

CAEP Standard 3.2
Research, Study and Analysis

A Report to the Council for the Accreditation of
Educator Preparation

by

Teacher Preparation Analytics

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TPA CAEP Standard 3.2 Study Report

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TPA CAEP Standard 3.2 Study Report

I

INTRODUCTION

Study Context

In the spring of 2015, Teacher Preparation Analytics was asked by the Council for the Accreditation of Educator Preparation (CAEP) to undertake a study that might help CAEP in determining whether and where to set the bar for the admitted cohort average score above the 50th percentile nationally on the GRE, SAT or ACT. The study is intended to inform the CAEP Board of Directors' discussion and final action on the Standard 3.2 admitted cohort entrance examination average.

CAEP Standard 3.2

The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average GPA of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT or GRE:

- Is in the top 50 percent from 2016-2017
- Is above the top 40 percent of the distribution from 2018-2019
- Must be in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then EPPs from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

In view of controversy and the desire for additional information about CAEP Selection Standard 3.2, The Council for the Accreditation of Educator Preparation charged Teacher Preparation Analytics LLC (TPA) to undertake a study that marshals a variety of evidence relevant to the CAEP board's decision on Standard 3.2. With input from CAEP staff, TPA ultimately relied on four different streams of evidence for this report: (1) an in-depth literature search, (2) empirical data from selected states, (3) an extensive survey of all CAEP Educator Preparation Program (EPP) contacts in the U.S. and abroad, and (4) interviews with selected EPP leaders. Each stream addresses a different type of information relevant to the Standard. The study components and their intended utility are summarized below.

Study Components

1. Review of the empirical research literature. The literature review examined the research findings about the relationship between academic achievement or academic ability of teacher preparation candidates and their subsequent performance; reviewed studies that employed measures of academic ability or achievement that are used in research studies about teacher education outcomes; and analyzed research findings about teacher preparation that address the relationship between measures of academic ability and achievement and several outcomes. Among these are retention and preparation program completion, earned GPA in college courses, performance on teacher licensure examinations, performance of program candidates and graduates in the P-12 classroom; evidence of P-12 student learning, and persistence in teaching; and choice of teaching fields and levels.
2. Data runs of three states. The data runs provide historical data on the SAT scores of teacher candidates and program completers in these jurisdictions. The data include simple cross tabulations between SAT scores and outcomes such as graduation or program completion and teacher persistence. Although not indicative of a causal connection, the data from the three states suggest what the historical impact of setting an individual student SAT admissions requirement (not a cohort requirement) at the 40th, 50th, 60th, and 67th percentile likely would have been on the enrollment of various subgroups of candidates in teacher preparation (and in

specific programs) if no other measures had been taken to increase recruitment of subgroup members.

3. A 64-item survey of 912 CAEP constituents (with varying response rates for different questions), including currently accredited and other EPPs in the U.S. and abroad. The survey includes respondents from a wide variety of EPPs and traditional as well as alternative routes into the teaching profession. Its purpose was: (a) to illuminate EPP practices concerning the use of standardized entrance examination scores – and specifically the SAT, ACT, GRE, and MAT – in decisions about teacher preparation program admission; (b) to learn about EPP efforts to change program admissions requirements and the impact of those changes; and (c) to glean additional information about the beliefs and attitudes of respondents toward CAEP Standard 3.2 and its potential impact on their institutions and the field
4. Telephone interviews with deans or directors of five EPPs selected purposively as examples of a wide variety of EPP types, including Historically Black Colleges and Universities (HBCUs), Research I universities, small colleges, alternate route programs, and state universities that are major producers of teachers in their states. The goal of the interviews was to gain a more nuanced understanding than was possible from the surveys alone.

II

KEY FINDINGS AND IMPLICATIONS

In this section of the report, TPA summarizes the much more extensive study results described in subsequent chapters. Our findings and observations are based on evidence derived from the research literature, data analyses on the distribution of SAT scores in three states, analyses of survey responses, and interviews with selected EPP leaders – all focused on CAEP’s Standard 3.2. This is a high-level summary that cannot fully capture the nuance and richness of the information and data collected in the larger report, and thus we strongly encourage a careful reading of the complete report.

Relationship of Teacher Academic Characteristics and Ability to Student Achievement

Findings: Multiple studies show that measures of teacher verbal ability are associated with student achievement but fewer studies find evidence for the same connection between teacher mathematics ability and student math achievement. Several studies reviewed in this section report that the link between teacher academic characteristics and student learning outcomes is particularly evident for “at-risk” students.

Implications: As a result of this research, the National Research Council argued in 2010 that preparation programs should “attract and select academically able” prospective teachers. A clear implication of the research is that teacher academic ability is relevant to teaching performance and student achievement. It is reasonable, therefore, that EPP selection criteria include reliable and valid measures of candidate academic ability.

Predictive Validity of SAT/ACT and GPA

Findings: Published research and reports support the predictive validity of nationally normed standardized tests such as the SAT and the ACT as good predictors of college-level performance and completion, with minimal “differential prediction” of college performance by student subgroups. Where there is differential prediction, the SAT over-predicts college GPA for students from lower SES backgrounds and for minority students. These findings have strong statistical support in the research literature. SAT and ACT predictive validity are stronger when combined with high school GPA (and the reverse also holds: the predictive validity of high school grade point average is stronger when combined with SAT or ACT performance).

Implications: CAEP has established program selection standards related to nationally normed standardized tests that are taken by most college-going students in the United States. The fact that the SAT and ACT have demonstrated validity as predictors of college success – and even more so when combined with high school GPA – affirms their value to colleges and EPPs in deciding whether a particular student is likely to be successful in his/her institution and program.

Potential Enrollment Impact of CAEP Standard 3.2

Findings: We obtained data from 2000-2014 on the SAT scores of thousands of teacher candidates and/or program completers in three very different states (though not all years in all states). In those three states, the percentage of teacher candidates who scored at the 50th percentile in the national distribution (averaged over the years of data obtained) ranged from 47 percent, to 57 percent, to 62 percent. There were large differences in average SAT scores between (1) candidates and completers of different racial/ethnic backgrounds, (2) candidates in different fields, and (3) 15 different EPPs, as tracked in one of the three states. Among those 15 EPPs, candidates' mean SAT score on both the verbal and math assessments was at or above the 50th percentile in eight institutions, at or above the 60th percentile in five institutions, and at or above the 67th percentile in three institutions. At one EPP, only 14 percent of candidates attained the 50th percentile in math and 15.7 percent did so on the verbal test.

Implications: Because the CAEP Standard 3.2 calls for a cohort average, the fact that individual teacher candidates score below the CAEP scoring standard does not imply that they cannot be admitted to a specific program. EPPs have to insure that the average for all admitted candidates in all certification programs meets the CAEP standards. Some institutions will face a greater challenge than others in meeting Standard 3.2, and that challenge increases as the benchmark increases from the 50th percentile to the 67th (the top third). And it would likely be particularly difficult for some institutions to reach the higher benchmarks within the timeframe CAEP projects (by 2020). In order to meet the CAEP standards, EPPs currently well below the Standard 3.2 benchmarks will have to either (a) draw on a significantly better-prepared population of candidates or (b) limit the size and scope of their teacher preparation programs to those that already draw more academically proficient candidates. In addition, given the important connection verified in the literature review between academic ability and successful teaching (see above), all programs should be prepared to strengthen remedial and support

programs for academically at-risk students so they develop the academic knowledge and skills needed to be effective teachers.

EPP Support for Implementation of Standard 3.2

Findings: TPA, through CAEP, sent out a survey to 916 teacher educators in the U.S. and abroad. The response rate on individual questions ranged from 519 responses to 1 response, and although we cannot claim that the survey is a truly representative sample of the entire survey population or the teacher education field, the large number of responses reveals clear patterns. Survey feedback (and discussions with EPP leaders) indicates there is not a clear understanding of the CAEP Standard 3.2 “cohort” concept in the field, there are many misconceptions about the standard generally, and there are misconceptions about the predictive validity of the SAT/ACT in relation to teaching outcomes. There is more detail about these misconceptions in the literature review and the survey analysis.

Responses evidenced considerable activity underway in the past 5-10 years to upgrade the entry (and exit) standards from teacher preparation programs, much of it generated by changes in state or higher education policies, but often by individual EPPs. However, in narrative comments attached to questions and particularly in the final two survey questions, there was an overwhelming expression of concern for the impact on teacher diversity over the perceived benefits of higher academic selectivity standards. Many of the respondents regarded CAEP’s described Standard 3.2 as an existential threat to the institution and/or to the ability of institutions to attract minority candidates. The argument against CAEP’s proposed higher academic standards was often framed as a social justice issue.

Implications: To the extent that the TPA survey results are reflective of the teacher education field as a whole, which cannot be stated with certainty on the basis of survey findings alone, CAEP would appear to have a formidable task ahead in gaining general support within the EPP community in its efforts to implement and/or raise the selectivity standards for teacher preparation. In our view, CAEP must navigate its way through these concerns: on the one hand, the widespread belief among policymakers and others (including some in the field itself) that too many teacher education programs have very low academic standards, while also being responsive to the oft-expressed need to increase the diversity of candidates in teacher preparation programs. Additionally, the apparent confusion over the interpretation of “cohort” and

the general lack of clarity and misconceptions around Standard 3.2 will further compromise the effective implementation of the standard.

III

REVIEW OF RESEARCH LITERATURE RELEVANT TO CAEP STANDARD 3.2

Summary of Literature Review Findings

Most new teachers in the US must successfully complete a college or university degree in order to be licensed to teach. This literature review focuses on studies that assesses the predictive validity of the SAT and ACT for subsequent college academic performance, persistence and completion; the relationship of teacher academic ability as measured by nationally normed tests and the learning outcomes of their K-12 students; summarizes findings from studies about the academic background and ability profiles of those who take teacher licensing tests and enter the teaching profession; and examines findings, when they exist, about the empirical relationship between teacher academic background or ability and classroom teaching outcomes.

- Studies about the academic ability of teachers find that that measures of teacher verbal ability are associated with student achievement and there is some evidence for the same connection between teacher mathematical ability and K-12 math achievement. Studies also find links between program or institutional selectivity and K-12 student achievement. A key finding from several pieces of research is that teacher academic ability is especially important to student learning outcomes for at risk students.
- The SAT and ACT have good predictive validity for subsequent college academic performance, year-to-year persistence, and college completion.
- SAT and ACT predictive validity are stronger when combined with high school GPA (and the reverse also holds: the predictive validity of high school grade point average is stronger when combined with SAT or ACT performance).
- Predictive validity varies somewhat by student subgroup but these findings also are statistically strong. A consistent finding in the literature is that SAT and ACT under-predict the postsecondary academic performance of women and white students, and over-predict the college academic performance of African-American and Hispanic students. That is, minority students do less well in college (as measured through GPA, persistence, and completion) than their individual SAT or ACT scores predict they will do while women and non-minority students do better than predicted.

- Studies in multiple states find that the academic ability of those seeking to enter teaching has improved somewhat since the mid-1990s—particularly as measured by SAT scores, average SAT percentile distribution, undergraduate GPA, and—to a lesser extent—selectivity of undergraduate institution. There is no evidence that these improvements result from changes to teacher preparation programs; they appear to be influenced by state and federal policy changes in some states. These improved academic profiles of teacher candidates and new teachers suggest that program selection criteria such as those included in CAEP Standard 3.2 will affect fewer potential applicants than might have been the case 20 years ago when the overall academic profile of teacher candidates and new teachers was weaker than it now appears to be.
- Other professions also employ standardized tests as a component of selection into professional education (e.g., the LSAT, GMAT, GRE, and MCAT tests). Studies consistently find that these tests have predictive validity for subsequent academic success in the professional education programs for which they are used.
- Perhaps because these professions do not have internal debates about whether academic ability is relevant to success in professional education or in professional practice—and because selection into professional education programs in these fields is highly competitive—accreditation standards do address selection procedures but do not specify performance levels on the standardized tests universally employed to determine who should be admitted.
- Studies of the Praxis II tested population find wide differences in performance between those who pass and candidates who fail. There is a big gap in the average Praxis score (two standard deviations between the two groups) of those who pass and those who fail these examinations. This indicates that most candidates who fail these tests are not on the "bubble" between success and failure, and are unlikely to be helped by "test prep" activities that boost their scores by a few points.
- Some value added studies that examine the impact of teaching on student learning include measures of the academic characteristics of teachers; findings are mixed. Most value added studies are not able to access information about the pre-employment academic ability or academic performance of teachers.

Review of Research Literature Relevant to CAEP Standard 3.2

The Council for the Accreditation of Educator Preparation (CAEP) has established accreditation standard 3.2 relating to the admission of candidates into teacher education programs. The standard addresses average performance of cohorts of admitted students on nationally normed test scores, pre-admission grade point average (GPA), or “a correspondence in scores” between state-required assessments and the nationally normed tests. CAEP contracted with Teacher Preparation Analytics LLC to conduct a literature review that speaks to prior research about elements of standard 3.2. This literature review by TPA was commissioned to summarize quantitative peer-reviewed research on these aspects of CAEP Standard 3.2. The review is focused on four questions:

1. What are the research findings about the relationship between academic achievement or academic ability of teacher preparation candidates and their subsequent performance?
2. In particular, what can be said about scores or percentile rankings on SAT and ACT college entrance examinations and on GRE examinations?
3. What measures of academic ability or achievement that are used in research studies about teacher education outcomes?
4. What are the research findings about teacher preparation that address the relationship between measures of academic ability and achievement and outcomes such as retention and preparation program completion; earned GPA in college courses; performance on teacher licensure examinations; performance of program candidates and graduates in the P-12 classroom; evidence of P-12 student learning; persistence in teaching; and choice of teaching fields and levels?

To address these topics, a literature search was conducted using a comprehensive set of terms or combinations of terms. Initial results of the search returned more than 450 studies. Further refinement of search terms and research quality criteria yielded about 110 research reports, studies, and monographs. Apart from refining the research terms, the search was designed to identify quantitative studies that were peer-reviewed and involved a reasonably sized study population. For instance, studies focused on a single institution or a small number of students, candidates, or teachers were excluded. The "universe" of studies considered

included *all* reports and studies that met the search criteria. With a few notable exceptions, these studies and reports have been published since 1995. That group was then narrowed down to those that (a) were quantitative research studies (not opinion pieces, position papers, qualitative studies); (b) were large scale studies involving many thousands of cases;¹ (c) were quantitative and large scale studies that included multiple states, institutions, and/or providers;² and (d) studies and reports published in peer reviewed journals.³ Also included are research syntheses such as reports by the National Research Council (2010), and AERA (2006). The full list of citations that resulted from these search criteria and reviewed for this report is included at the end of the literature review section of the report.⁴

As explained below in more detail, the literature search and resulting summary does draw on large scale studies about the predictive validity of standardized tests such as the SAT, ACT, GRE, GMAT, LSAT, and MCAT. Many of these studies were subject to internal or external peer-review even if not published in an academic journal. The pool of studies was further widened by the inclusion of numerous publications on value-added research that included teacher characteristics as explanatory or control variables.

Organizing the Review

The literature discussed and summarized in this document addresses the topics and sub-topics in the CAEP commission to TPA that was outlined above. Given the findings and discussion presented below, it is important to be explicit about assumptions, limitations in the literature itself, and cautions about interpreting or applying the findings. Our charge was to identify high quality literature relevant to Standard 3.2 and describe the findings.

Five broad areas of the literature search yielded studies and reports relevant to Standard 3.2:

1. Analyses of the academic characteristics and ability of teachers and the relationship of

¹ There are a few exceptions to this because of the nature of the study but the exceptions mainly apply to work about other professions.

² Exceptions were large-scale quantitative studies involving thousands of cases that were within a state.

³ This condition did not apply in the same way to the SAT and ACT studies, which have their own internal peer-review process that usually includes inside psychometricians and methodologists as well as outside people with these specialties.

⁴ Because there are so few high quality quantitative studies of teacher preparation (see NRC, 2010), it was difficult to apply absolute criteria to refine the search. For example, it was not possible to specify inclusion only of studies that examined the impact of SAT or other standardized test scores on the academic or teaching performance of graduates from every program in a state. Similarly there are few multi-state studies of these issues.

these traits to their performance in the classroom as P-12 teachers

2. Studies on the predictive validity of standardized tests used to gauge the academic ability or performance of students considered for admission into higher education.
3. Standardized tests in other professions and their relationship, if any, to academic performance and professional success.
4. Research into the postsecondary level academic performance of students who take teacher tests.
5. Studies and reports about teacher characteristics that are found relevant to teaching effectiveness, persistence in the profession, including variations by subject area or teaching level (e.g., elementary or secondary teachers).

Relationship of Teacher Academic Characteristics and Ability to Student Achievement

FOCUS

For fifty years or more researchers have explored relationships between measures of teacher academic ability and classroom teaching performance. This research includes work to determine whether connections exist between the academic ability of K-12 teachers and the subsequent performance of their students. Findings from multiple studies show that measures of teacher verbal ability are associated with student achievement but fewer studies find evidence for the same connection between teacher ability and math achievement. Several studies reviewed in this section report that the link between teacher academic characteristics and student learning outcomes is particularly evident for “at risk” students. As a result of this research, the National Research Council argued in 2010 that preparation programs should “attract and select academically able” prospective teachers, and the American Educational Research Association (AERA) commented that ACT and SAT scores “provide comparable, standardized national data...[and] remain the most frequently used measures of intellectual competence of teachers, despite their acknowledged limitations.”

Since publication of the Coleman Report (Coleman et al., 1966) and perhaps even earlier, researchers have explored the extent to which relationships exist between measures of teacher academic ability and the achievement of their K-12 students. Coleman and his colleagues reported that students whose teachers showed higher verbal ability through a vocabulary test had higher achievement levels, a finding that has been argued over,

interpreted, and reinterpreted across the intervening decades (Zumwalt and Craig, 2005, p. 177).

Studies of teacher academic characteristics or ability are more likely to find that verbal ability is associated with “positive effects” on teacher performance and student outcomes (Rice, 2003, p. 40). Some studies report that, “teacher test scores matter most for educationally at-risk students” (Ibid.). Ehrenberg and Brewer (1995) found evidence that the verbal aptitude scores of teachers influenced student gain scores, an echo of the original Coleman finding. And in a study of almost 30,000 K-12 students in Alabama, Ferguson and Ladd (1996) showed that a teacher’s ACT score had a positive relationship on student reading and math gains at several grade levels. And in two studies, Ferguson (1991, 1998) reported positive relationships between teacher verbal ability and student achievement in analyses of 150,000 students from about 800 school districts. Countering these findings, Murnane and Phillips (1981) found no relationship between teacher verbal ability and student test scores.

Summarizing these studies, Rice cautions that the impact of teacher knowledge and ability on student learning depends on “factors such as student and teacher attributes,” arguing “teacher test scores matter most for educationally at-risk students” (Rice, p. 46). A few years later, the National Research Council’s (NRC) *Preparing Teachers: Building Evidence for Sound Policy* (2010) addressed a range of issues linked to teacher academic ability. Citing Zumwalt and Craig (2005), *Preparing Teachers* reported that teacher education students with the lowest ACT and SAT scores are more likely to drop out of teacher preparation programs (NRC, p. 56). Building on this and other research reviewed for the *Preparing Teachers* report, the NRC stated, “The quality of new teachers entering the field depends on...the capacity of preparation programs to attract and select academically able people who have the potential to be effective teachers” (NRC, p. 181).

Studies employing data from North Carolina and New York find links between measures of teacher academic ability and student achievement outcomes. Clotfelter et al. (2007) found that the quality of a teacher’s undergraduate college or university predicts high school student achievement as well as elementary-level achievement of students taught by these teachers. Boyd et al. (2008) concluded that measures of academic selectivity are linked to teacher

effectiveness.⁵ This is consistent with Rice’s earlier statement (2003, p. 19) that: “the evidence suggests a modest positive effect of institutional selectivity on student performance at the elementary level and a positive effect at the high school level.”

Summarizing the literature on program selectivity and teacher academic characteristics, the National Research Council concluded, “Raising preservice preparation requirements would have two effects: some individuals would choose not to seek a career in teaching, but the effectiveness of those who did would be greater than it would otherwise be” (NRC, p. 61).

When the American Educational Research Association (AERA) commissioned a comprehensive review of the research literature about teacher education, published in 2005 as *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*, chapters included a literature review and summary of findings on links between “indicators of quality” regarding teacher characteristics (Zumwalt and Craig, 2005). One finding that stood up to the project’s standards of “high quality empirical research” (Cochran-Smith and Fries, 2005, pp. 50-52) is that teacher candidates who passed Praxis II had higher SAT scores (averaging 1029 of 1600 points) than the national average (1016), but lower than the average college graduate, a group that averaged 1085 (Zumwalt and Craig, p. 163). In 2015, the 50th percentile on the two tests that comprised those averages—the SAT-M and SAT-V—are 520 (SAT-M) and 500 (SAT-Critical Reading), making the “national average” equivalent to 1020.⁶

Studying Teacher Education also reaffirms Rice’s earlier summary of the Ehrenberg and Brewer analysis of links between teacher verbal aptitude and K-12 student achievement (Zumwalt and Craig, p. 177), as well as Ferguson and Ladd’s findings published in 1996. The AERA volume notes that “teacher ACT scores were significantly related to student reading scores and had a positive but smaller relationship to math scores (Zumwalt and Craig, p. 178). An earlier meta-analysis of sixty studies found that teacher ability, experience, and education all had positive effects on student achievement (Greenwald et al., 1996, p. 384). In the studies comprising this meta-analysis, teacher ability was measured through IQ tests, SAT and ACT scores, and with college-level GPA. In a study that included 31,000 students and just over 1,000 teachers from a Florida school district, Harris and Sass (2009) concluded, “teacher value added

⁵ This refers to college or university selectivity; there is a clear relationship between how selective an institution is and the average ACT or SAT scores of those it admits.

⁶ Over the years the SAT test components have changed names and the verbal test is now known as the Critical Reading test (see <https://professionals.collegeboard.com/testing/sat-reasoning/scores/sat-data-tables>).

is correlated with traditional human capital measures like teacher intelligence, subject knowledge, and teaching skills” (p. 27).

Zumwalt and Craig summarize their analysis of research on indicators of teacher quality by saying that ACT and SAT scores “do provide comparable, standardized national data for student cohorts... [and] It is likely that they will remain the most frequently used measures of intellectual competence of teachers, despite their acknowledged limitations” (Zumwalt and Craig, p. 182). This is an apt transition into the literature on these nationally normed tests to see what the research literature has to say about their predictive power, fairness, and relevance to important teacher preparation outcomes. Following that discussion, the concluding section of this portion of the report addresses the value-added literature and related findings about relationships between measures of teacher academic ability and teaching outcomes.

