

Programs	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After completion
Masters Ed. Admin	GPAT echnical Writing SampleDisposition Survey	Candidacy Form Completed 12 hrs Departmental ExamGPA	GPACredit Completion Exit exam	GPADispositio n Exam Electronic Portfolio	Graduate Survey, Employer Survey
MA/Counseling	GPAGRE Writing ScoreDisposition Survey	GPA Completed 12 hrs Disposition Survey	GPA Credit Completion Self-Evaluation Practicum Logs	GPA Exit Survey Electronic Portfolio	Graduate Survey, Employer Survey

For all initial programs, GPA data is collected at admission to candidates' chosen program, entry to clinical practice, exit from clinical practice, and program completion. A minimum cumulative GPA of 2.50 is required for entry into the Teacher Education Program, entry into clinical practice, exit from clinical practice and program completion. A minimum GPA of 2.50 is also required in the Major Content Area. GPA is collected for the Major Content Area represents the courses from the discipline such as math or science. The professional GPA is calculated from all of the courses in the professional core noted by an education (ED) prefix. Consequently, coursework from candidates' chosen major includes the domains of content knowledge.

Admission to Student Teaching is the second major transition point in the Initial Teacher Education Program. Part of the evaluation for Admission to Student Teaching is the evaluation of the candidate's performance in the Major Content Area. The minimum Major Content Area GPA required is 2.50 on a 4-point scale. Candidates who do not satisfy this requirement are denied admission into Student Teaching and redirected to their major and education advisors who work with candidates improve their GPA or, as a last resort, advise then out of the program. The attached table shows that 91.5% of our candidates average GPA for their major was 3.00 or higher.

The Professional Development and Appraisal System (PDAS) is the State's approved instrument for appraising its teachers and identifying areas in need of improvement. This instrument is used by the Unit to assess teacher candidates' performance during student teaching. The PDAS was developed under a legislative mandate to establish a fair and practical appraisal process that acknowledges and reinforces good teaching practices and quality professional development. The PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-centered Instruction adopted by the State Board for Educator Certification (SBEC). The eight domains include Active, Successful Student Participation in the Learning Process; Learner-centered Instruction; Evaluation and feedback on Student Progress; Management of Student Discipline, Instructional Strategies, Time and Materials; Professional Communication; Professional Development; Compliance with Policies, Operating Procedures and Requirements; and Improvement of All Students' Academic Performance

The table above gives the overall mean score of the candidates by program. Over 95% of the scores lie above 3.5, on a scale of 4.00, indicating that our candidates teaching performance in the classroom is in the Target area.

Admission to Student Teaching
Major Area GPA

	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Agricultural Education	3.54	-	-	3.41
Bilingual Generalist (EC-4)	-	-	3.90	3.80
English Language Arts and Reading (4-8)	3.18	3.10	3.04	3.02
English Language Arts and Reading (8-12)	2.50	3.20	-	-
Family Consumer Science (8-12)	3.29	-	-	-
Generalist (4-8)	-	-	3.60	-
Generalist (EC-4)	3.23	3.12	3.04	3.15
Health All-Level (EC-12)	-	-	-	-
Human Performance (EC-12)	3.37	3.80	3.47	-
Life Science (8-12)	-	-	-	-
Mathematics (4-8)	3.34	3.20	3.34	3.00
Mathematics (8-12)	3.34	-	-	-
Music (EC-12)	2.96	-	3.34	3.22
Science (4-8)	2.84	2.78	2.74	2.98
Social Studies (4-8)	3.72	-	3.05	-
Special Education (EC-12)	3.31	3.34	3.15	-