $\geq$  2.75 GPA;**
- 9) filed a **valid and current medical examination**, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 10) obtained a criminal records **background check;** and
- 11) **supplied TES** with any other required information (transcripts, course substitution forms, etc.).

### **General Requirements for Kentucky Certification**

Graduates who wish to be recommended by MSU for an initial Kentucky teaching certificate must have

- 1) successfully completed an approved teacher education program including student teaching;
- 2) filed an application for certification (CA-1) with Teacher Education Services at MSU;
- 3) obtained at least minimal scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT);
- 4) completed all applicable **computer literacy and applications** requirements;
- 5) earned a bachelor's degree;
- 6) mailed a copy of criminal record check to EPSB; and
- 7) sent official transcript to EPSB.

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program. To be recommended for certification in other states, all Kentucky requirements must be met.

**NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (KEPSB). Students are cautioned that changes in these requirements may occur after publication of the current Murray State University *Bulletin*. For the most current information, students should check with an advisor in one of the departments in the College of Education.**