Nationally normed tests of academic ability and performance⁷

CAEP Standard 3.2 calls on programs to accept cohorts of teacher candidates whose combined average scores meet or exceed certain national performance levels on the ACT, SAT, or GRE. In this section of the review, we discuss research into the predictive validity of these tests. Our premise in doing so—and perhaps the CAEP Commission’s as well—is that states require teachers to obtain college or university degrees, among other requirements, to become licensed or certified teachers. Most teacher candidates enroll in undergraduate preparation programs or in post-baccalaureate programs that require completion of a graduate degree. In essence, therefore, successful completion of a college degree is a prerequisite (or “gate”) for becoming a teacher.⁷

As a result of the fact that degree completion is an explicit requirement that applies to most teacher candidates in the United States, criteria relevant to performance in and successful completion of undergraduate or graduate degree programs are the first focus of this literature review. In particular, studies about the predictive validity of standardized tests and prior GPA have been examined and their findings summarized below. The relevant tests for undergraduate enrollment, academic performance, persistence in college, and degree completion are the SAT and the ACT. At the graduate level, the GRE is the most widely used

⁷ This does not apply in the same way to post-baccalaureate teacher prep programs that lead to certification or licensure but do not award a degree.

test.

In response to CAEP’s request that to the extent possible the literature review address selection standards for other forms of professional education, findings related to the predictive validity of the LSAT, GMAT, and MCAT are presented. The relevance of these comparisons is that, first, the tests are required for entrance into professional education programs accredited by national bodies; and secondly, the extent to which the standardized tests employed in these fields have predictive validity for the academic performance and success of enrolled students and for the quality of their work as professionals may carry lessons for teacher education. As with degree-focused teacher preparation programs, entrance into law, business, and medicine generally requires degree completion.

Predictive Validity for Undergraduate GPA, Persistence, and College Completion

FOCUS

College or university academic performance and completion are gateways into teaching for most preparation program completers. CAEP has established program selection standards related to nationally normed standardized tests that are taken by most college-going students in the United States. The research question addressed here is whether those tests are accurate predictors of college performance and completion, and whether their predictive accuracy holds for various student subgroups. Published research and reports support the predictive validity of these standardized tests as good predictors of college-level performance and completion, with minimal “differential prediction” of college performance by student subgroups. Where there is differential prediction, the SAT over-predicts college GPA for students from lower SES backgrounds and for minority students.

Since the degree is a gateway to teaching and because CAEP has identified nationally normed tests taken by most college going students as one indicator of program selection, the question is whether these tests have predictive power for college performance and completion. More generally, the broader issue is whether tests used for admission or employment are valid for their intended purposes. In an extensive review of the literature on “tests of developed abilities,” Sackett, Borneman, and Connelly (2007) find strong evidence in a wide range of studies to support claims about the predictive validity of tests like the SAT, ACT, and GRE.

Predictive validity studies assess the relationship between test scores and other outcomes the test is assumed to predict or be related to (Shaw, 2015). Typically evidence about

validity is measured in terms of correlations between individual-level SAT or ACT test scores and other measures like freshman year GPA (FYGPA), overall undergraduate GPA, year-to-year retention in college, and college completion. For standardized tests like the LSAT and MCAT, used as components of the selection process in the United States for, respectively, law school and medical school, predictive validity studies focus on relationships between test scores received by individual law or medical students and their subsequent training program performance. The only difference in the content of validity studies across these fields is that SAT and ACT are examined for their predictive power in undergraduate education while the others focus on post-undergraduate professional school performance.

Sackett et al. describe research on 165,000 students enrolled at 41 colleges and universities that finds an overall correlation of .55 between SAT scores and individual GPA performance (p. 218) if “course difficulty is held constant.” They also find that the SAT predicts college grades “equally well” through all four years of college “with only slight decrements over time” (p. 219). The figures presented on the next two pages, from several SAT studies, show the relationships among SAT scores, high school grades, and college-level academic performance.

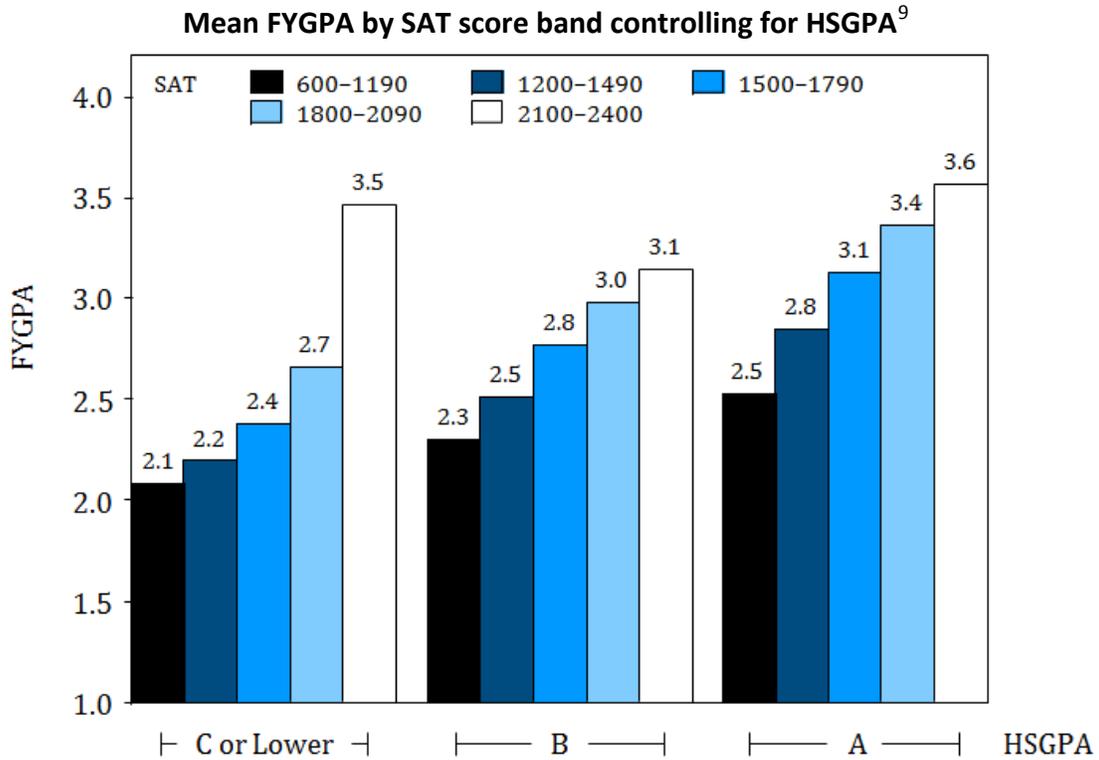
These findings are generally consistent with other studies of the SAT or ACT. Sanchez (2013) reports on a study of 137,000 first-year students from 259 colleges and universities. Looking at overall prediction of freshman-year performance, this study concludes that the ACT and high school GPA together have greater predictive accuracy than either measure used alone. This agrees with ACT’s 2008 finding that “both ACT scores and high school grades enhance the prediction of college success” (p. 2), and with Shaw’s conclusion⁸ that SAT and high school GPA are strong predictors of freshman year college GPA (Shaw, 2015, p.3), with cumulative college GPA (p. 6), with course grades in subjects like English and math (pp. 7-9), with year to year retention (p. 10) and with graduation (p. 11).

Beyond these general findings, Shaw’s 2015 *Validity Primer* report presents evidence for college academic performance, retention, and completion by SAT “score band” – that is, SAT Composite scores between 600-1190, 1200-1490, 1500-1799, 1800-2090, and 2100-2400. Those in the lowest band had freshman year college GPAs of 2.5, while freshmen whose SAT composite was 2100-2400 averaged 3.6. The key analytical finding here was that “[f]or each level of HSGPA, higher SAT score bands are associated with higher mean FYGPAs” (p. 4). College

⁸ Research scientists at ACT or ETS conducted these studies of the ACT and SAT respectively.

performance rises in step with increased high school GPA and SAT scores (see figure below). Similar findings are reported for retention (p. 10), and college graduation, leading to this summary finding: “The results show that higher SAT scores are associated with higher retention rates throughout each year of college as well as with higher four-year graduation rates” (p. 11).

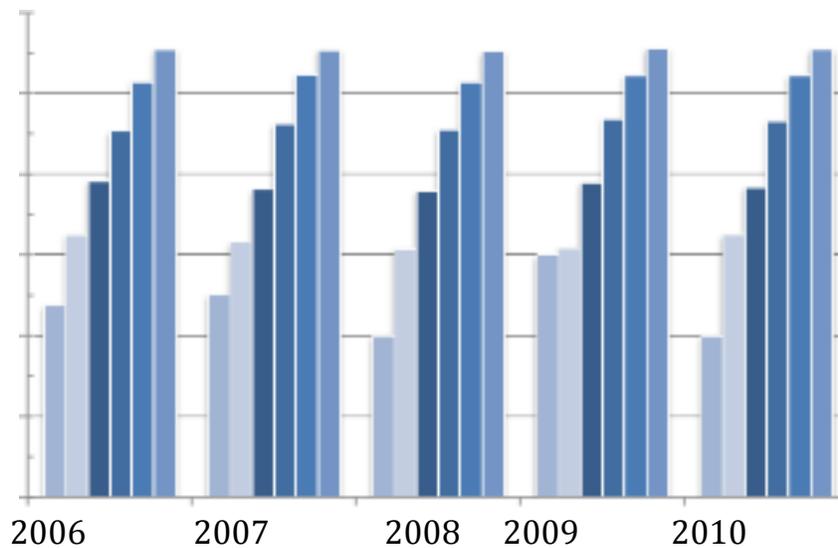
Incremental Validity of the SAT:



At each level of HSGPA—for example comparing results for C or lower with B grades—college GPAs are higher, showing that high school GPA also adds predictive power to equations of subsequent college-level performance. However, within the SAT score bands, college GPAs are higher still. This suggests that as SAT performance improves, college performance also improves even when controlling for prior high school grades (Shaw, p. 4).

⁹ Reproduced from Emily Shaw (2015), *An SAT Validity Primer*, p. 5. The chart depicts three pieces of information—high school grade point average (HSGPA), college freshman year grade point average (FYGPA), and SAT composite scores (combining math, critical reading and writing scores) for about 160,000 students enrolled at 110-160 colleges and universities. A related source for this information and analysis about predictive capacity of the SAT is Mattern and Patterson (2014), *Synthesis of Recent SAT Validity Findings: Trend Data Over Time and Cohorts*.

Retention to Year 2 by SAT (2006–2010 cohorts)¹⁰



From left to right in this chart, the combined SAT score intervals are 600–890, 900–1190, 1200–1490, 1500–1790, 1800–2090, and 2100–2400.

College retention rate gray horizontal bars start at 40% (the “zero intercept” at the bottom) and increase in 10% increments so that the top line is 90%. Students with SAT scores in the 2100-2400 range are retained at rates exceeding 90%, while those in the 600-890 SAT range are retained at rates from 60% (the 2008 cohort) to 65% (the 2006 cohort). As Shaw notes in her analysis of these data, higher SAT scores are linked to higher retention rates within each of the five cohorts.

Shaw, Kobrin, Patterson, and Mattern (2012) examine the predictive validity of the SAT for college academic performance through the second year of college (i.e., second year cumulative GPA) as well as retention (into the junior year) across a range of college majors. Drawing on information about test scores, college grades, and college progression for 39,440 students from 66 institutions, the authors find evidence for differential predictive validity across majors and by gender and race (Shaw et al., pp. 15-16).

Overall they reported “incremental validity” gains for the SAT over high school GPA as a predictor of college-level academic performance, meaning that SAT score information adds to the predictive power of the high school grade point average.¹¹ Among college majors, the strongest predictive relationship was for STEM majors “and adds incremental validity to HSGPA

¹⁰ Chart reproduced from Shaw, p. 11. Also see Mattern and Patterson (2014).

¹¹ Most SAT and ACT predictive validity studies appear to come to the same conclusion—and they typically find that high school GPA also adds “incremental validity” to the predictive power of the test score alone.

in the prediction of GPA across all majors”¹² (p. 21). Of interest from this study is their finding that the SAT under-predicts college grade point average in a few majors—including education,¹³ which they attribute to “less stringent grading practices in these fields”. Over- and under-prediction of collegiate performance is addressed below in more detail.

And finally here, Henry et al. (2015) examine the extensive literature probing the predictive validity of the SAT and ACT for teacher test outcomes. They report that “the positive correlations between the Praxis Pre-Professional Skills Test (PPST), SAT, and ACT scores are well established in the literature” (Henry et al., 2015, p. 5), citing a number of independent studies coming to this conclusion.

Differential Predictive Validity

With regard to economic background, gender and ethnicity, studies of the SAT and ACT also examine the extent to which predictions of subsequent performance are equally valid for various student subgroups. Most typically, these analyses look for any predictive differences associated with student gender, family economic circumstances, and ethnicity. Studies focus on *differential validity* by examining correlations between SAT or ACT scores and student subgroup (Mattern et al., 2008, p. 4), and *differential prediction* through regression analyses (Ibid.).¹⁴ As Mattern et al. (2008, p. 4) note, studies to determine whether and how predictive validity differs across subgroups in a tested population is “assessed by computing the correlation between SAT scores and [outcome of interest] by subgroup. If the correlation coefficient varies by subgroup, then the test is said to exhibit differential validity.” These differences, however, *do not mean* that the test has validity or predictive accuracy problems.¹⁵

¹² “For all declared major fields with the exception of one (computer science, $r = 0.50$), the corrected multiple correlations between the SAT (critical reading, mathematics, and writing) and cGPA were in the high 0.50s or low 0.60s, representing a strong relationship between the two measures” (Shaw et al., p. 22).

¹³ Underprediction means that college GPA was higher than predicted by SAT scores.

¹⁴ As Mattern et al. (2008) explain in more detail, “In terms of the method of calculation, least squares estimations, the average residual value for the total group always equals zero. However, if the average residual value by subgroup does not equal zero, then the measure is said to exhibit differential prediction. Specifically, if the average residual value is positive for a specific subgroup, then the test tends to under-predict academic success for that group. In other words, students from this group tend to perform better than what is predicted by the regression equation. Likewise, if the average residual value is negative, then the test tends to over-predict academic success for that group, or the students tend to perform worse than what is predicted by the regression equation” (p. 5).

¹⁵ A 1989 National Research Council study described the analytical situation this way in assessing differential predictive validity on the same test between two groups: “Predictive equations are usually based on a linear regression and are influenced by means and standard deviations of the test and criterion measure [e.g., freshman

For purposes of this review, it is useful to note the meaning of under- and over-prediction in terms of college grades, progression and retention, and college completion. *Under-prediction* of performance means that students in a particular subgroup perform **better than expected**—e.g., with higher grades or retention rates—than would be expected from their standardized test scores. And *over-prediction* of performance means that students in a subgroup perform **below what would be expected** from their standardized test scores.

How are these findings relevant to CAEP Standard 3.2?

College-level performance leading to award of a degree is the gateway into teaching for most preparation program completers in the United States. Standardized test scores like the SAT, ACT, and GRE are one way CAEP expects program providers to set and report on selection into their program. If these tests are accurate predictors of college academic performance, CAEP and providers can have confidence that these measures are capturing relevant information about teacher candidates. However, if these tests are associated with *differential prediction* for student subgroups seeking admission to or enrolled in teacher preparation programs, then use of tests like the SAT, ACT, or GRE raises a question about how to assess program selectivity policies and practices.

Findings of predictive validity studies indicate some variation for relevant subgroups. For example, the combination of high school GPA and SAT score under-predicts freshman year academic performance for women and over-predicts performance for male students (Mattern and Patterson, 2014, p. 13). This means that female students do better than expected and males do worse, a finding that also extends to cumulative college GPA (Ibid., p.28).

For ethnic or racial subgroups within the overall college student population, the combination of high school GPA and SAT over-predicts the subsequent academic performance of minority students as freshmen (Ibid., p. 15) and for cumulative GPA (Ibid., p. 30). There are also predictive differences by family income, with over-prediction of freshman year GPA for low-income students (Ibid., p. 21) and for cumulative GPA (Ibid., p. 36).¹⁶

year GPA] as well as the correlation. Thus the equation for the two groups may differ as a result of differences in the means or standard deviations as well as differences in correlations” (Harrigan and Wigdor, 1989, p. 173.

¹⁶ Mattern et al. (2008, p. 2) explain the over- and under-prediction concepts.

These findings mean that male college students, ethnic minority students, and low-income students perform less well in college than would be predicted by their SAT scores.¹⁷ On the basis of these findings, there is strong support in the research literature for the predictive validity of the SAT. Similar findings are reported for the ACT (ACT, DATE, Issues in College Success; Sanchez, 2008), and the GRE (Sackett et al., 2008, p. 219).

SAT Performance and Ethnicity

Research into the predictive validity of the SAT and other standardized tests generally find few overall student subgroup differences except for the over- and under-prediction trends reported above. However, large scoring differences in group averages give rise to questions about these tests. As Michael Nettles wrote in 2005, “substantial gaps in the average standardized test scores of White and some minority group students persist” (Bridgeman and Wendler, p. 1). Sackett and et al. note that these mean differences between groups are often construed to result from test bias, going on to observe that “this inference is unequivocally rejected within mainstream psychology... [because] the idea that fairness requires equality in overall passing rates for different groups has been almost entirely repudiated in the professional testing literature” (Ibid., p. 222).

The Bridgeman and Wendler study provide evidence for this assertion by analyzing the academic preparation, high school grades, AP exam experiences, high school leadership roles, and parental education levels of over 47,000 African-American test-takers. The authors candidly acknowledge the average score differences between African-American and Hispanic students on the one hand and Asian and white students on the other (p. 3). They find a wide distribution of scores when test outcomes are not controlled for academic preparation, calling this the “familiar broad gap” (p. 14). But they also find that when background and high school experience variables are controlled, “students who excel in rigorous courses tend to get high SAT scores, and students who get high SAT scores tend to take and excel in rigorous courses.”

The authors go on to make the case that “the causal connection is running in both

¹⁷ According to Sackett et al., citing other studies about test validity and student subgroup differences, while there is a relationship between socio-economic status (SES) and SAT scores, test validity is not “an artifact of SES...[but] SES is linked to the development of abilities that are predictive of academic performance” (p. 221). With regard to race and test scores, “the dominant view in the testing field rejects the position that a finding of a relationship between race ... and test scores can be directly interpreted as signaling bias or unfairness” (p. 223). Furthermore, reports based on multiple studies of grade prediction by ethnicity or race lead to “that the consistent finding is over-prediction (the predicted GPA is higher than the actual obtained GPA), rather than under-prediction, for Black and Hispanic students” (p. 223).

directions simultaneously. Taking demanding courses may help students sharpen the reading and mathematical skills that are assessed by the SAT. At the same time, students cannot succeed in difficult courses if they lack strong reading and mathematical skills” (Ibid, p. 24). This and other studies acknowledge that minority high school students are less likely to take challenging courses—but “it might be difficult or impossible to close the test score gap as long as students in the lower-scoring groups are not taking challenging courses” (Ibid, pp. 6-7).

Related Findings for Other Forms of Professional Education

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Like teaching, other professions require completion of postsecondary education programs, often at the graduate or professional level, in order to obtain licensure or certification from the state of practice. Admission to these professional education programs is usually highly competitive and the institutions offering them typically employ standardized test score results as one component of the applicant review process. National accreditors of programs in these fields examine recruitment and selection processes, but since admission to professional education like medicine and law is highly competitive, the accreditors generally do not need to specify performance levels for selection into the programs. Even so, predictive validity studies of tests required for admission to law school, medical school, and business school finds that they offer statistically reliable predictions of subsequent academic performance.

Applicants for admission to medical school in the United States take the MCAT examination. Numerous studies of predictive validity have been completed, focusing on MCAT as well as other criteria commonly utilized in medical school selection. One meta-analysis of 23 studies found that the MCAT accounts for forty-four percent of the variance in performance on medical licensing tests (Donnon et al., 2007, p. 104), and the authors report that “the MCAT as a whole shows relatively consistent and good predictive validity findings for performance in both medical school and on licensing examinations” (p. 105). Nonetheless, they urge that it not be used as the only criterion for selection into medical school (p. 106).

Siu and Reiter (2009) report that the MCAT “has consistently been shown to be statistically significant, practically relevant, with a positive predictive correlation with future performances” (p. 761). They also analyze the predictive validity of other instruments and processes used in medical school admissions, finding that items like personal interviews or statements, letters of reference, and personality testing are not as good in predicting

performance and outcomes. Callahan and colleagues (2010) cite the short- and long-term predictive validity of the MCAT but argue that “opportunities to strengthen it remain.” Even so, other studies find the MCAT also predicts clinical skills. One analysis of the MCAT validity literature reported that the MCAT and undergraduate GPA “have a positive predictive relationship with clinical skills” (Kreiter and Kreiter, 2007, p. 95), and that the evidence supports use of both for selection into medical school.

And finally with regard to medical school selection criteria, Siu and Reiter offer an interesting perspective on the value of quantitative predictors of subsequent educational or professional performance. Noting that GPA and the MCAT have good predictive power, they argue that, “the conquest of cognitive medical expertise [through use of the college GPA and MCAT in the medical school admissions process] provided a vantage point of the next peak to conquer” (p. 772). They go on to say, “Without Flexner, we would still be mired in complaints of cognitive origin. In response to Flexner, the cognitive mountain has been scaled... GPA and MCAT have proven sufficiently successful that further progress on cognitive assessment would provide only limited returns” (p. 771). In essence, their position is that good quantitative predictors of performance open the way to additional indicators that build on (but do not replace) grades and test scores to improve the accuracy of selection decisions into professional education. Needless to say, teacher preparation is not yet at this stage of development.

The GMAT test is used for selection into graduate business programs. In a study that included data from almost 65,000 students, Kuncel and colleagues (2007) reported the GMAT to be superior in predictive power to undergraduate GPA and that a combination of the two has high validity for predicting student performance. Oh et al., in a follow up study published by the *Academy of Management Learning & Education*, concurred with these findings and argued that the validity evidence is even stronger than claimed by the Kuncel study (Oh, In-Sue, et al., 2008).

Studies of the LSAT and its predictive ability find evidence that LSAT scores predict law school grades, especially in the first year (Shultz and Zedeck, 2011). Another study, a review of two years of LSAT scores and law school performance results that included students from 152 law schools, concluded that “LSAT score alone is still a stronger predictor of FYA compared to UGPA alone, and the combination of LSAT score and UGPA is still a more superior predictor of FYA than either variable alone” (Anthony, Dalessandro, and Reese, 2013, p. 18).

What do these studies have to do with selection into teacher education programs?

Among other things, scholars in and of these professions are paying attention to the predictive validity of standardized tests employed to make admissions decisions. In general, the tests are found to add value to selection because they offer reliable predictions about future performance in the professional education programs that prepare individuals for entry into legal, medical, business or other professional careers. Since degree completion in these fields is a prerequisite for entry into the relevant profession, utilizing selection tests with reasonable predictive power for successful completion of coursework and the degree appears to be well established in these fields. For teaching and teacher education, relevance comes from the fact that postsecondary degree completion is a requirement for certification or licensure; the fact that nationally normed standardized tests predict college academic performance makes them as relevant for teacher preparation as the MCAT or LSAT are for other professions.

Academic Ability and Teacher Testing

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The academic ability of teacher candidates and new entrants into teaching appears to be improving in ways that positively affect student learning outcomes. Studies that profile teacher candidates who take the Praxis test as well as studies of New York City teachers and national cohorts seem to indicate the SAT profile has improved over time. And the evidence is that academically weaker teacher candidates have little chance of passing current teacher tests and do not make a positive contribution to K-12 learner outcomes.

In *Teacher Quality in a Changing Policy Landscape: Improvements in the Teacher Pool*, Drew Gitomer analyzes the academic profiles of teacher candidates in the Praxis testing pool (Gitomer, 2007). Using evidence from 20 states and the District of Columbia regarding Praxis II passing rates, SAT scores, and undergraduate GPA, the analysis is based on data from 153,000 teacher candidates (ibid., p. 9).

Gitomer contrasts his findings with earlier studies about the academic preparation of teacher candidates, arguing that a wide range of education policy changes at the state and federal levels resulted in important changes in the pool of those who take and pass teacher licensing tests. He finds that the “academic profile of the entire candidate pool has improved,” including higher undergraduate GPA and SAT score averages, and that these changes are

consistent for male and female candidates, for racial and ethnic subgroups, and across licensure areas (Ibid., p. 23).

The research does find some variation across licensure areas—with candidates in secondary subject areas having much stronger academic profiles than teacher candidates in elementary, special education, and physical education. This suggests that more rigorous selection standards into teacher preparation programs may have differential impact for entry into and completion of various licensure programs.

Despite these positive changes, the Gitomer study also reports declining passing rates on Praxis II—a drop of ten percentage points between the late 1990s and the date of publication (p. 17), with a larger decline for African-American candidates (Ibid.). The study attributes test score outcome changes largely to implementation of state and federal policies around the turn of the 21st century, particularly higher passing score requirements from states. The drop has occurred despite improvements in the academic pool of test-takers, and even though “grades, like SAT scores, are related to the likelihood of passing Praxis tests” (p. 19).

In a subsequent study, Gitomer and Qi (2010) analyze trends in Praxis II outcomes and in the characteristics of those who take and pass the tests. They find that “the academic profile of those who pass the Praxis II tests and those who do not varies substantially. Those who pass have higher SAT scores, higher grades, and are more likely to have stronger content course work” (Gitomer and Qi, p. 3).

One of the most interesting findings from this study is the large difference in mean scores between those who pass and those who fail the Praxis tests in the study: “Those who pass have substantially higher scores than those who do not, on the order of approximately two standard deviations difference” (p. 16). This means that candidates unable to pass the test are not “bubble candidates” on the verge of passing with a little coaching or repeated test-taking¹⁸: This is not the case of having a large number of candidates hovering near a passing standard such that if people simply took a test one or two more times, their status could change to pass. Instead the *Praxis* tests appear to serve the function of filtering out individuals with extremely poor test performance” (p. 85).

¹⁸ The authors note in the study preface that “This very large disparity in scores between those who pass and those who do not means that there are *not* large numbers of candidates hovering near a passing standard such that if people simply took a test one or two more times their status might change without their actually learning more of the content that is tested” (p. xviii).

Another perspective on the composition of the teaching workforce comes from Goldhaber and Walch, in their 2013 paper *Rhetoric versus Reality: Is the Academic Caliber of the Teacher Workforce Changing*. The authors analyzed a number of national datasets to develop a portrait of the teacher workforce over time¹⁹ and found positive changes in their SAT profile across several cohorts, dipping between 1993 and 2000 but showing “a sizeable jump up in the average percentile rank to 50.3 for the 2008 cohort, driven mainly by a big increase in the proportion of teachers with SAT scores that fall in the top quartile of the distribution.” (Goldhaber and Walch, p. 13-14). For this 2008 cohort, they report that high and low scoring [on the SAT] students were equally likely to seek a career in teaching (pp. 17-18).

In *The Narrowing Gap in New York City Teacher Qualifications and its Implications for Student Achievement in High-Poverty Schools*, Boyd and colleagues (2008) reported similar improvements with respect to the academic quality of entering teachers. Their data show that “the average math SAT scores of newly hired teachers increased over the 2000-05 period, but that the increase in the poorest quartile of schools was so dramatic that by 2005, SAT scores were higher in these schools than in the lowest-poverty quartile” (p. 10).

An important implication of this change is that “Over the same period in which the gap in teacher qualifications narrowed, the gap in the proportion of students failing to meet proficiency standards also narrowed.” (p. 12). Moreover, they found a powerful effect on student learning from improved teacher academic qualifications: “The difference between the average value-added attributable solely to teacher qualifications for those teachers in the top and bottom quintiles of this distribution is 0.16—roughly three times the effect of the gains attributable to the first year of teacher experience.” (p. 17). As Gitomer suggested in his 2007 analysis of the test-taking pool of teacher candidates, these changes are good news for K-12 students “because research has shown that teachers’ academic ability is associated with improved student learning” (Gitomer, 2007, p. 4).

More recently, Lankford et al. (2014) tracked the academic ability of New York State teachers over a 25-year period, finding evidence that the academic ability of those certified and entering the profession has increased since 1999. They argue that “Increases in teachers’

¹⁹ These include the federal Schools and Staffing Survey (SASS), the Integrated Postsecondary Education System (IPEDS), and the Baccalaureate and Beyond Longitudinal Study (B&B), as well as data obtained from the College Board (CB).

academic ability signal the status of teaching may be improving as it is an indicator that teaching's occupational prestige and esteem are on the rise" (p. 445). They attribute these changes to "policy events" at the state and federal levels rather than to any modifications of preparation program policies or practices. Nonetheless, the improved SAT profile of new teachers in New York State is quite different than it was before these policies were implemented. The authors summarize their findings by noting that "the academic ability of both individuals certified and those entering teaching has increased since 1999, with the increase much larger for those hired to teach (24% of a standard deviation increase in SAT scores). This gain largely reflects a substantial increase in the portion of teachers drawn from the top third of the SAT distribution" (Lankford et al., 2014, p. 446). The authors focus on entry into teaching and do not discuss the relationship, of any, between teacher academic ability and student learning outcomes.

Teacher Characteristics and Key Preparation Program Outcomes

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Research on the relationship between teacher characteristics and student learning or other outcomes for individuals or for programs result in few clear conclusions. Limitations on access to relevant data such as SAT or ACT scores for practicing teachers as well as narrow differences in actual SAT or ACT scores for candidates in different programs inhibit the ability of researchers to draw strong conclusions. Even with these limits, however, some US and international studies do find a relationship between teacher academic ability and classroom teaching effectiveness

Studies that seek to associate teacher characteristics with outcome measures such as P-12 student learning, classroom teaching performance, or persistence in teaching generally use indicators such as SAT or ACT scores of the individual teachers when available, their GPA overall or in subsets of coursework, measures of selectivity for the college or university they attended, or measures of personality traits. Findings in the literature are mixed about the relationship of these measures to outcomes of interest, and many studies are unable to include teacher GPA, SAT or ACT scores because the state data sets used for this research do not include these variables. A further finding discussed below is that academic profile differences for candidates across programs are too small to offer meaningful explanatory power (Noell et al., 2008; Koedel et al., 2012).

Building on the prior discussion of academic ability and its predictive power for college success, degree completion, and passing teacher tests, Hanushek and colleagues place teacher academic ability in the context of international studies of student achievement. In *The Value of Smarter Teachers: International Evidence on Teacher Cognitive Skills and Student Performance*, they find that stronger teacher numeracy and literacy skills have a significant positive impact on student achievement, “[and] the impact of teacher cognitive skills is stronger for students with low socioeconomic background” (Hanushek et al., p. 3). Their overall conclusion is that ““Our analysis consistently indicates that students living in the countries at the top of the PISA rankings perform better in math and reading in part because their teachers have higher numeracy and literacy skills” (p. 26). It should be noted here that the international measure of teacher cognitive skills²⁰ used in the study was developed and implemented by the Organization for Economic Cooperation and Development (OECD).

Other studies looking at teacher characteristics and student outcomes report inconsistent linkages between the two. There is evidence for a relationship between teacher undergraduate GPA in certain courses and student math achievement (Kukla-Acevedo, 2014, p. 54), and for the effects of SAT-V and SAT-M in combination with other related measures²¹ on student achievement (Rockoff, Jacob, Kane, and Staiger, 2008, p. 37).

Gary Henry and his colleagues (2010) found undergraduate GPA in teacher preparation coursework a better predictor of math student learning than SAT, high school rank, or Praxis scores. These researchers also reported that other indicators of teacher knowledge and performance were unrelated to teaching effectiveness, a challenge of sorts for evidence-based preparation and evidence-based accreditation because it raises questions about the quality of evidence used by programs.

In their analysis of Louisiana teacher preparation program graduates and their impact on student achievement, Noell and his colleagues used ACT scores and other indicators to estimate the value-added impact of programs. Their key finding with regard to standardized test scores was that ACT scores did not have much explanatory power at the program level because there was so little variation in average scores by program.²²

²⁰ At least 5,000 survey respondents in each participating OECD country took a set of cognitive assessments administered through the Programme for the International Assessment of Adult Competencies (PIAAC).

²¹ The other measures in an index created by the researchers are college selectivity, mathematical knowledge for teaching, a general cognitive ability measure, and being in Teach for America (Rockoff et al., p. 35).

²² The range was 20.03 to 21.71 as reported by Noell, Porter, Patt, and Dahir, 2008, p. 37.

In a Missouri study of preparation program effectiveness, Koedel and his colleagues (2012) also noted narrow differences across programs in academic ability as measured by ACT scores when they separated teacher candidates from overall institutional averages (p. 18). By itself this finding suggests that using overall measures of institutional selectivity (e.g., Barron's) might overstate variance between institutions if, as Koedel and colleagues write, "teachers from colleges that are differentially selective are more similar to each other than are typical students from the same colleges" (p. 18).

By way of contrast, Boyd, Goldhaber, Lankford, and Wyckoff (2015), in *The Effect of Certification and Preparation on Teacher Quality*, report that highly selective alternative route programs "can produce effective teachers who perform about the same as teachers from traditional routes after two years [of experience] on the job." But these authors struggle to find solid empirical evidence that any aspects of preparation—including selection—or measures of individual teacher characteristics are useful signals about teaching effectiveness to schools or to policymakers. They describe "the lack of convincing evidence in most of these areas" as "disturbing" (p. 63).

Most studies of teaching outcomes have access to limited information about the pre-employment academic characteristics of teachers because their data on schools, students, and teachers is drawn from state-level datasets. An exception is Harris and Sass (2008), who tapped Florida's extensive "data warehouse" to analyze relationships between teacher preparation and K-12 student achievement. They found that teacher SAT scores were not related to value-added outcomes for students after controlling for other variables in their explanatory model (Harris and Sass, 2008, p. 10), but overall undergraduate GPA was relevant to student learning outcomes.

Goldhaber's 2015 overview of the relevance of value-added studies for schools reported a "modest" relationship in the research literature between teacher attributes observed during the school or district hiring process and subsequent teacher effectiveness (Goldhaber, 2015, p. 88), but other studies find that districts pay little attention to teacher academic background in making hiring decisions (Jacob et al., 2015; Goldhaber et al., 2014). Tyler, Taylor, Kane, and Wooten (2014) reviewed measures of classroom teaching performance in one urban district to gauge their impact on student achievement, but teacher background characteristics were not measured. Similarly, Chetty, Freedman, and Rockoff (2011) conducted an extensive study of 2.5

million children, their parents, and the adult outcomes for the children, seeking to understand the long-term impact of K-12 classroom teaching.

As with most other studies of teaching and learning outcomes tapping large datasets, the Chetty et al. study did not include information about the academic ability or academic performance of teachers (Ibid., p. 15). Nonetheless, their conclusion, in the first of two large scale studies, is worth noting: “Students assigned to high value-added teachers are more likely to attend college, attend high-ranked colleges, earn higher salaries, live in higher SES neighborhoods and save more for retirement” (Chetty et al., 2011, p. 1).

To summarize this section of the literature review, seeking robust findings about the relationship between teacher or candidate academic ability and teaching effectiveness produces mixed results at best, even though “studies of cognitive ability find that it is a consistent and relatively strong predictor of worker effectiveness” (Harris and Rutledge, 2007, p. 12), and “teacher effectiveness is correlated with measures of teacher verbal skills, college entrance exams, and post-college certification exams” (Ibid., p. 33).

LITERATURE REVIEW RELEVANT TO CAEP STANDARD 3.2

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IV

STATE DATA REPORTS: TEACHER CANDIDATE SAT PERFORMANCE ANALYTICS

Summary of State Data Report Findings

This chapter provides a summary of state data relating SAT scores to teacher education in three states. The purpose of collecting the data was to provide context for examining the potential impact of CAEP Standard 3.2 – and specifically its requirement that the entering cohort of an EPP’s teacher preparation candidates meet designated benchmarks that increase in stringency over time. The average percentile score (in the national distribution of all test-takers) for entering EPP cohorts is required to be at the 50th percentile on standardized college or graduate entrance examinations through 2017, the 60th percentile through 2019, and the 67th percentile (top one-third) starting in 2020 and thereafter. The report focuses only on SAT data, both because it was more readily accessible in the states that could conduct the kind of research TPA needed and because of funding limitations. We believe, however, that the patterns reflected in the SAT data would be similar for other standardized examinations of academic ability.

Our findings in this section are based on data obtained for us by established researchers who had access to the appropriate state databases. The three states – North Carolina (NC), New York State (NY), and Washington State (WA) – differ in important respects. They have very different histories and cultures and are in very different parts of the U.S. Although all three states have significant rural populations and at least one major urban center, New York has a much larger urban population than the other two. Also, there are notable differences in the scope and specificity of the data we were able to obtain from the states. Only North Carolina, for example, was able to provide SAT data disaggregated by specific EPPs. And the states reported the SAT data differently – Washington reporting only the combined scores on the three-part SAT, North Carolina reporting both combined and separate scores on the SAT Math and Verbal exams, and New York reporting only separate Math and Verbal scores. Nevertheless, the data are sufficiently compatible to enable us to identify similar patterns in each of the states. We make no claim that the common patterns related to SAT scores and teacher education candidates in these states are replicated in all other states in the U.S., but

the findings in the three states are consistent with those of the research we examined in our review of the literature in the previous chapter.

We recognize that the population of teacher candidates who are SAT test-takers does not reflect the population of all teacher candidates. SAT test-takers are likely to be a more academically able group than the entire U.S. college-bound population because many students enter academically less selective institutions, including two-year institutions, which do not require college entrance examinations for admission. The population of students who enroll at these less selective institutions is likely, in general, to be less academically proficient upon college admission than the population of SAT test-takers. What the application of CAEP standard 3.2 might imply, however, for those students enroll in teacher preparation programs without scores on standardized assessments of academic proficiency is beyond the scope of this study.

We summarize here some of the notable findings from the three-state SAT data review. These and other findings are reflected in more detail in the three digests of the longer reports we commissioned from the researchers, which follow this initial summary.

- As a point of reference in relation to CAEP Standard 3.2, we note that an SAT score at the 50th percentile nationally in 2010 was approximately 517 for the Math portion and 500 for the Verbal (Critical Reading) portion.²³ 2010 SAT scores at the 60th percentile were approximately 545 for the Math portion and approximately 532 for the Verbal. Scores at the 67th percentile (the top third of the national distribution) were approximately 572 for the Math portion and approximately 555 for the Verbal portion. There were not substantial variations in SAT scores or in the national percentile ranks of different scores from one year to the next.
- In all three states, the highest SAT average scores were for white and Asian students, and the lowest for African-American students. Average scores for Hispanic students varied from state to state and were close to those of white students in one state and closer to those of African-American students in the two others. Students who identified themselves as multiracial scored below white and Asian students in all states, much higher than African-American students in all states, and higher than Hispanic students in

²³ The College Board lists SAT scores by 10's (500, 510, 520, etc.). Thus, any particular national percentile is likely to fall between a listed SAT scores in the range.

two states. At least 50 percent of white and Asian students scored at or above the 50th percentile on the SAT Math and Verbal assessments (or the three-part combined assessment) in all three states, compared to no more than 34 percent of African-American students.

- In the one state – North Carolina – for which we were able to obtain SAT score information for individual public institutions, there was large variation in average percentile scores of teacher candidates. The teacher candidate mean SAT score on both the Verbal and Math assessments was at or above the 50th percentile in eight out of 15 institutions, at or above the 60th percentile in 5 institutions, and at or above the 67th percentile in three institutions.
- In all three states, the highest SAT percentile scores occurred for teacher candidates in Secondary Education fields, while candidates in Elementary Education and Special Education had the lowest average percentile scores. The percentage of candidates at the 50th percentile ranged from 41 percent in Math and 43 percent in Verbal for Elementary Education candidates in New York to 89 percent in Math for Secondary Math candidates and 79 percent in Verbal for Secondary English candidates in North Carolina.
- Among the 15 North Carolina EPPs for which SAT scores were available, nine EPPs had candidates with an average SAT at the 50th percentile or above, five had candidates with an average SAT at the 60th percentile or above, and three had candidates with an average SAT at the 67th percentile or above.

North Carolina SAT Data Summary Highlights

1. Scope of data
 - 43,400 teacher candidates from 15 public institutions in North Carolina
 - 33,000 candidates (76%) who had SAT data

2. Statistics for the entire NC sample (percentile scores based on all test-takers in the U.S.)
 - Average SAT percentile scores for all public institutions
 - Verbal – 55%
 - Math – 55%
 - Composite – 56%

 - Percentile score average range for all NC public institutions
 - Verbal – 28- 81%
 - Math – 27-81%
 - Composite – 28-84%

 - Number of NC public institutions at or above the 40th percentile nationally
 - Verbal – 10
 - Math – 10
 - Composite – 10

 - Number of NC public institutions at or above 50th percentile nationally
 - Verbal – 9
 - Math – 8
 - Composite – 9

 - Number of NC public institutions at or above 60th percentile nationally
 - Verbal – 5
 - Math – 5
 - Composite – 5

 - Number of NC public institutions at or above 67th percentile nationally
 - Verbal – 3
 - Math – 3
 - Composite – 3

3. Average SAT national percentile scores for entire NC sample, 2004-5 to 2013-14

SAT Test	2004-05	2009-10	2013-14
Verbal	58	52	58
Math	59	53	57
Composite	61	54	59

4. Percentage of all candidates in NC sample (with scores) scoring at four national percentile benchmarks

SAT Test	Percentile			
	40th	50th	60th	67th
Verbal	71	57	44	34
Mathematics	73	59	45	34
Composite	75	62	47	36

5. Percent of candidates in NC sample scoring at four national percentile benchmarks, by teaching discipline (SAT composite only)

Teaching Subject	Percentile			
	40th	50th	60th	67th
Elementary Education	69	53	38	26
Middle Grades (multiple subjects)	86	74	58	45
Secondary English	87	77	64	51
Secondary Social Studies	84	69	55	40
Secondary Mathematics	91	84	71	59
Secondary Science (all subjects)	90	82	69	56
Special Education	78	62	46	31
All candidates	75	62	47	36

6. Percent of candidates in NC sample scoring at four national percentile benchmarks, by subgroup (SAT composite only)

Subgroups	Percentile			
	40th	50th	60th	67th
White candidates	81	69	53	40
Asian candidates	78	69	57	47
African-American candidates	39	29	15	9
Hispanic candidates	80	68	50	38
Multiracial candidates	77	63	44	34
All candidates	75	62	47	36

7. Percent of NC candidates at the various SAT national benchmarks who graduate within six years (SAT composite only)

SAT Percentile	50th	60th	67th
Percent of Candidates Graduating	78.8	78.3	78.0

8. Percent of NC program candidate graduates vs. non-graduates scoring at four national benchmarks (SAT composite)

Graduation Status	Percentile			
	40th	50th	60th	67th
Graduates	77	63	48	36
Non-graduates	66	53	42	32

9. Percent of NC program completers who entered teaching in NC public schools vs. those who did not enter teaching in NC public schools scoring at four national benchmarks (SAT composite only)

Teaching Status	Percentile			
	40th	50th	60th	67th
North Carolina Teacher	77	63	47	35
Not NC Teacher	71	59	46	35

10. National percentile scores (SAT composite only) for teachers staying in NC public schools vs. those leaving (2009-10, 2010-11, and 2011-12 cohorts combined)

Status	SAT Percentile
Overall	
Return	56.5
Exit PS	59.2
Elementary Licenses	
Return	52.1
Exit PS	53.4
Middle and Secondary Grades Content Licenses	
Return	65.3
Exit PS	65.1

New York State SAT Data Summary Highlights

1. Scope of data (number and percent of teacher candidates with SAT scores)
 - 172,873 individuals who obtained a first-stage teaching certificate in New York State from 1985-2010 (54 percent of all who were issued certificates)
 - 133,935 teacher candidates who completed a state-approved preparation program in New York State from 2000-2010 (54 percent of all completers in the state)
2. Composition of first-stage certificated teachers and of in-state program completers by gender/ethnicity
 - Certificated teachers (1985-2010):
 - White – 87.2%
 - Black – 3.9%
 - Hispanic – 4.5%
 - Asian – 1.9%
 - Female – 80.4%
 - In-state program completers (2000-2010):
 - White – 84.1%
 - Black – 5.1%
 - Hispanic – 5.8%
 - Asian – 2.2%
 - Female – 78.4%
3. (a) Mean SAT scores of all program completers in NY sample (2000-2010)

Year	Verbal	Math
2000	504	499
2001	502	496
2002	501	497
2003	500	500
2004	503	502
2005	505	509
2006	502	508
2007	503	511
2008	501	512
2009	503	513
2010	504	510
TOTAL	502	503

3. (b) Mean SAT scores of NY program completers (10-year average) by demographics and certificate area

Demographics	Verbal	Math
Female	500	495
Male	512	530
White	509	512
Black	451	436
Hispanic	462	451
Asian	501	552
Other Race	488	483
Certificate Area	Verbal	Math
Art	530	525
Childhood	490	488
CTE	487	505
Early Childhood	487	484
English Language Arts	551	516
ESL	515	499
Foreign Language	519	511
Heath/P.E.	466	490
Literacy	495	490
Math	523	586
Science	548	558
Social Studies	535	518
Special Education	493	488
Other Areas	500	493

4. (a) Mean SAT percentile scores (among all test takers nationally) of program completers in NY sample (2000-2010)

Year	Verbal	Math
2000	49.7	48.5
2001	49.1	47.5
2002	48.9	47.5
2003	48.4	47.0
2004	48.9	47.6
2005	49.6	48.5
2006	48.6	47.8
2007	48.8	47.6
2008	48.2	47.6
2009	48.5	47.8
2010	48.9	48.6
TOTAL	48.9	47.8

4. (b) Mean SAT percentile scores of NY program completers (10-year average) by demographics and certificate area

Demographics	Verbal	Math
Female	48.2	45.8
Male	51.5	55.3
White	50.7	49.9
Black	34.9	30.0
Hispanic	37.9	33.7
Asian	49.0	58.4
Other Race	45.1	42.0
Certificate Area	Verbal	Math
Art	56.6	53.6
Childhood	45.2	43.9
CTE	44.3	49.1
Early Childhood	44.8	43.2
English Language Arts	62.3	51.4
ESL	52.5	47.8
Foreign Language	54.0	50.9
Heath/P.E.	38.3	44.8
Literacy	46.7	44.5
Math	54.9	70.9
Science	61.9	64.3
Social Studies	58.1	51.9
Special Education	46.4	44.3
Other Areas	48.5	46.3

5. Percentages of completers in sample from NY preparation programs scoring at or above each of three benchmarks among all test takers nationally (2000-2010)

SAT Test	Percentile		
	50th	60th	67th
Verbal	49	36	28
Mathematics	47	35	26

6. Percentages of first-tier licensees in NY scoring at or above each of three benchmarks among all test takers nationally (1985-2010 average)

SAT Test	Percentile		
	50th	60th	67th
Verbal	51	38	29
Mathematics	49	36	27

7. Percentages of newly hired NY public school teachers in sample scoring at or above each of three benchmarks among all test takers nationally (1985-2010 average)

SAT Test	Percentile		
	50th	60th	67th
Verbal	51	38	30
Mathematics	50	37	28

8. Percent of NY program completers in sample scoring at three national SAT percentile benchmarks, by teaching discipline (2000-2010)

Teaching Subject		Percentile		
		50th	60th	67th
Elementary Education	Verbal	43	30	22
	Math	41	28	20
Secondary English	Verbal	70	58	49
	Math	53	40	30
Secondary Social Studies	Verbal	65	51	48
	Math	54	41	31
Secondary Mathematics	Verbal	60	45	36
	Math	84	74	64
Secondary Science	Verbal	70	58	48
	Math	75	62	52
Special Education	Verbal	45	32	24
	Math	42	29	21
All candidates	Verbal	49	36	28
	Math	47	35	26

9. Percent of NY program completers in sample scoring at three national SAT percentile benchmarks, by subgroup (2000-2010 average)

Subgroups	Percentile			
		50th	60th	67th
White	Verbal	52	38	30
	Math	50	37	28
Asian	Verbal	50	40	33
	Math	62	52	44
African-American	Verbal	27	18	13
	Math	19	12	8
Hispanic	Verbal	33	22	16
	Math	25	16	11
Multiracial	Verbal	44	33	26
	Math	38	28	20
Subgroups	Percentile			
		50th	60th	67th
Male	Verbal	53	40	32
	Math	59	47	34
Female	Verbal	48	35	27
	Math	44	31	23
All candidates	Verbal	49	36	28
	Math	47	35	26

Washington State SAT Data Summary Highlights

1. Scope of data

- 51,853 college students from 8 public institutions in Washington State with SAT scores on the three-part SAT examination (Math, Verbal, Writing) in the 2007-08 to 2013-14 school years
- 2,216 teacher education program completers from this sample

2. Mean three-part combine SAT score and national percentile score for all WA teacher candidates (2008-2014)

- Mean score: 1573
- Percentile score: 58th

3. SAT score distribution by field of study, gender, and race for WA teacher education program completers 2008-2014)

Field of Study, Gender, Race	Average Score	Average Percentile	50th Percentile or Higher	60th Percentile or Higher	67th Percentile or Higher	Number of Students
Total Education Sample	1572.9	56.4	61.9%	46.5%	35.6%	2,216
Elementary field of study	1527.7	51.9	53.4%	37.3%	25.1%	708
STEM field of study	1595.0	59.2	65.2%	50.3%	43.1%	181
Special Education field of study	1543.3	53.9	59.3%	41.5%	27.0%	248
Other Education field of study	1605.7	59.5	67.6%	53.0%	43.3%	1,079
Male	1589.3	57.9	65.7%	51.2%	39.5%	344
Female	1569.9	56.2	61.2%	45.6%	34.9%	1,872
Multi-racial	1596.9	59.1	66.4%	50.4%	42.3%	137
Hispanic	1456.1	44.4	46.8%	27.2%	19.0%	158
White	1584.4	57.6	63.5%	48.7%	37.2%	1,673
Black	1423.3	40.5	33.3%	19.0%	4.8%	21
Other race	1547.5	53.6	55.9%	37.8%	29.7%	111
Asian/Pacific Islander	1611.4	60.1	69.0%	53.5%	40.6%	155
American Indian/Alaskan Native	1488.3	47.2	41.7%	25.0%	25.0%	12

4. SAT score distribution by gender, and race for WA non-education students 2008-2014)

Gender and Race	Average Score	Average Percentile	50th percentile or higher	60th percentile or higher	67th percentile or higher	Number of Students
Total sample	1682.2	66.6	77.0%	65.7%	56.4%	49,637
Male	1702.5	68.4	79.4%	68.8%	59.6%	22,387
Female	1665.5	65.2	75.0%	63.2%	53.7%	20,432
Multi-racial	1687.7	67.2	78.4%	66.8%	56.8%	2,904
Hispanic	1569.2	55.9	60.3%	48.1%	38.6%	2,932
White	1695.5	68.0	79.2%	67.9%	58.3%	32,502
Black	1440.1	43.0	39.9%	29.0%	20.8%	959
Other race	1710.7	69.4	81.3%	71.0%	62.0%	3,713
Asian/Pacific Islander	1687.3	66.8	76.2%	65.4%	57.1%	5,500
American Indian/Alaskan Native	1628.2	62.1	71.7%	56.6%	48.0%	435

V

TPA-CAEP CONSTITUENT SURVEY

Survey Overview and Summary

Over a span of two-months in summer 2015, TPA worked with CAEP staff to develop a survey that would ultimately be forwarded to all CAEP-affiliated contacts across the United States and to its international affiliates. The link to the resulting 64-item survey was sent by CAEP to a total of 912 EPP contacts on September 10, 2015. While CAEP forwarded the request to its contacts, TPA maintained exclusive control of the Survey Monkey tool with no direct access to the proprietary CAEP contact database.

The initial deadline for completing the survey was extended from October 1 to October 9. Of the 912 requests for participation in the survey 519 (57percent) responded to the first question on the survey and 241 (25 percent) responded to the final question. There was wide variation in response rates to questions in between the first and final questions, with generally much lower response rates to questions requiring numerical “accountability” data on teacher candidates. The survey questions and tables summarizing responses to each question follow this summary.

So far as possible, it was the intent of TPA to construct the questions, generate the data, and report the findings value-free and without bias toward a particular result. It was also TPA’s intent to analyze and present the results as objectively as possible

Some key observations derived from the responses to the survey:

- Embedded within responses across the survey is evidence of a broad array of “portals of entry” into teacher preparation, including non-traditional alternative providers.
- However, CAEP-affiliated EPPs are largely associated with a wide range of Carnegie Classification institutions including large public and private Research-Intensive institutions, comprehensive universities, small liberal arts colleges, HBCU’s, Hispanic-serving institutions, and others.
- Within the CAEP-affiliated programs, the largest enrollments in both undergraduate and post-baccalaureate programs – at least in elementary, secondary and special education – are within “traditional” college-university affiliated programs.
- There is extensive, but not universal, use of nationally standardized tests to inform decisions about candidate entry recommendations.
- There is a very wide range of acceptable scores on standardized test scores and GPAs used for college admission and program entry across states and EPPs.
- The semester in which formal admissions into undergraduate teacher education occurs ranges from the freshman to senior year in elementary, secondary, and special education programs.

- Survey questions that were more qualitative and evidence-free garnered much higher response rates than questions requiring quantitative data about EPP teacher candidate means or cohort averages on standardized measures.
- While responses indicate a general awareness of the specific GPA and nationally normed (SAT, SAT, GRE, MAT) or locally developed tests used for admission decisions into the university or teacher preparation, relatively few respondents could provide specific required or mean scores for these kinds of data requirements.
- Seventy-six percent (of 140 responses) indicate that in the last two to five years the EPP required entry GPA has shifted from a majority 2.5 GPA to majority between 2.75-3.0 GPA.
- A large percentage of EPPs do not require a minimum SAT score (80 percent of 265 responses) or ACT score (77 percent of 265 responses), but where they do, respondents report an increase in standards for entry into teacher education in the last two-five years: SAT (79 percent) and ACT (80 percent).
- There is increased use of non-standardized tools to assess the strength of candidate's verbal and written skills and behavioral characteristics perceived to be associated with successful teaching teacher.
- Narrative comments provided by responders to the survey who report increases in academic expectations for teacher candidates, say the changes are largely driven by changes in state requirements and by higher CAEP expectations, and the comments express concerns about the impacts on the diversity of teacher candidates.
- A total of 241 respondents offered extensive closing comments about Standard 3.2, sometimes informed by data, other times not so, but which illustrate multiple perspectives and points of view.
- The narrative responses reveal some misunderstandings about the proposed CAEP 3.2 standard: applying the 3.0 GPA to cohorts vs. individuals; allowing alternative measures to SAT or ACT or not; applying the standard at entry into the IHE or at formal entry into the teacher preparation program, etc.

The letter of transmittal to CAEP constituent contacts and the TPA survey text are found in Appendix A.

TPA-CAEP Survey Results

Q1: Your Institution or Program

Please select all that apply to your EPP

Institutional type	Survey #	Survey* %	CAEP** %
Public college/university	259	49.90%	45%
Private/Independent college/university	241	46.44%	41%
Community college	2	.39%	0.3%
Hispanic serving institution	26	5.01%	10.9%
HBCU	26	5.01%	7.7%
Land Grant Institution	41	7.90%	9.8%
Alternate Route: Non-university/college	3	.58%	2%
Online only	5	.96%	1.2%
Hybrid (on-line & classroom instruction)	66	12.72%	NA
International	8	1.54%	0.8%
For-profit	11	2.12%	1.4%
Other (please describe)*	17	3.38%	10.8%
Total response	519	-	-

*Other Responses:

- Alaskan Native Serving
- Asian Serving
- Adult Education Focus
- Faith Based
- Minority Serving
- Predominately Black Institution
- Religious Affiliated

* Institutions or programs can be described as more than one type, thus if totaled the percentage would exceed 100.

** CAEP percentage refers to the universe of EPP affiliates in each category.

Q2: Carnegie Classification (if applicable)

Please check the single applicable classification for your institution

Carnegie Classification	Survey #	Survey %
Not Applicable	0	0%
Research Universities (RU/VH)	47	9.33%
Research Universities (RU/H)	45	8.93%
Doctoral/Research Universities (DRU)	62	12.30%
Master's Colleges and Universities (Master's L)	68	13.49%
Master's Colleges and Universities (Master's M)	65	12.90%
Master's Colleges and Universities	85	16.87%

Carnegie Classification	Survey #	Survey %
(Master's S)		
Baccalaureate Colleges—Arts & Sciences	73	14.48%
Baccalaureate Colleges—Diverse Fields	29	5.75%
Baccalaureate/Associate's Colleges	14	2.78%
Tribal College/University	1	0.20%
Other (please specify)*	15	2.98%
Total response	504	100%

*Other responses:

- We are a special focus institution, with selected advanced degrees
- We are a Turkish institution that does not use the Carnegie system
- We just added undergraduate education to our community college, so am uncertain what our classification is currently
- We recently added a graduate program at our college, so not certain about our Carnegie status

Q3: Your Role

Please check the most applicable designation below for your role

Your Role	Survey #	Survey %
Dean or director of a college, school, or department of education	275	55.56%
CEO head of EPP	6	1.21%
Associate/Assistant dean or director or coordinator of teacher education	70	14.14%
Program director for teacher education	31	6.26%
Accreditation coordinator	57	11.52%
Other (please describe)*	46	11.31%
Total response	495	100%

*Other responses:

- Professor, Associate Professor, Assistant Professor, Adjunct Professor, or Instructor
- Professor assistant
- Chair, Education Department/Division
- Director, Teacher Education Center
- Faculty Lead for teacher education program
- Graduate Studies Chair
- Admissions and Certification Officer/Director
- Data manager
- Executive Director, Clinical Experiences, Licensure, and Certification
- Consultant to Educator Preparation and Certification Officer
- Director of Assessment and Evaluation
- Assistant program coordinator
- Standard 3 coordinator, faculty

- Assessment coordinator
- Associate VP for Academic Affairs
- Director, Assessment and Accreditation Services
- Director of Center for Application and Innovation Research in Education
- Director, School Psychology program

Q4: Program Types Offered

Please check all certification program types offered at your institution or agency

Program Types	Survey #	Survey %
Traditional undergraduate	426	89.68%
Alternate Route undergraduate	55	11.58%
Five-year baccalaureate - certification only	21	4.42%
Five-year combined baccalaureate/masters	65	13.68%
Traditional post-baccalaureate – certification only	171	36.00%
Alternate route post-baccalaureate – certification only	83	17.47%
Traditional post-baccalaureate master’s degree	286	60.21%
Alternate route post-baccalaureate master’s degree	90	18.95%
Other*	26	5.47%
Total response	475*	-*

*Other responses

- Education Specialist or ED.S. and licensure
- Ed.D. and licensure
- Baccalaureate plus two year master’s and licensure
- Baccalaureate plus year-long internship and licensure
- Most respondents reported more than one teacher licensure option, thus the total response is less than the total number of programs and the total response percentage would exceed 100.

Largest Enrollments

Q5: Program type that enrolls the largest number of teacher candidates for undergraduate elementary education (select one)

Program type	Survey #	Survey %
Traditional undergraduate	384	91.00%
Alternate route undergraduate	2	.047%
Five-year with certification only	4	0.95%
Five-year combined baccalaureate/master’s	15	3.55%

Program type	Survey #	Survey %
Other (please specify)*	17	4.03%
Total response	422	100%

*Other responses

- MAT
- Dual pre-K elementary/special education program
- NA

Q6: Program type that enrolls the largest number of teacher candidates for undergraduate secondary education (select one)

Program type	Survey #	Survey %
Traditional undergraduate	358	86.68%
Alternate route undergraduate	10	2.42%
Five-year with certification only	6	1.45%
Five-year combined baccalaureate/master's	14	3.39%
Other (please specify)*	25	6.05%
Total response	413	~100%

*Other responses:

- MAT
- NA

Q7: Program type that enrolls the largest number of teacher candidates for undergraduate special education (select one)

Program type	Survey #	Survey %
Traditional undergraduate	270	71.24%
Alternate route undergraduate	3	0.79%
Five-year with certification only	5	1.32%
Five-year combined baccalaureate/master's	12	3.17%
Other (please specify)*	89	23.48%
Total response	379	100%

*Other responses:

- MAT
- Graduate MAE
- Licensure only
- Alternate route master's
- Post-baccalaureate licensure or endorsement only
- Early childhood/special education dual degree
- Special education licensure offered only with other teaching degree programs
- NA

Q8: Program type that enrolls the largest number of teacher candidates for post-baccalaureate elementary education (select one)

Program type	Survey #	Survey %
Traditional post-baccalaureate (certification only)	123	32.20%
Alternate route post-baccalaureate (certification only)	28	7.33%
Traditional post-baccalaureate master's	145	37.96%
Alternate route post-baccalaureate/master's	20	5.24%
Other (please specify)*	66	17.28%
Total response	382	100%

*Other responses:

- MAT
- Five-year BA/MS
- M.Ed. in literacy for already certified teachers
- Our State Department of Education does not allow graduate elementary education programs
- NA

Q9: Program type that enrolls the largest number of teacher candidates for post-baccalaureate secondary education (select one)

Program type	Survey #	Survey %
Traditional post-baccalaureate (certification only)	118	30.41%
Alternate route post-baccalaureate (certification only)	37	9.54%
Traditional post-baccalaureate master's	147	37.89%
Alternate route post-baccalaureate/master's	31	7.99%
Other (please specify)*	55	14.18%
Total response	388	100%

*Other responses:

- MAT
- Five-year BA/MS
- Initial license with master's
- NA

Q10: Program type that enrolls the largest number of teacher candidates for post-baccalaureate special education (select one)

Program type	Survey #	Survey %
Traditional post-baccalaureate (certification only)	86	23.56%
Alternate route post-baccalaureate (certification only)	31	8.49%
Traditional post-baccalaureate master's	138	37.81%
Alternate route post-baccalaureate/master's	29	7.95%
Other (please specify)*	81	22.19%
Total response	365	100%

*Other responses:

- MAT
- Twice exceptional Special Ed & Gifted Ed
- Five-year BA/MS
- MA in SPED with bilingual education
- Dual certification
- Five-year combined baccalaureate/master's
- Initial license with master's
- NA

Q11: Does your institution have only post-baccalaureate teacher preparation programs?

Post-Baccalaureate only	Survey #	Survey %
Yes	61	13.17%
No	402	86.83%
Total response	463	100%

Q12: Does your parent institution use norm-referenced tests (required or optional) in admissions decisions for freshman or first-year students?

Norm-Referenced Tests	Survey #	Survey %
Yes	340	86.51%
No	53	13.49%
Total response	393	100%

Q13: For the freshman (or first-year) class most recently admitted to your parent institution or independent program for which you have this information (preferably 2014-15 or 2013-14), what was the average score of the entire admitted class on any norm-referenced tests that the institution or program uses for freshman (or first-year) admission decisions?
(select one)

Cohort Year	Survey #	Survey %
2014-15	203	74.63%
2013-14	38	13.97%
2012-13	6	2.21%
Other (please specify)	25	9.19%
Total Response	272	100%

Q14: Test and average score (please complete all that apply)

Test	Range of Average Scores	Average Score	Survey #*	Survey %
SAT	700-1393**	1097	91	52.94%
ACT	14-31***	23	172	63.38%
Other #1	NA	NA	13	4.78%
Other #2	NA	NA	4	1.47%
Data not available	NA	NA	36	13.24%
Total response**** - 272				

*Survey numbers are “usable” scores – those within plausible ranges based on combined scores within SAT, ACT and those reporting data, rather than reporting “about x” or “I think”.

**Range and average scores are based on combined SAT scores on two of the three test areas: Math, Verbal, or Writing, so that the top score is 1600. It is most likely that the range scores – and thus the average scores – are computed on the combined Math and Verbal SAT test only.

***Range and average scores are based on combined ACT subtest in English, mathematics, reading, and science. Scores can range from 1 to 36.

****Some EPPs use SAT, ACT and other tests for admission decisions, thus the total number of respondents is less than the combined totals of all the test options (not computed above).

Other #1 responses:

- Pearson CASA
- Praxis I Math
- Praxis Core Reading – 172
- Praxis Core Composition - 177
- College Board
- College Entrance Test, PAA 1-5
- Special test by institutional Student Selection and Placement Center
- CEEB
- TAP (Test of Academic Proficiency)

Other #2 responses:

- Praxis Core Math
- Praxis 1 Reading
- Praxis 1 Writing

Data not available responses:

- Do not have this data (at this time)
- Not sure
- No idea
- Too time consuming to track down this data
- Cannot get the data from my research office
- Our department does not track this data
- We have just started to collect that data. We have focused on GPA and other tests such as Praxis CORE for our admission to teacher education
- Not published and given to the deans on our campus
- We have % pass rates, but not averages
- The vast majority of our students at this level are transfer from community colleges which do not require an ACT/SAT

Q15: When are “formal” admissions decisions to your undergraduate elementary, secondary, and special education programs most commonly made?

Program and number	Freshman		Sophomore		Junior		Senior	
	#	%	#	%	#	%	#	%
ELEM (304)	27	8.88%	169	55.59%	105	34.54%	3	0.99%
SEC (293)	30	10.24%	158	53.92%	102	34.81%	3	1.02%
SPED (226)	23	10.18%	124	54.87%	71	31.42%	8	3.54%
Total Response - 310								

Q16: Does your EPP require a minimum SAT score for admission into undergraduate teacher preparation?

Minimum SAT	Survey #	Survey %
Yes	65	20.50%
No	252	79.50%
Total response	317	100%

Q17: What are the minimum SAT score for Elementary, Secondary, and Special Education candidates? (Please indicate if data are not available.)

Minimum SAT	Total Responses	Usable Responses	Survey Average*
Elementary	63	44	1012
Secondary	60	40	1019
Special Ed	51	34	1003

*The minimum admissions scores for the three programs within the same EPP appear to be the same, however, not all EPPs have all three programs.

Q18: Have you calculated the SAT average scores for either your most recently admitted cohort of teacher candidates or for the next-to-most recent cohort?

Cohort Minimum SAT	Survey #	Survey %
Yes	27	42.86%
No	36	57.14%
Total response	63	100%

Q19: What are the most recent cohort SAT averages you've calculated? (Please indicate if data are not available.)

Program	Survey #	Usable #	SAT average
Elementary	26	11	1108
Secondary	23	9	1158
Special Ed	20	5	1046

Q20: If you have calculated the SAT average score for the most recently or next-to-most recently admitted cohort in all undergraduate licensure programs, what is that average? (Please indicate if data are not available.)

Cohort SAT	Survey #	Usable #	SAT Average
Total response	22	11	1140

Q21: Does your EPP require a minimum ACT score for admission into undergraduate teacher preparation?

Minimum SAT	Survey #	Survey %
Yes	68	21.94%
No	242	78.06%
Total response	310	100%

Q22: What are the minimum ACT scores for Elementary, Secondary, and Special Education candidates? (Please indicate if data are not available.)

SAT Minimum	Total Responses	Usable Responses	Survey Average*
Elementary	70	59	21.8%
Secondary	67	56	21.5%
Special Ed	52	32	21.0%

*The minimum admissions scores for the three programs within the same EPP appear to be the same, however, not all EPPs have all three programs

Q23: Have you calculated the ACT average scores for either your most recently admitted cohort of teacher candidates or for the next-to-most recent cohort?

Cohort Minimum SAT	Survey #	Survey %
Yes	35	50%
No	35	50%
Total response	70	100%

Q24: What are the most recent cohort ACT averages you've calculated? (Please indicate if data are not available.)

Program	Survey #	Usable #	ACT average
Elementary	34	20	23.2
Secondary	34	18	24.5
Special Ed	26	11	22.0

Q25: If you have calculated the ACT average score for the most recently or next-to-most recently admitted cohort in all undergraduate licensure programs, what is that average? (Please indicate if data are not available.)

Cohort ACT	Survey #	Usable #	ACT Average
Total response	30	25	23.4

Q26: Does your EPP require a minimum GRE score for admission into post-baccalaureate teacher education?

GRE Minimum Required	Survey #	Survey %
Yes	43	11.78%
No	322	88.22%
Total response	365	100%

Q27: What are the minimum GRE scores for Elementary, Secondary, and Special Education candidates? (Please indicate if data are not available.)

GRE Minimum (260-340 range)	Total Responses	Usable Responses	Survey Average*
Elementary	39	14	293.6
Secondary	38	14	292.1
Special Ed	36	13	293.7

*The minimum admissions scores for the three programs within the same EPP appear to be the same, however, not all EPPs have all three programs

Q28: Have you calculated the GRE average scores for either your most recently admitted cohort of teacher candidates or for the next-to-most recent cohort?

Cohort Minimum GRE	Survey #	Survey %
Yes	8	19.05%
No	34	89.95%
Total response	42	100%

Q29: What are the most recent cohort GRE averages you've calculated? (Please indicate if data are not available.)

Program	Survey #	Usable #*	GRE average*
Elementary	6	0	-
Secondary	7	0	-
Special Ed	6	0	-

*No respondent provided an actual GRE score for any program.

Q30: If you have calculated the GRE average score for the most recently or next-to-most recently admitted cohort in all post-baccalaureate licensure programs, what is that average? (Please indicate if data are not available.)

Cohort GRE	Survey #	Usable #	GRE Average
Total response	6	1	702.5

Q31: Does your EPP require a minimum MAT score for admission into post-baccalaureate teacher preparation?

Minimum MAT	Survey #	Survey %
Yes	20	5.52%
No	342	%
Total response	362	100%

Q32: What are the minimum MAT scores for Elementary, Secondary, and Special Education candidates? (Please indicate if data are not available.)

Minimum MAT	Total Responses	Usable Responses	Survey Average*
Elementary	17	5	371
Secondary	19	9	375
Special Ed	16	6	355

*The minimum admissions scores for the three programs within the same EPP appear to be the same, however, not all EPPs have all three programs

Q33: Have you calculated the MAT average scores for either your most recently admitted cohort of teacher candidates or for the next-to-most recent cohort?

Cohort Minimum MAT	Survey #	Survey %
Yes	3	15.79%
No	16	84.21%
Total response	19	100%

Q34: What are the most recent cohort MAT averages you've calculated? (Please indicate if data are not available.)

Program Cohort MAT	Survey #	Cohort Average
Elementary	1	600
Secondary	1	600
Special Ed	1	600

Q35: If you have calculated the MAT average score for the most recently or next-to-most recently admitted cohort in all post-baccalaureate licensure programs, what is that average? (Please indicate if data are not available.)

Cohort MAT	Survey #	Usable #	GRE Average
Total response	2	1	600

Q36: For admission to either undergraduate or post-baccalaureate programs, do you assess for any criteria other than GPA and standardized test scores?

Use of Other Assessment(s)	Survey #	Survey %
Yes	280	78%
No	78	22%
Total response	358	100%

Q37: Please check all of the following criteria that you employ – undergraduate (choose all that apply)

Other Admission Criteria	Survey #	Survey %
None	28	10.07%
Behavioral characteristics such as perseverance and grit	135	48.56%
Demonstrated leadership skills	65	48.56%
Strength of verbal and written communication skills	189	67.99%
Experience such as performing training in a corporate or military context	16	5.76%
Interest and experience in working with diverse populations	98	35.25%
Other (please describe)*	121	45.53%

*Other responses:

- Grade C or better on Ed Foundations courses
- Various GPA minimums for entry (2.5-3.0) and advancement to upper division on identified sequence and number of courses
- Course grades of C or B or better on selected courses
- GPA and field experience recommendation by classroom teacher
- Successful 30-hour practicum and autobiographical sketch
- Praxis Core
- Successful completion of teacher education portfolio
- WorkKeys Reading
- Standardized interview rubric
- Successful interview – to assess professional dispositions
- Alabama Basic Skills Assessment
- Florida General knowledge Exam
- Minnesota Basic Skills Test for admission
- Missouri Educator Profile
- Oklahoma General Education Test for admission
- Passing score on Virginia Communication and Literacy Assessment
- Pearson's CASA test in Indiana
- Pass subject matter competency tests
- College-prepared test of reading, writing and general knowledge
- Community service and technology skills
- Minimum scores on edTPA
- Performance in Learning Assistance Center and GPA
- Dispositions of Noble Character

- Habermann/TFA dispositions
- Writing sample
- Ability to analyze digital video teaching vignettes

Q38: Please check all of the following criteria that you employ – post-baccalaureate (choose all that apply)

Other Admission Criteria	Survey #	Survey %
None	38	15.45%
Behavioral characteristics such as perseverance and grit	110	44.72%
Demonstrated leadership skills	58	22.58%
Strength of verbal and written communication skills	150	60.98%
Experience such as performing training in a corporate or military context	28	11.38%
Interest and experience in working with diverse populations	93	37.80%
Other (please describe)*	108	43.90%

*Other responses:

- Professional skills and dispositions
- 30-hour practicum; dispositions assessment; background check; residency requirement; licensure test scores
- Candidates complete teaching demonstrations and group scenarios as well during a Demonstration Day
- Professional dispositions

Q39: Do you have any evidence that verifies the relationship between these additional program admissions criteria and candidate or completer effectiveness for your program(s)? If so, please identify the types of evidence you have.

Type of Evidence	Survey #	Survey %
No evidence	86	30.94%
Anecdotal evidence	149	53.60%
Internal program study	70	25.18%
Independent research study	9	3.24%
Other (please describe)*	29	10.43%

*Other responses:

- Currently gathering data
- Review of completer data, TAP evaluation, edTPA, Dispositions, and Assessment of Student Teacher Preparation
- No official effectiveness ratings and admissions applications, but analysis yet to be done.
- We demand a baseline of written communication and [students] have a formal (but locally developed) writing assessment, which they must pass. If they cannot pass the writing assessment, they have difficulty communicating effectively. It's used a criterion-referenced assessment, and if they do not pass, they are required to work with the writing center to develop these skills. Similarly, for professional attributes, if they are not demonstrating professional behavior in semesters prior to admissions, we do not allow them to continue in the

program. We have a three-step remediation procedure before they are counseled out.

- All graduates from Faculties of Education sit an exam (KPSS-Test for Selecting Civil Servants) to become a teacher at state schools in Turkey. At admission, our faculty ranks between 15 and 25 among all the faculties of education in Turkey while the results of KPSS reveals that our students rank the second among all graduates from faculties of education.
- Faculty and professional advisors provide anecdotal evidence in the first year.
- Two studies were conducted to determine if student undergraduate GPA correlated with performance in student teaching.
- Not yet. We have just implemented changes.
- Developing it
- Employer Surveys
- Nothing to compare because we do not have a Post Grad Initial Certification.
- Some post-graduation data from employers.
- Based on review of accreditation data we see a correlation with the performance assessments in our state.
- This selective admission process has resulted in students NOT being selected for the program, at the time of their first application. We then counsel the potential candidate and offer suggestions for strengthening their application. Candidates who work on the areas suggested are usually successful and stronger candidates when they re-apply. This process creates a focus on professionalism, which we believe is reflected in stronger completers.
- We track the effectiveness of our graduates during the first five years of their experience as classroom teachers in Delaware public schools, using more than 300 data points. We can connect our graduates' performance with the achievement levels of the students they teach.
- Currently working on employer surveys and more triangulation of data
- Beginnings of an internal program study.
- We do not keep this evidence. If you do not get recommended and have not passed the CORE test and have the GPA you do not get admitted.
- On-the-job GA AG Educators Performance Indicators
- Study of early childhood success in the program and grades in the pre-requisite math courses.
- Presently, data is being gathered for analysis.
- No evidence exists that the cut scores for the CASA state-mandated tests predict effective educators. Those cut scores have been reduced due to the numbers of students who could not pass them. We already know that such tests are having a negative impact on the numbers of students formally being admitted into teacher education and on the numbers of students of color being accepted. This is further complicated due to the strict interpretations of the rules being implemented by Department of Education.
- We also find a strong positive relationship b/t ACT/SAT scores and Praxis II scores.
- In process of gathering
- Portfolio completion and comparison Graduation rate
- Currently analyze quantitative ratings on writing samples, recommendations and GPA and comes up with a composite score

Q40: In the last 10 years, has your school/department of education or non-college alternative program raised or lowered candidate selection/admission standards on GPA, SAT, ACT, GRE, MAT, or other academic achievement/ability measures for any teacher preparation programs?

Raised or Lowered Admission Standards?	Survey #	Survey %
Yes	183	51.69%
No	171	48.31%
Total response	354	100%

Q41: Please indicate if the program selection standards listed below changed (were raised or lowered) during the time frame listed.

Test	In the last 2 years		In the last 3-5 years		In the last 6-10 years		Total Changers
	Survey #	Survey %	Survey #	Survey %	Survey #	Survey %	
GPA	85	53.13%	41	25.62%	34	21.25%	160
SAT	11	28.95%	19	50.00%	8	21.05%	38
ACT	19	43.18%	16	36.36%	9	20.45%	44
GRE	8	33.33%	9	37.50%	7	29.17%	24
MAT	4	33.33%	5	41.67%	3	25.00%	12

Q42: GPA – If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

GPA listed *	Before GPA Frequency	After GPA Frequency	GPA Change
2.0	6	0	-6
2.3	1	0	-1
2.4	1	0	-1
2.5	68	9	-59
2.6	3	0	-3
2.7	9	10	+1
2.75	20	55	+35
2.8	5	4	-1
2.85	1	0	-1
2.9	0	1	+1
3.0	6	50	+44
3.2	0	1	+1
Range: 2.0-3.2	Mean: 2.55	Mean: 2.80	Mean: +.25
Useable responses	120	120	-
Total Response	146	140	-

*NA responses included a mixture of “not available”, “not applicable” and “unknown”

Q43: SAT – If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

SATs Listed *	Before Frequency (old form)	After Frequency (old form)	SAT Change (old form)	SAT Frequency (new form)
790	1	0	-1	1400 – 1
830	0	1	+1	1510 – 1
850	2	0	-2	1550 – 1
900	1	1	0	1650 – 1
920	0	1	+1	
950	0	1	+1	
1000	0	2	+2	
1030	0	2	+2	
1100	4	0	-4	
1150	0	1	+1	

SATs Listed *	Before Frequency (old form)	After Frequency (old form)	SAT Change (old form)	SAT Frequency (new form)
1155	0	1	+1	
1200	1	0	-1	
Range 790-1200	Mean: 910	Mean: 996.5	Mean: +86.5	Mean: 1527.5
Useable responses	9	10	-	4
Total Response	37	33	-	4

NA responses included a mixture of “not available”, “not applicable” and “unknown”

Q44: ACT – If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

ACTs listed	Before ACT Frequency	After ACT Frequency	ACT Change
12	1	0	-1
16	1	0	-1
18	4	1	-3
19	3	1	-2
20	4	1	-3
21	2	7	+5
22	1	14	+13
Means	Mean: 18.1	Mean: 21.3	Mean: +3.2
Useable responses	16	24	-
Total Response*	47	43	-

*NA responses included a mixture of “not available”, “not applicable” and “unknown”

Q45: GRE – If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

GREs Listed	Before Frequency	After Frequency	GRE Change
1000	1	1	0
	Mean: 1000	Mean: 1000	Mean: 1000
Useable responses	1	1	-
Total response*	29	23	-

*NA responses included a mixture of “not available”, “not applicable” and “unknown”.

Q46: MAT – If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

MATs listed	Before MAT Frequency	After MAT Frequency	MAT Change
350	350	350	0
	Mean: 350	Mean: 350	Mean: 350
Useable responses	1	1	-
Total Response*	28	23	-

*NA responses included a mixture of “not available”, “not applicable” and “unknown”

Q47: Please describe the reason(s) for the change (in GPA, SAT, ACT, GRE, or MAT standards)

- Changes in state policy mandated a higher GPA.
- To better align with anticipated higher CAEP standards.
- To become more selective in admitting teacher candidates.
- To increase the quality of teacher candidates.
- We wanted more rigor in our program and candidates who could meet higher expectations.
- We were counseling a higher number of students out of the program after they were admitted and wanted to ensure more of our students would be academically successful to program completion, so we became more selective.
- Local school district required a higher than 2.5 GPA to be employed.
- Local school districts require teachers to have at least a 2.75 GPA so we raised ours for the undergraduate and graduate one as well.
- The governance board of the state university system approved increases.
- Our findings that lower SAT/ACT scoring students also received lower ratings as student teachers by their supervisors supported increasing our standards, but not so for the GPA (however, we raised them anyway).
- Evidence that indicated that those with lower GPA had difficulty with Praxis II - Content specific exams.
- Stakeholder feedback convinced us to raise our academic standards.
- Internal study of elementary education showed a correlation between higher GPA and successful program completion.
- We shifted to the MAT when the GRE changed to a new format.
- Cut scores are not articulated. Instead, enrollment numbers were lowered for one program and raised for others that garnered applicants with higher SATs and ACTs.
- College Board added the Writing section to the test, which we adopted.
- We were admitting students who did not meet the GPA requirements (3.3), but who had GPAs above 3.0. This change was made to ensure we were better following admission requirements.
- Admission to and retention in the university requires a 2.0 GPA. Teacher education chose to apply a higher GPA standard for its candidates.
- The most powerful predictor of college success is a student’s performance in high school and, in particular, the high school GPA and the rigor of courses taken. This policy better supports our mission of serving a talented and striving student population that reflects the full socio-economic and ethnic diversity of New Jersey. Focusing on an individual student’s actual accomplishments in high school, no matter which community the student grew up in or which high school he or she attended, will yield a highly diverse freshman class characterized by determination, ambition and the demonstrated willingness to strive for success in an

academically rigorous environment.

- We evaluated “success” data for candidates – those with a minimum ACT of 19 have successfully completed the program – several with ACT scores of 10 have been selected as Outstanding First Year Teachers, others have been finalists for State Teacher of the Year. All with ACT scores of 19 or higher have received first- and third-year Employer evaluations rating them as highly successful teachers.
- We raised our standards for entry and completion to head off a threat by the state to mandate increased standards.
- We went from an open admissions primarily two-year institution to a state four-year college in 2006.

Q48: Does your school/department of education or non-collegiate alternative program use selection standards other than those listed in the previous question (i.e., GPA, SAT, ACT, GRE, MAT)?

Use other selection standards	Survey #	Survey %
Yes	99	55%
No	81	45%
Total response	180	100%

Q49: Please identify the other selection standards you use.

Alternative Standard #1, n=96; #2, n=57; #3, n=34

The useable responses across all three alternative standards are recorded in the table below.

Many are state or institutional specific assessments.

- **Other Selection Standards**
- Georgia GACE Program Admission Test
- Professional Skill Lab Reading
- Dispositional Assessment
- Praxis I Reading
- Equity Standards
- Interview protocol
- Test of Academic Proficiency
- Portfolio assessment
- CBEST
- Letters of recommendation
- Virginia Communication and Literacy Score
- Praxis Core tests
- Praxis (CASE) and Praxis (PPST)
- Praxis II
- Formal interview
- Personal essay
- Informal writing sample
- Minnesota MTLE basic skills test
- Alabama Basic Skills Assessment
- Florida Teacher Certification Exam
- Two years of work experience
- Performance on SEAT
- State ethics exam
- Michigan Professional Readiness Exam
- Pearson CASA test

- Reporter training
- Professional Skills Lab Interview
- Critical Thinking Assessment

Q50: Please indicate if the other program selection standards you identified changed (were raised or lowered) during the time frame listed.

Other Test	In the last 2 years		In the last 3-5 years		In the last 6-10 years		Total Changers
	Survey #	Survey %	Survey #	Survey %	Survey #	Survey %	
#1	23	48.94%	14	29.79%	10	21.29%	47
#2	15	44.12%	10	29.41%	8	26.47%	34
#3	9	50.00%	6	33.33%	3	16.67%	18

Q51, Q52, Q53: If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, please indicate with NA. Other selection standard #1, standard#2, standard #3

Before / After Statements

- In 2010 the Basic Skills Test (096) was replaced by the Basic Skills test (300).
- Praxis I cut score was increased.
- We now are requiring an essay.
- From no minimum required on test, to requiring a minimum admission score.
- Pearson CASA scores, determined by the state but now mandated that EPP's require it for admission.
- Passing scores now required before admission.
- Previously there was no training in conducting student observations, now we use a rubric and train in using it to assess satisfactory performance.
- Previously we had no writing samples, now use a standardized writing assessment
- Increased GPA entry and exit requirement.
- The Praxis II content area assessment is now required for certification.
- Ambiguity about in-program progress has been made formal through the development of decision points.
- Increased focus on disposition to teach.
- Revised required courses.
- Defining acceptable level of performance.
- Pass/fail on writing sample.
- From a generic to a more focused portfolio.
- Scoring (admission and progress) test by more than one person.
- Many responses listed old and new minimum scores on state and locally developed test, as well as higher scores on nationally standardized test.

Q54: Please describe the reason(s) for the change.

The 45 responses are provided in full below, with minimal spelling and grammar edits by TPA.

Reasons for change in program selection standards:

- We instituted the dispositional assessment to meet CAEP standards and to help us select out those students who were unlikely to be successful due to significant dispositional issues. We consider the positive recommendations of teachers and others in the community, particularly for students whose standardized test scores or high school GPAs are borderline to our requirements. Similarly, those students who have taken a challenging high school program of

study are considered above those who have not -- we feel overall GPA does not tell the whole story of a student's academic achievement.

- Praxis I test has changed and cut scores have been raised
- To prevent students from paying the cost for an additional test. Virginia began to accept VCLA as a licensure requirement AND an admission requirement.
- Change in state standards
- State requirements for admission were increased and the test requirements changed. Effective September 1, 2014, PRAXIS Core Academic Skills for Educators (CASE): Reading-156, Math-150, Writing-162 OR if applicant has taken the test below prior to September 1, 2014, passing test scores may still be accepted if no more than five years old. PRAXIS I Pre-Professional Skills Test (PPST): Reading-176, Math-174, Writing-174
- State mandate.
- Since 2012, the Basic Skills Requirement can be met by one of the following: -SAT Composite Score of 1030 or above in Math and Reading, and 450 or above in Writing -ACT + Writing composite score of 22 or above, and 19 or above on combined English/writing -Test of Academic Proficiency (TAP) Composite score of 240 on each sub test.
- State mandated change in requirement.
- Based on Program review for an upcoming NCATE visit we noted that some assessments did not produce meaningful data. Changes were made to address that concern.
- Based on program review for an upcoming NCATE visit, we noted that some assessments did not produce meaningful data. We made changes to address that concern.
- Improvement of annual program assessment.
- As we considered different candidates for full or provisional admission, we needed to learn more about why certain applicants were seeking teaching as a career, which we can partially capture in the essay. We're looking to require more specific answers to a set of prompts in the future. The letters are particularly helpful to make decisions about candidates with lower GPAs but who might have demonstrated their readiness to teach through other means such as service and work history.
- This change reflects the state and national focus on students' math and reading scores.
- While we have always felt that our graduate students were graded fairly on the previous writing sample, we believed it was not rigorous enough. We are in the process of revising our writing sample so that it requires a thoughtful analysis of a short news article. We also plan on making a rubric to judge it more objectively. We expect to be ready to pilot our new test by summer of 2016.
- PPST test no longer exists. Portfolio: We realized the value of this written expression and the value of students (candidates) understanding their choices for evidence of meeting each standard.
- We have always had interviews but pushed the process towards discussing realities of schools today and candidates' commitments to those students.
- The state changed the scoring of the basic skills assessment to make it more rigorous. The scaled score remained the same; however, the calculation that ETS uses to get to that and the standards that the test measures have increased in strength.
- We attempted to more closely examine each candidate to further ensure suitability to succeed in our program.
- Students were initially admitted into the program at time of college admittance. Criteria have changed so we can evaluate their performance in coursework and in the field prior to formal admission.
- The original question did not involve "change" only the criteria. The number of work experience may have changed.
- Students who do not exempt GACE Admissions minimums with a 1000 on SAT or 43 on ACT must pass GACE Admissions.

- To address some patterns in data suggesting a need to be more selective with regard to the disposition and/or written communication skills of candidates admitted to the EPP.
- Changed to more rigorous test.
- Changes in required tests.
- The university changed its undergraduate admission requirements to include an overall composite view for admission. The university considers GPA, ACT or SAT score, class rank, and other factors that are not quantifiable. The university does not require a specific GPA or ACT or SAT test score as the only measure of admission as a single assessment is not a valid measure of a person's current or potential academic performance. The university changed its admission requirements to include an overall composite view for admission. Applicants must have an UG GPA of no less than 3.0, but the GRE is not required for all programs as any generic test score is not a valid measure of a person's current or potential academic performance.
- To get a better look at non-quantitative characteristics.
- We have developed a group interview process and rubric in order to better assess our applicants dispositions for teaching (leadership, diversity, communication, grit).
- School districts were employing people with a Bachelor's as teachers, and having them take additional coursework offered by the district or university to help them attain state licensure. School districts determined that these teachers were not as effective as they would like, so we offered to train them, which included more rigorous requirements for admission into the program as well as for successful completion of the licensure program. We now offer a pathway to a master's for these students if they are able to meet the GPA and Praxis requirements for admission as well.
- Effective September 1, 2015 NJ BOE required that any candidate applying for certification must meet the basic skills requirement by passing a Commissioner-approved test of basic skills (Praxis Core Academic Skills for Educators: Reading, Writing and Math), or scoring in the top one-third percentile on the SAT, ACT, or GRE for the year the test was taken.
- The use of the undergraduate Decision Points document began in 2009.
- Changes were driven by attempt to strengthen admission process and to get a better sense of our candidates' knowledge, skills, and dispositions.
- ETS changed from Praxis 1 to Praxis Core.
- Faculty uses a holistic method for selecting candidates.
- Illinois State Board of Education (ISBE) mandates that teacher candidates stay abreast of all requirements concerning mandated reporting.
- Because there was no minimum.
- Changes were implemented to initial programs to elevate the level of professionalism of incoming teacher candidates.
- The state upped the rigor by creating a new test. The pass rates dropped considerably.
- Academic rigor.
- Passing score on GACE Basic Skills Assessment was raised to 250 when changed to an electronic assessment.
- For #1 - it was created to have a disposition form that was uniform for all programs. Previously, programs created their own. #2: To make the programs more selective and help ensure success in the program #3: In response to a need to ensure success in the program.
- New state certification tests with increased emphasis on writing skills.
- Lucrative contract with Pearson (??). Tony Bennett as State Superintendent (?) Other expectations were never made clear.
- The state requires passing Praxis I or SAT/ACT/GRE exemptions.

Q55: If teacher education selection standards have been changed at your institution – raised or lowered – have there been verified impacts to date of such policies?

Any Impacts?	Survey #	Survey %
Yes	41	43.16%
No, not verifiable	54	56.84%
Total response	95	100%

Q56: What have been the verifiable impacts to changes in selection standards at your institution? (Please check all that apply.)

Impact	Survey #	Survey %
Increased applications/enrollment overall	1	2.50%
Increased minority applications/enrollment	3	7.50%
Initially decreased overall enrollment, which then rebounded	0	0%
Initially decreased minority enrollment, which then rebounded	0	0%
Increased the general strength of candidates and their performance in the teacher education program	14	35%
Decreased application/enrollment overall	29	72.50%
Decreased minority application/enrollment	18	45%
Decreased the general strength of candidates and their performance in the teacher education program	0	0%
Other impacts (please describe)*	13	32%
Total response	40	-

* A total of 13 “other” responses are shown below”

- Administration has considered closing education programs, terminating faculty, stopped hiring in education programs and diminished funding. Admissions office now sees education as an undesirable major to have on campus. We have the same standards as engineering but not the same average post-college earnings. We are hurting the institution in US News rankings because of this relationship. Being an education major is seen as a poor investment.
- Candidates now know in deeper ways that the program is about preparing candidates to children and youth in schools, and "backup" employment plans to hold teaching certificates are not what our program does. Focus in coursework and field placements are stronger as a result. Some candidates are not admitted to the certification program and are instead routed towards an education studies degree that does not lead to certification.
- It's too early to tell whether these changes are permanent or temporary changes. At the same time, our university is experiencing a three-year (projected) enrollment decline. So, it's also hard to tell whether or not these decreases in enrollment are the result of standard changes or are part of the larger trend our university is currently facing.
- Fewer candidates admitted to the EPP but the quality of those admitted is slightly better. Data is not yet available to assess the impact of these policy changes on graduates as most policy changes went into effect beginning in 2010 with the incoming freshmen class.
- Enhanced ownership on the part of faculty in the admission process.
- The state of Georgia has such complex technical aspects to admission that the lengthy process discourages candidates.
- Fewer students are getting into the program due to increased demand, but limited spaces.
- Overall decreased interest in teacher education candidates.
- Too soon to tell impact on minority enrollment...but we do observe that the writing tests are very challenging for anyone who is not a native speaker of English.
- This hasn't been in place long enough to study minority applications/enrollment or to note increased performance. That won't be known for 1-2 more years.

- The retention for the early childhood program since the change in GPA and math grade requirement has increased. Our minority enrollment has not been high, but has decreased. But it is likely too early to tell.
- The introduction of the state mandated CASA basic skills test occurred at the same time as the budget cuts and denigration of teachers. We are finding fewer students applying for teacher education and for those who do apply, the strict interpretation of the timing and actual cut scores is having an adverse impact.
- The increased GPA and new standardized tests are differentially and negatively impact minority acceptance. Overall, these changes have decreased enrollment almost 10% across all of our programs.

Q57: Please share your thoughts and advice to CAEP regarding how to ensure the teacher candidate pool is both academically qualified and diverse and/or how Standard 3.2 can be implemented in the most helpful and effective manner.

This question received 241 responses. The comments are presented in full as written in Appendix B, with only spelling and grammar edits by TPA.

Q58: Please add any other comments you might wish to share about strengthening EPPs in general, or about the survey questions

This question received 96 responses. The comments are presented in full as written in Appendix C, with only spelling and grammar edits by TPA.

Immediately below is TPA’s analysis of and perspectives on the extensive responses to questions 57 and 58.

TPA Perspectives

- Many of the respondents claim or infer that CAEP “requires” the ACT and SAT – which it does not.
- Many of the respondents claim there is no research to support normed-test criterion as a predictor of academic success in higher education, nor as a predictor for successful teaching. [The TPA literature review documents ample research evidence supporting normed-test criteria and their correlation to success in higher education. There is considerably less data to support normed-test as predictors of successful teaching, explainable in part by the lack of data links between teachers, K-12 performance, and EPP programs.]
- Many take issue with CAEP’s belief that the SAT and ACT predict good teaching. CAEP makes no such claim.
- There are numerous claims that SAT and ACT are discriminatory. [The TPA literature review did not find evidence to support this claim.]
- Many expressed the view that CAEP should allow Praxis Core (or some other measure) to count for the nationally normed test – which the CAEP standards allow.
- Several respondents expressed a desire for a requirement that predicts success in the preparation program.
- There is a preference for open admissions and to look at exit instead of entrance requirements. There were few, if any, suggestions for what the exit requirements would be or how candidates would be assessed.

- Many lay claim to the belief that great teachers are produced without admissions requirements. No respondent cited evidence to support that claim.
- While very few (3) acknowledge there is likely a relationship between teacher's academic performance and P-12 student learning, there was virtually no mention of impacts on student learning throughout the survey.
- There were many expressions of concern for discrimination and the negative impact on racial diversity of the teaching force rendered by the implementation of CAEP Standard 3.2, however, there was no mention of actions that could be taken by EPPs to alter possible negative outcomes of Standard 3.2 on racial diversity and qualifying candidates.
- Many called for options to the SAT/ACT cohort averages – seemingly unaware of the CAEP “alternative 2” substitution that allows evidence of perseverance, grit, leadership, etc. to be used as alternative selection criteria.
- A very few mentioned lack of perceived respect for teachers, current teacher salaries, or teacher working conditions as deterrents to enrolling in teacher education.
- Many said that CAEP should allow for multiple measures, which the CAEP standards support.
- Some expressed the view that the CAEP criteria are too restrictive for career changers – apparently unaware of the flexibility allowed in the CAEP standards.
- Some expressed the belief that while a 50 percent cohort average would be challenging, suggestions of 40 percent and 33 percent cohort averages were just not reasonable – an arguable claim.

VI

EPP LEADER INTERVIEWS

Interview Overview and Summary

As a complement to the CAEP constituent survey, TPA conducted five interviews with persons in primary positions of responsibility for teacher preparation at the EPP. The purpose for conducting the interviews was to glean more nuanced information than perhaps could be gathered from the survey. Toward this end, we selected five different types of EPPs geographically dispersed across the country and with different ‘historical’ missions and context: (1) three very different types of universities, (2) one small liberal arts college, and (3) a mature district-based residency program. Though none of those interviewed expressed any concern for anonymity, we shared up-front, that we would share neither their name nor their EPP affiliation in our report to CAEP.

The interviewees were provided the questions and a copy of CAEP Standard 3.2 in advance. All interviews were conducted within a two-week period. Every member of the TPA team conducted at least one of the interviews using the five questions below.

CAEP Standard 3.2 Interview Questions

1. Has your program, or previous programs with which you’ve been affiliated, raised selection standards on GRE, SAT/ACT, or other academic achievement/ ability measures? [If so, what were the drivers for doing so and what were the obstacles, if any, for doing so? If you have not raised selection standards in, perhaps, 10 years or more, why has your institution or program not done so?]
2. What, in your experience, have been the impacts of such policies? [Has it affected program enrollment overall or by specific program area? If so, in what way?]
3. What do you foresee as the greatest challenges for your program in implementing Standard 3.2?
4. What empirical studies – published or unpublished – have been useful to you in making decisions related to the issue of raising program admission requirements?
5. Any additional comments you wish to make?

The interview responses cannot be taken to be representative of the experience of other EPP leaders or other teacher educators, but several themes emerged from the five interviews:

- Though not all of the EPP leaders interviewed are currently CAEP accredited, nevertheless, the pending and approved CAEP standards are impacting their institutions’ discussions (and some decisions) around program standards.

- There was universal agreement among the interviewees on the need for high standards and expectations for those seeking to prepare for teaching.
- There was universal agreement among the interviewees that SAT or ACT were insufficient as selectivity measures of academic competence and/or anticipated performance in teacher preparation programs. None reported use of those measures as acceptance criteria for entry to either the institution (where applicable) or the EPP.
- While there was some concern expressed about the GPA as a selectivity measure, only the residency EPP did not use GPA as one of its entry requirements.
- State minimum GPA and other selectivity measures are required in all EPPs in institutions of higher education, even the private college included in these interviews. The residency program was not state-mandated to enforce a minimum GPA, nor did it have such a requirement.
- All interviewees expressed in different ways that they can or should be empowered to select candidates that they believe can be developed into competent teachers and that accountability should be focused more on end-of-program outcome (including performance) measures and on the teaching success of their graduates.
- Some interviewees made claims that empirical evidence supports their opposition to linking SAT, ACT, or GRE scores to success in teacher preparation programs and to success as teachers. One interviewee attested to the need for more empirical evidence related to selectivity measures.
- There was universal agreement that maintaining or growing the diversity of its teacher candidate pool was an important program goal and that CAEP's new proposed higher academic standards will exacerbate the problem of low diversity enrollments in teacher preparation.

Responses for all five EPP Leader interviews are shown below.

EPP Leader Interview Results

1. EPP/Institutional Type: Large R1 Land Grant University in the Midwest

Interviewee: Assistant Dean of Educator Preparation

Date of interview: October 26, 2015

Has your program, or previous programs with which you've been affiliated, raised selection standards on GRE, SAT/ACT, or other academic achievement/ ability measures?

The institution is NCATE/CAEP accredited. Selection standards, in terms of GPA, were raised for the main campus some time ago. This includes requiring a 3.0 GPA for admission to the program and a 3.0 GPA to qualify for student teaching. On the SAT and ACT, teacher candidates at the main campus score in the neighborhood of the 75th percentile on average. However, this is true only for the main campus. There are several regional campuses that have an open enrollment policy for matriculation, and SAT and ACT scores are not available for all teacher candidates and are generally lower when they are.

What, in your experience, have been the impacts of such policies? [Has it affected program enrollment overall or by specific program area? If so, in what way?]

The impact of such programs likely reduces the diversity of students entering teacher preparation. There is very little diversity in the teacher preparation population at the main campus, especially in M.A. programs. The university already significantly exceeds the CAEP 3.0 GPA standard and the SAT/ACT standard. Some specific programs do fall short of these benchmarks:

- Agri-science, which serves primarily rural schools
- Art education (whose candidates often have poor math entrance exam scores)
- Music education (whose candidates also often have poor math entrance exam scores)
- Business education (which attracts a large number of non-traditional students)
- Family and consumer sciences (also attracting many non-traditional students).

These programs would likely be affected – reducing applicants and the diversity of applicants – even if the 50th percentile CAEP standard were to be adopted. However, since it is the overall institutional cohort that is held to the standard, the lower GPA and SAT/ACT performance of the students in these programs is more than offset by the stronger performance of the main campus students in other programs and the university as a whole would still meet the 50th percentile standard and possibly the 60th and 67th percentile standards, as well.

There are also re-certification programs and second-endorsement programs for already certified teachers that offered at the institution that may not, by themselves, meet the CAEP entrance standards for cohort performance on the GRE and/or MAT.

Similarly, the regional campuses have much lower entrance standards than the main campus and lower cohort averages for GPA and SAT/ACT. By themselves, they would likely not meet the 50th percentile standard. However, these campuses together account for only about 18 percent of all our program completers, and the higher SAT/ACT scores of the main campus candidates would more than offset them so that, for all branch campuses combined, the entering teacher candidate cohort would still be well over the 50th percentile each year.

Thus, there may be no real consequence for our institution of adopting the higher CAEP standards, but the interviewee believes the negative consequences for other programs make raising standards – which will adversely affect minority enrollment – is an issue of “social justice.”

What do you foresee as the greatest challenges for your program in implementing Standard 3.2?

Our institution has no problem at present meeting the proposed 3.2 entrance requirement standard. However, raising the standards may further reduce the diversity of candidates entering teacher education at the university. In addition, depending upon where the standard is set (50th, 60th, or 67th percentile), it may limit the number of candidates who can be accepted in the regional programs with lower entering SAT or ACT scores, the number of candidates who enter the agri-science, arts education, and other less common programs, and the number of already-licensed candidates who enter the re-certification programs.

What empirical studies – published or unpublished – have been useful to you in making decisions related to the issue of raising program admission requirements?

The interviewee has seen no studies that establish a clear relationship between academic entrance standards and teacher performance in the classroom. She is particularly opposed to standards that would limit the entry of rural and minority students into teacher preparation programs, considering this an issue of “social justice.” She said that, in casually perusing the value-added scores of program graduates teaching mathematics and reading in grades four and eight – the only tested grades and subjects with value-added scores in the state – she could see no connection to their value-added scores and their program entry SAT or ACT scores.

Additional Comments

The interviewee indicated that it would ultimately be unacceptable to reduce the number of candidates in the programs and to further reduce opportunities for entry of minority candidates into the program. She believes that it would be quite easy to game the system, if necessary to preserve diversity and an adequate teacher candidate population, simply by failing to include the scores of candidates who score low on the ACT or SAT in the reported cohort average.

At the outset of our interview, the interviewee made it clear that she was skeptical about the efficacy of raising what she called “entrance” (as opposed to “academic”) standards for teacher preparation and believes CAEP’s decision to raise standards is politically driven rather than evidence-driven. She said she had seen no evidence of a correlation between higher entrance standards for verbal ability of prospective teachers and K-12 student outcomes. And although the higher standards may not significantly impact her institution, she believes that they will significantly impact other programs with lower entrance standards and especially impact minority enrollment.

The interviewee also stated her belief that CAEP’s imposition of higher standards for program entry is politically driven in that the research evidence does not justify it. She believes it violates the U.S. tradition of accreditation being vested in the profession because it is, in effect, a top-down imposition of standards by an external body.

2. EPP/Institutional Type: Mid-size Comprehensive University in the Southwest

Interviewee: Dean, College of Education

Date: November 6, 2015

Has your program, or previous programs with which you’ve been affiliated, raised selection standards on GRE, SAT/ACT, or other academic achievement/ability measures?

The EPP is NCATE/CAEP-accredited.

The university is essentially an open enrollment institution, however, the College of Education requires a 2.5 overall GPA for entry and is moving to a 2.75 GPA minimum for entry into student teaching. There is no minimum SAT or ACT score required either for entry to the institution or for the College.

Regardless of institutional standards, all candidates are required to pass the state’s content test prior to entry into student teaching. They must pass state required pedagogical exit exams as well.

What, in your experience, have been the impacts of such policies? [Has it affected program enrollment overall or by specific program area? If so, in what way?]

The results have been mixed. There have been decreases in some programs where higher standards have been put into place, such as English as a Second Language.

What do you foresee as the greatest challenges for your program in implementing Standard 3.2?

Raising standards as is suggested by Standard 3.2 will dramatically affect enrollment in our programs. If candidates are expected to maintain a 3.0 GPA from entry to exit in our programs, it will impact a lot of our students, since our current standard is 2.5 to 2.75 GPA.

The proposed selection standards CAEP is considering will likely affect our decision to seek continuing CAEP accreditation or not. We think what is being proposed will have a large negative impact on our populations.

What empirical studies – published or unpublished – have been useful to you in making decisions related to the issue of raising program admission requirements?

No, I have been searching for studies of students with our demographics.

Additional Comments

The intent behind increasing selection standards is good. However, I think CAEP should look at different variables and indicators (of quality). We should be looking at candidates' success in their clinical and field practice.

3. EPP/Institutional Type: Mid-size Public HBCU in the South

Interviewee: Dean, School of Education

Date of Interview: November 10, 2015

Has your program, or previous programs with which you've been affiliated, raised selection standards on GRE, SAT/ACT, or other academic achievement/ ability measures?

The university is NCATE/CAEP accredited.

The university recommends, but does not require the SAT, ACT nor any other standardized test for entry into the university. Nor does it require a minimum GPA. However, SAT, ACT, and GPA data informs admission decisions. The School of Education on our campus does not impose the use of these data on its students, but does have to conform to state expectations GPA, which is 2.5 at the institution and 2.75 for entry into its graduate-level programs.

In the distant past, the university only required a 2.3 average to enter and exit its teacher prep programs. In looking at last year's cohort of students, the average GPA for "official admits" to teacher education was a GPA of 3.2, based on earned college credits, not H.S. scores.

Our teacher candidates, as is true at all other EPPs in [the state], must take and pass the Praxis Core exam for entry into teacher prep. If students have a scored at or above 530 Verbal and 530 Math on the SAT or scored an ACT 24 Composite, they can be exempted from taking the Praxis Core. In practice very few of the University students present SAT or ACT scores, in part because of the expense in taking these test.

Note: In [the state], there is only one teacher education degree program: Health and PE. All other teacher prep programs are "endorsements" within disciplinary degrees.

What, in your experience, have been the impacts of such policies? [Has it affected program enrollment overall or by specific program area? If so, in what way?]

The state requires that teacher candidates achieve state-mandated passing scores on the Praxis Core or Praxis Math to be admitted to teacher prep programs and passing scores on the state to be certified by the state. While favoring higher academic standards, the University has experienced a decline in enrollments that are linked to the increased standards. The faculty and support programs at our university can help students who are borderline in meeting the cut scores on required test (1-5 points off the mark), but for students scoring significantly below the cut scores, the help cannot secure progress fast enough, nor high enough to close the gap. Many students can pass the Praxis II professional exams, but not the Praxis Core – a test of academic content.

The dean finds it hard to argue against the use of a good basic skills test, which the Praxis Core appears to be. At the same time it is negatively impacting enrollments.

What do you foresee as the greatest challenges for your program in implementing Standard 3.2?

If the University cannot better align its academic programs and support services to the expected performance assessments for teacher candidates, it will be very problematic. If the University does not require the SAT or ACT what test will we use for computing a cohort average? If we use the Praxis Core, what will our students be indexed to, the national or state averages on the Praxis Core?

What empirical studies – published or unpublished – have been useful to you in making decisions related to the issue of raising program admission requirements?

Though I am aware of empirical studies attempting to link scores on standardized academic assessments and linking GPA to success in teaching, they seem rather mixed in results and not entirely convincing. This leaves me, as the leader of the School of Education without the convincing information I need to determine the effectiveness of our graduates, not with information on how to improve our programs. The state really is data-poor for EPPs.

Additional Comments

If CAEP is going to stay with its proposal to raise academic standards even higher, they need to know that we need some serious technical assistance. Have other HBCUs found better ways to improve candidate success on test. It would be so useful to assemble a well-crafted meeting of HBCUs around this topic – now to complain, but to receive some advice and support to improve our practices

4. EPP/Institutional Type: Large District-based Residency Program in the Northeast

Interviewee: Executive Director

Date of Interview: November 10, 2015

Has your program, or previous programs with which you've been affiliated, raised selection standards on GRE, SAT/ACT, or other academic achievement/ ability measures?

The Residency Program is not NCATE/CAEP accredited.

Our Residency Program has never relied on these standardized measures as screens for entry into the program. We are very committed to recruiting for diversity and many of our candidates simply do not have records of high academic success. However, I think we do a good job of recruiting for the kind of attributes that make our Residents very successful in the classroom, especially with the deep support they are given to grow as teachers. Here is how we describe our work to support the development of teachers and support their growth academically.

Residents begin with an intensive two-month summer institute, designed to prepare them with the skills and knowledge needed to serve as part of a teacher team on day one of the school year. Residents then spend the entire academic year in a Teaching Academy, learning to teach in a collaborative mentoring environment. Residents are assigned to an academic department and grade level team and work under the close guidance of experienced educators, four full days per week (Monday-Thursday). Residents devote one evening and all day Friday to graduate coursework. This combination helps Residents link classroom experience to relevant theory and research, learn and rehearse new instructional practices, and ground their own learning in their students' learning and school context.

Residents assume increasing responsibility in the classroom over the course of the year: working with individual students, in small groups, and in whole class settings. The resident is an important part of a teacher team; these teams make instructional decisions based on the learning needs of students and the standards-based curricular goals and objectives. Teacher teams are supported by Directors of Instruction in each content area, who help guide instructional decisions for students and adult learning opportunities. By situating the resident as a part of a teaching team, the program is designed to ensure both increased learning for students and excellent preparation for the resident.

What, in your experience, have been the impacts of such policies? [Has it affected program enrollment overall or by specific program area? If so, in what way?]

Since we do not rely on these traditional measures to attract and retain teachers within our residency program. That may be a perceived weakness and in some ways it is, since a fair number of our residency teachers are not able to pass the state's required assessments for full licensure. The state has recently increased the standards, so we have some sense of what is coming – even higher failure rates on the content part of the state test. Therefore, for the first time since our program was founded over 10 years ago, we are actually counseling some, otherwise attractive candidates, out of the Residency Program, since we have enough evidence that students with very low past

academic records can essentially never catch up given the limited level of support we can provide them.

What do you foresee as the greatest challenges for your program in implementing Standard 3.2?

We have had to request far too many waivers from the requirements, which you can do in this state. We want to get out of the waiver business. So, we are starting 'below water' on implementing and enforcing higher academic standards on applicants to the Residency Program. We have aspired to achieve the 3.0 GPA standard and other standards that CAEP is recommending.

What empirical studies – published or unpublished – have been useful to you in making decisions related to the issue of raising program admission requirements?

We have 10 years of data and we have conducted our own analysis of the GPAs and success on the state's licensing exams. We see an absolutely linear relationship between high GPAs and success on the licensing exams. So, we actually know what we have to do – and we feel we can do it through better communicating our expectations as a high quality program – and part of that quality includes academically successful candidates. Messaging and recruiting – which we know how to do – is key for us to “up our game” in the future. Fortunately, we have earned a good reputation for producing teachers who can teach and are retained at far higher rates than most beginning teachers.

Additional Comments

Though we are not CAEP accredited and do not foresee us seeking national accreditation in that way, we think they push us all in the educator prep work to think harder about quality.

5. EPP/Institutional Type: Small Urban-serving Liberal Arts College in the Great Lakes Region

Interviewee: Interim Dean, School of Education

Date: November 14, 2015

Has your program, or previous programs with which you've been affiliated, raised selection standards on GRE, SAT/ACT, or other academic achievement/ ability measures?

The institution is NCATE/CAEP accredited.

We use (and exceed) the state's standards for both entry and exit from our programs: ACT: Reading-20; Writing-20; Mathematic-20s or Composite-23. (The state's Composite minimum is 22) or Praxis Core: Reading-156; Writing-164; Mathematics-150 (State minimums not defined)

While we have developed a well-documented national reputation for the quality of our program and its graduates, we have not built that reputation and achieved the national

accolades that have come our way based on the high test scores of our teacher candidates, but on the quality of our program design, which is linked to strong school partnerships. (I was not the dean who built such a quality program, but I was attracted to this institution because of it.)

We have a focus on seeking and developing candidates with strong dispositions for teaching and relationship skills that we think are critical to success in the classroom. These are locally developed and have been refined over time. We do not see any commercial tools that meet this need for our program. We are using the edTPA and think it is a rigorous and “correct” measure of teaching competencies. We have not conducted any assessments yet on the correlation between scores on the edTPA and standardized test, such as the ACT or SAT.

We have not focused on increasing scores on standardized measures as a means for increasing our program quality. Instead we have focused on deeper, better-supervised clinical experiences and courses – and are philosophically oriented to “selectivity on exit.”

What, in your experience, have been the impacts of such policies? [Has it affected program enrollment overall or by specific program area? If so, in what way?]

We are a small urban-serving institution. Minority and low-income families populate most of the public schools, where we place student interns. We feel it is very important to recruit and prepare a diverse corps of teachers for the schools that surround us – and we have found we can do so. The public schools actively seek our graduates who are given high praise as very well prepared and ready to teach from day one. We have not found it important or necessary to raise standardized test score requirements – and can find no solid empirical evidence to alter our views. We think our protocols and our strong culture of getting to know our students and their needs serve us better in producing highly qualified teachers.

What do you foresee as the greatest challenges for your program in implementing Standard 3.2?

Honestly, we probably already meet the 50 percent standard, but going beyond that to the 40th percent or 30+ percent being discussed by CAEP would pose a real barrier to entrance into our programs. It seems unwise to raise the standards beyond that level. Maybe they think the profession will earn more respect in doing so, but I do not think that is the major threat to teacher education in our state right now – it has much more to do with regressive state policies unlinked to quality or lack of it, of teachers.

We know there is a link between poverty and school achievement. Yet, even at our college which has THE highest percent (if not real numbers) of Pell grant recipients, we have found, that if we recruit carefully for potential, that these previously low performing (on test) students can achieve high standards in college. They are not pandered, they are supported here – and we see the results. How to design programs well and support students to achieve academically and in their professional preparation should be CAEP’s focus for accreditation, not scores on test.

What empirical studies – published or unpublished – have been useful to you in making decisions related to the issue of raising program admission requirements?

We cannot find the confirming evidence that is compelling enough to put greater focus on standardized test as our test of quality. I'd like to see more study done on how we look more rigorously at dispositions and other skills associated with teaching. A large study has been done by the University of [name of state] that included our institution. The report is not finalized, but we anticipate its findings and hope it can contribute to the national dialogue on quality teacher preparation.

Additional Comments

Imposing national accreditation standards that would further reduce opportunities for entry of minority candidates into teacher education serves no one's best interest. We need to focus on improving the programs, not putting up non-empirical barriers for entry into teacher prep programs – ones that especially impact minority and low-income students. We are aware of the seeming dichotomy between elevating the profession on the one hand and increasing the diversity of the teaching corps on the other hand. But, we do not find that to be a competition between goods – we have focused on having the candidates we accept develop into capable professionals and we think the evidence that we have done this – and others as well – is evidence that many more EPPs can do the same or better.

APPENDIX A

TPA SURVEY ON STANDARD 3.2

TPA is pleased to conduct a study for CAEP as its Board continues deliberations on criteria for admission of teacher candidates to professional preparation. Toward that end we seek your response to questions posed by this survey, which are limited in scope to elementary, secondary, and special education programs and which focus on normed achievement tests consistent with criteria described in component 3.2 of Standard 3. Immediately following this frame you will be able to read the CAEP component that is the stimulus for the survey: “Admission Standards Indicate That Candidates Have High Academic Achievement and Ability”.

Once you have gathered the data requested, the survey should take about 20-30 minutes to complete. We are hoping you will be able to assemble the following kinds of data, which you may want to have in hand before opening the online survey:

- The most recent academic admissions profile available (specifically average SAT, ACT, GRE, or other standardized test scores) of first-year students admitted to your institution of higher education or other agency that sponsors your teacher preparation programs
- The most recent data you have on the standardized test scores (especially cohort average scores) of candidate cohorts admitted to your largest elementary, secondary, and special education programs
- Any available data collected by the EPP or program on the impact of raising or lowering academic admissions standards for one or more of your teacher preparation programs

Questions marked with an asterisk require an answer. You may click off and return to the survey without the necessity of returning to previously completed items. Previously answered items can, however, be revisited and altered until you click DONE at the end to submit the survey.

The deadline for completion is October 1, 2015. Thank you very much for your time.

Michael Allen
Charles Coble
Ed Crowe
Partners, Teacher Preparation Analytics

TPA Survey Protocol

Note 1. *The survey is intended to be inclusive of EPPs that offer undergraduate, post-undergraduate, graduate, or post-graduate. Some EPPs offer all of these options, so we request responses that apply to all.*

Note 2: *Throughout the survey the phrase Educator Preparation Program or EPP is used. The CAEP Standards define EPP as: “An inclusive term referring to the sponsoring organization for preparation, whether it is an institution of higher education a district- or state-sponsored program, or an alternative pathway organization.”*

Note 3. *The term cohort used in the survey is consistent with the CAEP Standards definition: “a group of candidates admitted at the same time, e.g., a class entering in a fall semester”*

Q1: Your Institution or Program

Q2: Carnegie Classification (if applicable)

Q3: Your Role

Q4: Program Types Offered

Q5, Q6, Q7: Largest Enrollments

Program type that enrolls the largest number of teacher candidates for undergraduate elementary education, secondary education, special education

Q8, Q9, Q10: Program type that enrolls the largest number of teacher candidates for post-baccalaureate elementary education, secondary, special education

Q11: Does your institution have only post-baccalaureate teacher preparation programs?

Q12: Does your parent institution use norm-referenced tests (required or optional) in admissions decisions for freshman or first-year students?

Q13: For the freshman (or first-year) class most recently admitted to your parent institution or independent program for which you have this information (preferably 2014-15 or 2013-14), what was the average score of the entire admitted class on any norm-referenced tests that the institution or program uses for freshman (or first-year) admission decisions? Cohort year

Q14: Test(s) and average score

Q15: When are “formal” admissions decisions to your undergraduate elementary, secondary, and special education programs most commonly made?

Q16: Does your EPP require a minimum SAT score for admission into undergraduate teacher preparation?

Q17: What are the minimum SAT scores for Elementary, Secondary, and Special Education candidates?

Q18: Have you calculated the SAT average scores for either your most recently admitted cohort of teacher candidates or for the next-to-most recent cohort?

Q19: What are the most recent cohort SAT averages you've calculated?

Q20: If you have calculated the SAT average score for the most recently or next-to-most recently admitted cohort in all undergraduate licensure programs, what is that average?

Q21: Does your EPP require a minimum ACT score for admission into undergraduate teacher preparation?

Q22: What are the minimum ACT scores for Elementary, Secondary, and Special Education candidates?

Q23: What are the minimum ACT scores for Elementary, Secondary, and Special Education candidates?

Q24: What are the most recent cohort ACT averages you've calculated?

Q25: If you have calculated the ACT average score for the most recently or next-to-most recently admitted cohort in all undergraduate licensure programs, what is that average?

Q26: Does your EPP require a minimum GRE score for admission into post-baccalaureate teacher education?

Q27: What are the minimum GRE scores for Elementary, Secondary, and Special Education candidates?

Q28: Have you calculated the GRE average scores for either your most recently admitted cohort of teacher candidates or for the next-to-most recent cohort?

Q29: What are the most recent cohort GRE averages you've calculated?

Q30: If you have calculated the GRE average score for the most recently or next-to-most recently admitted cohort in all post-baccalaureate licensure programs, what is that average?

Q31: Does your EPP require a minimum MAT score for admission into post-baccalaureate teacher preparation?

Q32: What are the minimum MAT scores for Elementary, Secondary, and Special Education candidates?

Q33: Have you calculated the MAT average scores for either your most recently admitted cohort of teacher candidates or for the next-to-most recent cohort?

Q34: What are the most recent cohort MAT averages you've calculated?

Q35: If you have calculated the MAT average score for the most recently or next-to-most recently admitted cohort in all post-baccalaureate licensure programs, what is that average?

Q36: For admission to either undergraduate or post-baccalaureate programs, do you assess for any criteria other than GPA and standardized test scores?

Q37: Please check all of the following criteria that you employ. Undergraduate

Q38: Please check all of the following criteria that you employ. Post-baccalaureate

Q39: Do you have any evidence that verifies the relationship between these additional program admissions criteria and candidate or completer effectiveness for your program(s)? If so, please identify the types of evidence you have.

Q40: In the last 10 years, has your school/department of education or non-college alternative program raised or lowered candidate selection/admission standards on GPA, SAT, ACT, GRE, MAT, or other academic achievement/ability measures for any teacher preparation programs?

Q41: Please indicate if the program selection standards listed below changed (were raised or lowered) during the time frame listed.

Q42: GPA - If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

Q43: SAT - If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

Q44: ACT - If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

Q45: GRE - If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

Q46: MAT - If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, or if the standard is not applicable to your institution, please indicate with NA.

Q47: Please describe the reason(s) for the change (in GPA, SAT, ACT, GRE, or MAT standards)

Q48: Does your school/department of education or non-collegiate alternative program use selection standards other than those listed in the previous question (i.e., GPA, SAT, ACT, GRE, MAT)?

Q49: Please identify the other selection standards you use. Alternative Standard #1 (n=96) #2, (n=57), #3 (n=34)

Q50: Please indicate if the other program selection standards you identified changed (were raised or lowered) during the time frame listed.

Q51, Q52, Q53: If possible, please indicate what the standard was before and after it was raised or lowered. If data are not available, please indicate with NA. Other selection standard #1, standard#2, standard #3

Q54: Please describe the reason(s) for the change

Q57: Please share your thoughts and advice to CAEP regarding how to ensure the teacher candidate pool is both academically qualified and diverse and/or how Standard 3.2 can be implemented in the most helpful and effective manner.

Note that while there are 57 questions, several have sub-questions – thus survey takers were asked a total of 64 questions.

APPENDIX B

TPA-CAEP Survey Question 57

Respondent Comments

Note: Comments by respondents to this survey question have only been altered by TPA to exclude personal references or to correct obvious grammatical or spelling errors.

Q57: Please share your thoughts and advice to CAEP regarding how to ensure the teacher candidate pool is both academically qualified and diverse and/or how Standard 3.2 can be implemented in the most helpful and effective manner.

It is our concern that we will have difficulty recruiting a diverse pool of candidates who are in the range of meeting the criteria established for standardized test scores. Anecdotally, we see that students from diverse backgrounds with stronger GPAs typically choose majors that result in more lucrative careers than teaching.

In Ohio, institutions do not have mandated admissions requirements and are responsible for creating their own admissions standards. Universities that have an access mission are designed to get people in the door and then nurture them to be successful so increasing the admission standard yearly stands in the way of that and could also impact our ability to have a diverse set of candidates. The ultimate goal of having the top 33% average scores for ACT, SAT, GRE, etc. will shrink the pool of diverse candidates for all universities. More focus will be spent on averaging the prospective candidates' scores to make sure that the average aligns to the CAEP standards rather than on whether the candidate has the potential to be an excellent teacher. The need for diverse candidates is great and this will be one more barrier.

3.2 should not just rely on SAT and ACT. We have state tests in Indiana for entry into programs - we have to use and this survey did not have a place for those scores. Our candidates have a choice between Pearson CASA, SAT, or ACT. Standard 3.2 needs to provide example of good alternatives to national/normed test to ensure a diverse pool. CAEP needs to work with states on supporting these other measures.

I think that data that correlates performance on a standardized test should be developed or consulted prior to making any decision about setting a cut score based on a standardized test.

The best way to address this is to have good relationships with high school students who are interested in teaching. We can recruit from a pool, if we know who might be interested. This would require a collaborative effort among EPPs and LEAs.

We must strive to recruit and retain candidates that are academically qualified and diverse. Current students within our program sometimes have difficulty with the licensure tests required before admission to our programs (PRAXIS I or PRAXIS CORE). The EPP is now regularly providing test preparation workshops and support for candidates. We are concerned that increasing the grade point average and other requirements will impact the diversity of our

applicants. It will be imperative that CAEP be cognizant and sensitive to this issue and not make blanket requirements without considering the unintended consequences to the applicants.

Let us use the various assessments at our disposal (review of high school program of study, high school GPA, recommendations and record of community involvement, dispositional assessments, and test scores to choose our students without imposing single criteria cut-offs in measurements such as test scores and high school GPA. If we have a sophisticated system and our retention rate is acceptable and graduates are successful, that should be the measure.

Institutions must have multiple pathways for admission to ensure diversity of teacher candidates. The implementation of standard 3.2 needs to be flexible enough to account for teacher candidates who may not meet the entrance standards, but have potential to be effective teachers. We propose that standard 3.2 be adjusted to allow for the listed admissions standards, OR evidence of rigorous EXIT standards to assure that only the most qualified teachers go into the work force. Restriction of the teacher pipeline at both ends leads to a teacher shortage like we are starting to see here in NY State, particularly in schools that serve vulnerable populations. The amount of regulation of teacher education is not beneficial to our K-12 student populations.

Explore other indicators in addition to standardized test scores

GPA may be a better measure than SAT entrance requirements since the SAT exam is typically taken at least three years before applying to the EPP. See below.

We need flexibility. This includes screening procedures and support procedures if candidates are admitted below the standard. These candidates can be placed on probationary status and monitored. The entrance criteria are important, but the exit criteria should have greater importance.

Should consider length of out of school after undergraduate degree. I obtained my BA in 1984 graduating with a GPA of 2.4. However, I returned to school to obtain my Master's and Doctorate- I obtained academic honors in both program. CAEP needs to consider the data for adult students who return to school. Academic achievement does not create good teachers. Disposition and professional identity has been shown to be predictive factors as well.

Please consider that professional disposition (assessed via interview) and performance in selected courses is a very important component in admission decisions; creating a template for reporting that information would be difficult to craft in a standardized way.

SAT and ACT scores and averages should not be a requirement for official admission into an EPP. Students grow through involvement in EPPs and the GPA and other measures while in Education classes are a better way to measure success as a future teacher. Our institution attracts students from our region, most of whom stay in this region and are successful teachers. Many are first-generation students whose SAT/ACT may not be at a high level but who make outstanding teachers.

We have high standards based on criterion-referenced test. Before being admitted into our

program students must have a required ACT / SAT / or TAP score (determined by the state of Illinois) AND students must have a minimum GPA in their college course. In addition to test, students must submit specific work and references. We believe being a teacher is a calling and do not believe the fate of a student being able to be a teacher or not should be determined by who enters college with them on any given year.

We have required state exams for licensure that ensure content knowledge. That is enough given the other entrance requirements and the rigor of the programs.

1. Our state (Virginia) accepts SAT or ACT scores as ONE of four options to demonstrate reading and writing skills for admission to teacher education programs. We do NOT collect SAT or ACT scores for all candidates entering teacher education if they do not demonstrate proficiency on those tests. We want CAEP to accept our state's admission to teacher education standards. 2. We are vehemently opposed to any criterion that has been demonstrated to structurally exclude any candidate from access to higher education and/or teacher education, conditional on setting high standards of achievement. Our institutional and teacher education mission embraces high standards with regard to academics and dispositions. We maintain these high standards in our admission criteria, and scaffold candidates as developmentally necessary. This sometimes means that candidates delay completion of the teacher education program in order to obtain the skills necessary in effective teaching (i.e., English proficiency of English language learners). We have established high standards in our programs and would like the opportunity to defend our high standards to CAEP. 3. For EPPs to meet standards 3.1 and 3.2, CAEP cannot set SAT and/or ACT scores that statistically exclude access to teacher education candidacy. This principle is contrary to our institutional and teacher education mission, and should be contrary to CAEP standards. 4. SAT and ACT scores have been consistently critiqued for being culturally biased. In addition, the inequities that exist in K-12 educational opportunities too often prohibit and stifle the potential to meet College and Career Readiness standards. We urge CAEP to broaden the definition of what constitutes high quality teacher candidates. Our institution welcomes the opportunity to present a definition of "academically qualified and diverse" and then to provide evidence other than SAT/ACT scores to meets this standard.

This will remove nearly all racial and ethnic diversity from the teacher candidate pool by means of the ACT requirements alone: <http://www.act.org/newsroom/data/2002/data.html>. We need more diverse teachers, not fewer. These ACT requirements to set a benchmark of at least a 50% percentile score (presumably 20 cumulative) would remove over 17% of our current education majors. In addition, there is no relationship to ACT, GPA or any standardized exam scores and the ability to teach. Teaching success is derived from Grit, classroom management and how much a teacher cares for a student. States like Kansas and Nevada are facing teacher shortages. We need to find more ways to bring in good, hard-working people into the teaching profession. Otherwise, we will have more individuals becoming teachers through alternative means, although research shows that they are not nearly as prepared as those who completed a traditional program.

A composite score for entry that includes test results as well as other measure and input needs to be considered.

Multiple types of assessments will provide a comprehensive overview of a teacher candidate's

qualifications as they enter teacher preparation programs.

Admission to the program should be based on the admission state test and high G.P.A such as 2.75.

The requirement for recruitment is reasonable and helpful to our EPP. It is important for EPPs to be informed of employment opportunities for locations in need of their services once they have completed our program(s). The characteristics, especially of private EPPs, create increased challenges to attract and maintain cohorts of qualified and diverse candidates who are able to afford to attend the EPP given limited financial support from the EPP.

The requirement that candidates be in the upper 50% (and higher in upcoming years) of standardized tests such as the ACT does not necessarily make a candidate academically qualified over those whose scores may not be in that range. Additionally, this requirement will have a negative effect on the recruitment of diverse candidates because of the cultural bias of such tests. The IHE has in the past and should be allowed in the future to use criteria that have broader means of identifying academically qualified and diverse candidates.

If CAEP moves ahead with standard 3.2 as written, I suggest that two things would likely happen. One, many institutions may drop CAEP accreditation, which would not be good for teacher preparation. In addition, the effort to raise the quality of teachers through administration of 3.2 may in fact lower the quality of the pool if programs drop accreditation. Two, the number of qualified teachers produced may drop drastically because the entrance requirements are too high.

Due to these requirements, we are in the process of revising our "formal" admissions process into the teacher preparation major using GPA and other possible indicators.

We want our candidates to be intellectually, high achieving individuals. We take that very seriously as a department and know what characteristics to look for in our admission process.

All universities have different requirements for admission to teacher preparation programs. Considering this fact the way I consider correct CAEP has established to recruit the best teachers candidates.

In addition to exam results, holistic expectations demonstrated through leadership, perseverance, and commitment to the profession are important aspects of ensuring our teacher candidates are prepared for teaching in the 21st century. These attributes are evidence of a candidate's intellectual and personal credentials and should be considered of such quality as to predict success in the demanding and diverse educational world. Collecting data via experiential education above and beyond the student teaching experiences and analyzing its' impact on the candidate's educational career will richly inform EPP's data.

STOP the lunacy. Trust the preparation programs to do a good job of selecting and preparing candidates. Trust the schools to do a good job of selecting the teaching applicants that are best suited to meet the needs of their students.

With the new understanding that the last paragraph in 3.2 is an OR this is quite achievable in California. We are a primarily graduate program (only one very small undergrad teacher track program) have a rigorous program standards and standards for achievement. The portfolio options for admissions are intended to draw in candidates who may have not had academic success many years ago when they were the traditional high school and college age, but through maturity and aging, are diverse and well suited to be a high quality educator.

Our standards do not require a minimum ACT or SAT, and our required major GPA is 2.75. Yet we recruit and retain highly academic individuals whose overall GPA in their major is 3.38 (average from 2008-2015). We do lose some minority students because of inability to make the GPA or pass required tests, although we work with them very closely.

For our university, you would have to lower the GPA requirement. We have done investigations that show that minority candidates as a group have lower GPAs.

Some of the changes within various programs across states (edTPA) are a step in a positive direction of standardizing a valid and reliable licensure assessment for teacher candidates. This licensure exam can provide some evidence of the extent candidates is effectively prepared and can be used to determine program impact. Requiring a minimum average score on a norm-referenced test (many states have mandated a minimum score in order to be considered entry into an EPP) is problematic to increase the diversity pool of candidates in the field. This is an issue seeing that significant research overtime has proven that minority students consistently score poorly on the ACT, and other normed referenced test (see ACT) report below. Raising the ACT/SAT score may seem on the surface is a good idea but this is and will continue to impact the number of minority students in the teaching field.

<http://www.act.org/research/policymakers/pdf/RaceEthnicityReport.pdf> Although CAEP standards require a group average on a norm-referenced test, the implementation with fidelity is a challenge. In essence, programs will have to monitor the group average to determine how many students they can admit that does not bring the average down. If the intent is to increase the number of minority students, emphasis should be placed on schools to develop a selection process using normed- referenced test as one measure but not the only measure (as mentioned earlier some states have mandated entry into a teacher preparation program must have a minimum score on the ACT/SAT based on the information gathered from CAEP standards) to determine entry into an EPP. Studies have shown that non-cognitive variables are more reliable to determine minority students' ability to succeed in college (Sedlacek, 1996, 2006). In addition, each candidate that does not meet specific criteria but is a "good fit" should be provided a comprehensive system of support to address any areas of concern. Thus, EPPs will be held accountable to the population they serve and creating proven system of support.

CAEP is falsely attributing performance on standardized assessments as directly related to a candidate's ability to teach. If Standard 3.2 remains in its present form (requiring the use of standardized assessments to assess candidate selectivity or academic qualification), my institution will no longer be able to seek national accreditation through CAEP.

Our EPP predicts that based on some emerging but not multi-year trends, that our applicant pool for teacher ed programs will be less diverse (e.g., according to CAEP and State definitions, than in past years. Additionally, it appears that STEM programs could well be adversely affected

as well based on some of the new State and impending CAEP GPA admission requirements particularly for applied mathematics and hard science majors including engineering. To this end, we would request that CAEP conduct a study with IHEs and consider instituting some options for multiple measures to GPAs within acceptable ranges.

We can compare the academic achievement of EPP new students (Sophomore) with the academic achievement of other students in their admission cohort (other Sophomores of the same cohort) in order to determine the group average performance. We can also revise ex post facto the admission profile of our candidates in their last semester and compare it with their cohort's admission profile when admitted at our Campus.

By a complete interview process and assuring the correct amount of courses and type of courses are completed.

Drop the standardized test requirements, all research shows there is limited correlation to success as teacher.

Standardized exams historically discriminate against persons of color, yet we are being called upon to recruit diversity. An oral interview tells much more, although judging dispositions is very subjective. I would challenge CAEP to create an interview instrument with a scoring guide. Oftentimes, we hear from candidates wishing to pursue initial licensure through a master's degree. Frequently, we will have someone who admits to having "goofed off" as an undergraduate but says that s/he has matured in the years since. An interview would be most helpful in identifying these folks who will not have the qualifying GPA or test score.

Increasing minimum standards serves to increase the quality of student in the department. Increased standards will also limit the amount of potential candidates, making admittance more difficult. This would give the College of Education more selective criteria, which increases the numbers of those who remain in the program until completion. This gives explains the breakdown of average GPA for the Spring semester of 2015 of the all the departments at NGU: Education - 3.44 Humanities - 3.03 Communications - 3.02 Science & Math - 2.94 Business & Sports Management - 2.87 Christian Studies - 2.86 Fine Arts - 2.71.

These are preliminary indicators of potential effective teachers; they are not absolute which may eliminate some viable candidates. There is uncertainty regarding definitive evidence of impact on student growth and achievement. The question to be addressed is how higher admission standards impact student growth and achievement. Simply put, how will changes to admission to teacher education programs help teachers teach and student learn?

Epps should be able to establish their own admissions criteria of the teacher education programs and demonstrate the effectiveness of their programs by examining teacher effectiveness of specific cohorts. The teacher effectiveness data would be the most reliable and valid data to evaluate program effectiveness and the impact of the admission's criteria over time.

Need to make sure that students enrolled in small programs and from HBCUs are given fair and equitable treatment.

CAEP should analyze the teacher candidate admissions standards for comparable institutions. Issues of access and demonstrated academic proficiency throughout program must be reviewed with the goal of balanced representation in mind. Passage of Praxis Core(R), Praxis II content area, and PLT assessments with cut scores are required for certification in our state.

A meta-analysis of the relationship between standardized test scores and teacher effectiveness by D'Agostino and Powers (2009) looked at 123 studies and indicated that standardized test scores did not relate strongly to teaching competence. They found that candidate's actual performance in preparation programs was a significantly better predictor of teaching skills. They found that standardized test scores did not provide any additional information to add to the evidence of competence as educators. Similar results were obtained by Kirchner, Evans, and Norman (2010). One area where success on standardized tests (ACT/SAT) was important was in their ability to predict success on teacher certification exams: In other words, good test-takers remained good test-takers (Gitomer, Brown, & Bonett, 2011). Further, Wilson & Robinson (2012) found that " The data collected in this study provide additional quantitative evidence that within program assessments as reflected in GPA have a stronger relationship to two measures of teaching performance than do standardized test scores at the time of entry and at the time of exit. Results suggest a cautionary tale for policies that emphasize additional test based barriers as a means to improve the quality of the teaching force." (p. 59). A more pedagogically sound, valid, and reliable assessment would be measures of candidate development and growth throughout the program measured by GPA, critical assessments, and field observations during a required year- long, highly supervised clinical experience (one full year of apprentice teaching with monthly observations by both CT and university supervisor, and a final presentation of a TPA what shows how the candidate developed from day one to the final day).

I'm personally offended and professionally bothered by the idea that two thirds of Americans are unfit to be teachers. Even when considered at the cohort average level, closing the door on that many people is truly unfortunate. Is there any evidence that higher GPA among teachers is correlated with increased teaching effectiveness? I'd recommend scrapping the GPA section of 3.2 entirely, in favor of a more TEAC-like system of allowing EPPs to define for themselves how to look at selectivity.

The increased standards, especially the addition of the Praxis Core, have had a significant impact on our recruitment of diverse candidates. After an initial conversation about the requirements we are finding a decrease in the number of individuals who pursue application. We also had a few last spring who began the application process but became discouraged after attempting to complete the required assessments. While we understand the need to assure qualified candidates, these additional assessments have become a barrier to candidates of all groups. The biggest problem is English/History candidates who have to pass the Math portion of the Praxis Core. We have had candidates with a Master's Degree in their content area but had difficulty passing the Math component. Given that the requirement began in September of 2015 we were able to waive those two candidates into the program. However, at this point we would not be able to do that -- both candidates were minorities and under the new requirements would not have been able to be accepted into the program.

We know that our college will need to enhance its recruiting to have a more diverse cohort of candidates. Sometimes diverse candidates have more challenges in getting high GPAs, so that will need to be considered.

In regard to the SAT data for our 2014 freshmen, the overall SAT mean for the cohort was 1107 (top 35%) in comparison to the national SAT mean of 1010. Our mean SAT scores of 1107 (top 35%) also favorably compare to the Pennsylvania state mean of 1001. The PreK-4th SAT mean (1084) was in the top 38% and the Secondary majors were in the top 31%. At this point, our EPP will meet the 2018-20-19 target of an SAT mean score in the top 40%. Even with this strong showing of the academic ability of our incoming teacher education majors, it is unlikely that we would ever reach the final target of average SATs in the top 33%. Many factors mitigate against our meeting this target including the shrinking pool of prospective students interested in becoming teachers as well as the decrease in the number of high school graduates--we are particularly being impacted by this factor in the northeast. It does not seem reasonable or possible to accomplish the CAEP target of having admitted students scoring in the top 33% and suggests that the intent is to build an elite system of EPPs that are not serving a more diverse population of teacher education majors.

We considered raising our admissions standards for the Undergraduate programs. We ran regressions predicting program benchmarks (pass writing, TExES exams, passing student teaching, finishing program). There was some increase in success in the program if we raise GPA and SAT, but only for GPA up to 2.75, and very limited increase in probability for success for SAT increases (which they have taken 2 years before we admit them. However, raising the admission GPA/SAT would disproportionately affect our African-American and Hispanic students; up to 40% would not be admitted. We don't have state data to link teacher effectiveness. Given that admission is in the junior year, we should focus on more recent indicators than HS scores.

Our program changes have been implemented too recently to determine overall program impact. It would be helpful for Standard 3.2 to take that into consideration in evaluating the quality of candidates and the program.

Appropriate funding [is needed] to support high quality K-12 education in order to ensure teacher candidate pool is both academically qualified and diverse.

1) Average grade point average of the cohort appears to promote an academically high quality pool of candidates without denying application to some candidates with cumulative GPA below 3.0. 2) Monitoring preparation throughout the program of study through performance assessments and supervised practicum and student teaching experiences ensures that candidates are reaching the high expectations of meeting the respective SPA and InTASC Standards. 3) Reviewing and revising program prerequisites and the recommended choices for liberal/general studies during the first two years of colleges to ensure adequate preparation related to content knowledge. 4) Implementation of a content knowledge pre-test exam for candidates admitted to the Elementary Education program to identify any individuals needing additional support or remediation.

Use multiple measures to determine academic qualifications and allow open access. For example, Cambridge College uses candidate performance on state communications and literacy

exams as a measure of readiness for entrance and performance on content specific exams for exit. This process allows for increased access to programs and candidate selectivity specific to their area of study. In addition, Cambridge College engages in increased target marketing of programs to attract applicants from diverse backgrounds and offers individualized, personalized assistance in advising and mentoring students.

Continue to allow the states to determine entrance requirements for programs. At our current requirements, our institution only accepts about 50% of traditional students who declare one of the education areas as a major. Our completer program has a higher rate, but these are typically older students who are committed to academics. As a former P-12 administrator, I find that teacher education graduates who are "in the middle" make much better teachers. Teacher candidates who are at the top of their class academically do not understand students who struggle and cannot identify with their difficulties.

3.0 cohort overall average requirement works fine, however by SUNY requiring 3.0 for each individual candidate reduces the diversity of our teacher education candidate pool and removes our judgment of candidates with potential who are slightly below the 3.0

A transition to higher admission standards is appropriate over a more extended period of time and in smaller increments than is indicated in Standard 3.2. Many factors come into play that cannot be changed in a few years (by 2020). One key factor is that teacher education salaries are very low across the nation. If we want to attract high performing candidates who are academically qualified and those from diverse backgrounds; the beginning teacher salaries need to be raised to a competitive level. At this point in time the admission standards should remain at an accessible level for first generation and minority teacher candidates. The current Standard 3.2 criteria disadvantage these individuals and would most likely result in a significant decrease the number of diverse teachers entering the workforce. A more appropriate approach would include moderate admission standards. Programs and the candidates in those programs are monitored at state level for continuous program approval. CAEP also requires data to assure that teacher candidates are being meeting high rigorous standards throughout the program. Teacher preparation programs should be permitted to admit candidates with potential, provide them with support, monitor their progress, and mentor their academic and professional development as they move to higher graduation standards.

I strongly suggest some sample CAEP-approved guidelines (a menu) about measures that EPPs can use in our admissions processes to capture diverse candidates including rubrics that other successful programs have used. My institution is also a cash-strapped and tuition-dependent institution. We've received tremendous pressure to meet our target enrollments and to maintain/grow. It seems like many of these CAEP initiatives are creating more stress for smaller liberal arts universities that don't have the capacity or resources to implement everything that's expected or required. I'd love to hear more from CAEP about how these types of IHEs can best meet the expectations given the realities of the contexts that we come from.

Should include various assessments other than standardize assessments such as ACT. I feel strongly that early field evaluations during their freshman and sophomore year speak more to their ability to become an effective teacher.

Our campus is a regional campus, a gateway for students to enter the university while still maintaining our land grant status. Not all of our education program applicants have taken the ACT, and it is not a requirement. Students have two years before application to the program to demonstrate that they are ready for the rigors of the licensure program. The general education courses as well as the freshman and sophomore-level education courses clearly indicate potential deficiencies early on. The current 2.75 GPA is a sufficient gateway. While some of these students work very hard to maintain the 2.75 GPA, they are actively involved in the local school districts where they glean hands-on training. Many will remain in these local school districts where teacher shortage is a reality. Moving to a higher GPA would greatly impact this population of local preservice teachers.

At the College of New Rochelle, we are in the process of revising our Teacher Ed programs and are considering designating either whole courses or assignments in certain courses as "gateways" to the next level. Obviously, one huge advantage would be the data we'd be able to collect to document progress. We are curious as to CAEP's thought on such a practice. Sincerely, Kate Hathaway and Diane Quandt, Associate Professors of Education

CAEP could more clearly define expectations. For instance, an average score (ACT, SAT, GRE, etc.) for an admitted cohort can only be calculated for an academic year reactively. You would also have some programs that are competitive (i.e., that limit acceptance) bring up the average for programs in high need fields. CAEP needs to examine how Standard 3.2 will affect those high needs areas: Special Education, Secondary Mathematics Education, and Secondary Science Education.

We are a regional commuter campus that serves a large metropolitan urban area. The majority of our students (~60-70%) are transfer students from community colleges and about 50% are non-traditionally aged students. Our area is home to the largest Arabic population in the United States and large numbers of our students speak English as a second language. About 80% of our parent institution's graduates remain in the area for their careers. We work to recruit a diverse body of pre-service teachers from urban Detroit schools as well as small suburban schools where many recruits are first generation college students. These are families who have been in the auto/manufacturing industry for generations. Many of our students are not required to take a national test such as the ACT for admission and many are not in the top 50%. However, through the time in college, they have opportunities to learn that may not have been available to them prior to university admittance. To ensure that candidates are ready for teaching, all candidates must pass a minimum of two rigorous state certification tests prior to student teaching. Those that cannot pass are not permitted to enroll in student teaching until they have actually passed the state tests. We believe that we can help to increase diversity of our teacher pool and at the same time ensure teacher quality with the strict requirements prior to student teaching. If the new CAEP guidelines are implemented, our diversity will decrease as students who cannot pass a national test upon entrance will likely select another major and another career outside of teaching. Principals in our metropolitan area are very concerned about this issue and work to hire local teachers from school neighborhoods as strong role models for the students. Currently, many urban and minority schools are having difficulty finding qualified teachers especially in math, science and ESL at the secondary level. We understand the issue of teacher quality and hope that CAEP standards will not swing so far as to prevent many interested, diverse students from entering into the teaching profession.

Although CAEP Standard 3.2 does not apply to our situation in Turkey, it is very effective to set some standards for student admission.

I would encourage CAEP to continue to consider alternative assessment beyond the traditional standardized tests such as the SAT, which still demonstrates no substantive correlation to teacher effectiveness.

We understand the need for a diverse candidate pool. Our college struggles with this. It is forcing the college to figure out how to attract and retain "non-middle class white Americans." The college's struggle gives us a seat at the table. This is a good challenge for the Education Department because some of us understand that with 80+% of the current teaching pool currently "white" and 50+% of the students not "white"... We have been working for years to prepare our students for a diverse school community. To have a diverse group of candidates only strengthens everyone.

We have found that SAT scores cannot always predict success or failure of teacher candidates. We are hesitant to implement a process through which these criteria will be stringently used.

A heavy emphasis on standardized testing will not ensure a diverse teacher candidate pool. My research on the relationships between PPST scores and student teacher final evaluations from cooperating teachers indicated significant correlations, but cumulative GPA ended up being a stronger predictor of student teaching success for our student teachers.

Most institutions are going away from the use of the ACT/SAT for acceptance at the institution because of the lack of validity and reliability for retention and graduation. In addition there is clearly ethnic bias in both test as demonstrated by the average score report by ethnicity/race. Therefore, CAEP should refrain from using these flawed tests to determine admission into a teacher education program.

The mission of our College is to serve first generation students and students from under-represented populations. Though some students will not meet the CAEP criteria, the College seeks to ensure their success by providing established support and tutoring programs. With the established candidate admissions requirement bar of 50%, the average ACT of our most current cohort of Education students is slightly below that of the College. Despite this, our candidates are highly successful and sought after by local K-12 schools. We do not support raising the admissions requirement bar.

If we want teacher candidates with high academic achievement who represent the diversity of our nation's schools we are going to have to value the teaching profession more by increasing salaries of beginning and experienced teachers, improving the working conditions in schools, treating teachers as professionals, and providing opportunities for career advancement.

Our college does not endorse SAT, ACT, GRE or other standardized tests, nor will it begin to do so. We are small and can therefore request multiple criteria, including writing samples, letters of recommendation, and interviews, as well as GPA and transcripts. How might CAEP acknowledge these as legitimate (perhaps even more robust) data for ensuring candidate

quality?

CAEP's emphasis on validity and reliability of assessment is a good start in helping EPPs move toward shared understanding. From there more uniformity in course grading might result so that average performance in Foundations of American Education or Educational Psychology might be compared by EPP.

Our candidates either have a GPA of at least 3.0 or they submit standardized test scores. Very few of our candidates submit standardized test scores. As a result, we can meet the GPA requirement in Standard 3.2, but have too few standardized test scores to present reliable data for the requirement. It would be most helpful for us to be required to EITHER meet the GPA OR the standardized test score requirement. As it stands now, we would have to CHANGE our admissions requirements to MANDATE standardized test scores to meet Standard 3.2, and the GPA requirement is sufficient for us to recruit qualified candidates. This would be very costly to both prospective students and us.

If you raise the GPA to a 3.2 for admissions, there will be few students of color and socioeconomic diversity in our program. We have excellent initial certification students who do not have a 3.2 for admissions, but they do have a 3.0 in their last 30 hours of undergraduate classes. We do not have cohorts. We have rolling admissions every 6 weeks. Most courses are 2 nights a week for 6 weeks. Our students are very diverse with a high percentage of African American students (male and female). All our students were hired this fall by our school district. This large urban school district calls us for students. All our eligible teacher candidates were hired this year.

We find that students struggle to meet the SAT\ACT or Praxis Core requirement to be formally admitted to the Teacher Education program. A stronger emphasis on the GPA would help in this situation.

I am not sure how we will be able to track and control the ACT, SAT, and GRE portion of the standard. This is especially true since we do not monitor post-bac scores of these sorts, but do monitor them for undergraduates.

Increasing the Composite score on the ACT to be within the 50%ile for our students as well as the overall GPA to a 2.75 for undergraduates will greatly affect some of our undergraduate programs. Several faculty have assessed what this increase will do and for our institution, we will lose a significant number of minority male students. In years to come where candidates must be in the top 40%ile and eventually the 33%ile will be even more devastating. I would predict that many "first generation college graduates" will not be able to survive the admission criteria set by CAEP. Are there criteria other than GPA or standardized test scores that have been found to be better predictors of success in teacher preparation programs?

If not at 3.0 before admission, but program feels by other measures, the candidate is worthy then a support plan put in place and the candidate must achieve a 3.0 prior to student teaching.

USG Institutions do not require submission of SATs nor ACTs.

In 2015/16 the full faculty and EPP are reviewing admission requirements at the baccalaureate and post-baccalaureate levels. 1. Two new courses in Sheltered English Immersion were added to the requirements of all undergraduate and graduate preparation programs in 2014. 2. Maintaining a diverse faculty contributes to the recruitment of a diverse student body and increased diversity in cohorts of teacher candidates. 3. Admission decisions are based on multiple factors. Nationally normed assessments have been optional. We would not reject someone based solely on these assessments (GRE, SAT, ACT).

It's interesting to me that CAEP is all about valid and reliable instrumentation for educator preparation programs; however, the admissions exams outlined in Standard 3 were not designed to predict educator performance. Even though exams such as the ACT were not designed to account for performance in the classroom, EPPs are asked to meet certain ACT minimums. I would like to see more research justifying these criteria, especially in a time when universities are looking at dropping the use of standardized exams such as the ACT, GRE, etc.

I wish I had an answer for you. Our selection criteria most often produce academically qualified teacher candidates, but our success in finding a diverse pool of underrepresented groups has been a huge challenge.

There are several stopgap measures throughout the program, such as interviews, course work, observations, GPA, 2 separate norm referenced tests.

One faculty member's opinion is that the focus should be on outputs, not inputs.

Allow programs to use state required assessment tests. In Florida, applicants are required to take and pass all portions of the General Knowledge exam to be admitted into an EPP. This is a test similar to the Praxis I exam.

We are all committed to a highly qualified, literate and well educated teaching force. Standardized assessment is not the answer. Our state mandates a minimum ACT score. A result of that is we have eliminated any possibility of diverse teaching candidates in our programs as the entrance exams are predicated on having had a strong secondary education in the core curriculum. The very people we want to put in the classroom are the very people that we are leaving out. These policies and practices also contradict the premise that all people can learn and negate the power of the general education curriculum in college to help students become learners and excellent teachers. We have several diverse alums that are working as teachers, winning awards for their teaching ability, are recognized in their field and would never be able to gain access to the program today. This mindset that intelligence is fixed and that you must have all the knowledge you need before beginning a teacher preparation program is extremely problematic. We have strengthened academic requirements across disciplines for all education candidates but the tests are creating insurmountable barriers. Institutions of Higher Education are very capable and good at weeding out candidates who should not be in the classroom. Certainly, academic knowledge is one factor that we scrutinize very closely and there are candidates every year who do just fine on the entrance exams but are counseled out of education programs for academic and dispositional issues. Perhaps it is time for a larger conversation about the work that IHEs actually do in this regard rather than putting unnatural constraints and barriers in the way for education candidate. We are on the verge of a very large

teacher shortage in this country and I fear that we will be putting more people into the classrooms who have had no training while the IHEs close programs and graduate fewer qualified and competent teachers. There is no research that I know of that shows that high scores on a standardized exams is correlated with teaching competence. This very issue may cause institutions to rethink their ability or willingness to expend the effort toward national accreditation. National accreditation should be about the performance of our candidates and not what barriers we put in place that keep candidates of color out of the profession. My advice is start over.

Our vision is to open a pathway to teacher certification through coursework that will prepare an individual with the tools to be an effective teacher. It is a fine line to walk between raising academic qualification and affecting the pool of diverse candidates. It is incumbent not to limit great teachers because of a GPA from years ago. If an individual has a 2.75 or a 2.5 or a 3.75, why is it necessary to show a SAT score from 20 years ago or require a GRE that has not correlation to effective teaching? As the only non IHE NCATE accredited program, I welcome the opportunity to continue this dialogue.

GPA is good but there are some great teachers who didn't have a high college GPA. We really like the interview process with a strong rubric for entrance to the TEP. Must have 30 hours of college level credits to apply. We really need to get away from using the ACT and SAT as a predictor of good teachers. Students are also required to submit letters of recommendation for entrance. The more people who have a good knowledge of the candidates seem to have a stronger evaluation.

From an international perspective I request that there be a demonstration of pursuing the standards you suggest for admission to programs. International programs often work with second language English speakers and GPAs sometimes do not reflect the teaching performance and passion for the educational endeavor. Perhaps there are other elements that can be shown to support the rationale for admissions criteria that are not the same as those being recommended.

A big concern is related to Community College transfers. Many do not have SAT or GRE scores, however students who complete a Community College program are accepted at state 4-year institutions. As for GPA, the mean GPA for a Physics or other STEM dept. graduates could be less than a 3.0. That benchmark while looking like a "nice" benchmark is based on what supporting data that indicates it's a good marker. Also is the GPA score for an overall GPA or a GPA in the major? Finally, I have had students who have had less than 3.0 GPA's who have score very well on the PRAXIS 2 discipline specific exam - meeting and exceeding state requirements.

The current process suggests that having an 1120 or so on a test taken as a junior in high school will have meaningful relationship to the current performance of a teacher candidate. This is a best a premature assumption. Beside the limitation of time, it assumes that the teachers are traditional students and yet diverse. Given the population of university students is not representative of the overall population, we should first attempt to determine if teacher education is representative of the university population and then attempt to diversify from there. How about a clear set of intermediate goals for diversity by campus as an HBI has a

different set of goals than a HRU or a comprehensive university. It would seem an Iowa institution might need a different set of standards than say parts of Florida or New York City. Here is a chance to make partnership agreements meaningful!

We suggest using multiple converging indicators of candidate promise, not a single measurement.

We think that the best way to predict future success is based on the quality of work that candidates do in their methods courses and field placements. We require candidates to submit unit plans, assessment plans, and implement lessons with differentiation and using the results of assessments in their field placements. The candidates are evaluated by college faculty, public school faculty, and eventually a public school principal. Candidates who are not successful in these areas are not recommended for licensure.

Is the best predictor of college CGPA a student's high school CGPA? If so, this might be a criterion for consideration, as might their high school class rank? Since GRIT is gaining support as an indicator of success, a valid, reliable, and fair assessment of GRIT might be considered in selecting a candidate pool. Traditionally low wages seem to discourage bright students from choosing teaching as a vocation. Perhaps the current low supply and high demand for excellent teachers will help raise wages and allow teachers to survive on a teacher's salary.

The criteria for admission should allow for a sliding scale for GPA and standardized test scores. We have found that standardized test scores are not the best predictor of student success in the classroom. Grades are much more predictive of success in general and for diverse students specifically.

In order to avoid unintended consequences, if a candidate demonstrates competency in the content area and their competency overall in other content areas, they are admitted. The admission criterion is 2.75 GPA and the cohort GPA is 3.00. Successful completion of prescribed course work is required. Recommendations from faculty and an interview are also required. Continued demonstration of competency is required throughout the entire program. This criterion exceeds the university criteria of 2.00 GPA for academic status and graduation. In addition, dispositions are also monitored.

3.0 GPA is fine with petition for certain situations. Minimum ACT or 21 would be a good consideration again with an appeals process to ensure we don't leave out a good candidate

I would ask that CAEP consider exploring how the University as a whole attempts to meet academic and diverse audiences, not just the teacher education community.

It is a challenge when standards are raised and underserved, diverse candidates with weaker educational histories have more difficulty meeting these standards.

Since the New York State Education Department has increased the difficulty of their state teacher certification examinations, this criterion (utilizing scores from ALST, EAS, CSTs and edTPA) should be considered as a requirement replacing SAT/ACT/MAT/GRE scores. Acceptance of these standards would not require duplication of efforts on the part of EPPs

throughout the state of NY. Also, since some of our students live in other states, they are required to pass a Praxis II examination that differs from NY requirements but in which a candidate must demonstrate knowledge competency in teacher performance. In our program all students are required to participate in the edTPA mandates for NYS. This is more of a performance measure for teacher candidates than a paper/pencil or computer-generated test. We do not believe using NYS examinations in teacher performance requirements in addition to CAEP requirements would be beneficial to evaluate our teacher candidates. Meeting both NYS and CAEP requirements would place an undue burden of producing duplicative criteria and record keeping. This would tap into our already overburdened resources. We strongly believe that successful performance of our teacher candidates is best measured by their summative outcomes instead of high school performance on a high school exit exam.

We have found the SAT scores are not always a predictor of candidate success in our program of teacher preparation. We are hesitant to introduce this criterion.

1) EPPs need the flexibility of multiple measures for admission in order to identify, attract, and recruit academically qualified and diverse candidates. 2) EPPs operate within an existing web of state requirements, rules, and statutes. CAEP should be flexible in accepting what states already have in place to identify, attract, and recruit academically qualified and diverse candidates.

As an EPP we are committed to ensuring that the teacher candidate pool is academically qualified and diverse. However, we are quite concerned about the impact of ever increasing nationally normed assessment scores (from 50% to 33% within 4 years) on recruitment, especially for graduate enrollment. In addition, we would like to see evidence that these nationally normed evaluations are the best predictor of teaching effectiveness.

We adhere to state requirements of GPA, ACT, SAT, or Praxis Core passage for admission. We also adhere to university requirements. In many instances our hands are tied. Changing these requirements would require university-supported justification, courses & curricula process, academic standards and honors process, academic affairs, etc. This is NOT an easy task to accomplish overnight and this standard can be a hindrance. If we find there are less qualified candidates in the program, the candidates soon find they do not need to be in the program (with our help, sometimes) and leave the program.

I believe in high standards but the mission of our comprehensive university by state constitution is one of open admissions. For this I am proud but it doesn't result in a high ACT mean. Additionally, our state mean is so low that very few would be able to enter the field of education. At our institution we are careful in the college to keep our standards to admission to the professional college high enough to counter the 'admit all who come' philosophy. I believe that such flexibility is vital in assuring that our very rural areas continue to have a pipeline of well-qualified teachers. We require a 3.0 GPA and we assure that students have passed all NES tests before entering student teaching. If CAEP persists in the demand for ACT/SAT scores (which we do not have access to especially for our large number of transfer students) then I will need to join the voices urging our state to seek alternative accreditation agencies. I don't want to - but we cannot support a standard requirement that we cannot meet and will decimation our teacher education programs. I would suggest that CAEP work with Pearson and NES to

leverage norming of their respective basic skills and praxis I tests with ACT. This would benefit states everywhere. I'd also consider enabling institutions to write well-crafted exception policies to explain the lower side of the 'cohort' GPA.

The Inter American University, in order to ensure the teacher candidate pool is qualified, has established the Admission requirements for the Teacher Education Program (EPP). The information from the General Catalog (2013-2015) established that: All students that seek admission to the TEP will be classified under the PRE-TEP until they are officially admitted to the TEP major of their interest. When requesting admission and readmission to the Teacher Education Program, students must meet the following requirements: Have a minimum general point average of 2.50 at the university level; earned a minimum of 18 university credits, among these are: EDUC 1080 (Field Experience in the Educational Scenario I), or its equivalent, with a minimum grade of B; EDUC 2021 (History and Philosophy of Education) or EDUC 2022 (Society and Education) or EDUC 2031 (Developmental Psychology), with a minimum grade of B; GESP 1101 (Literature and Communication: Narrative and Essay) and 1102 (Literature and Communication: Poetry and Theater), with a minimum grade of B; GEEN 1101 and 1102 (English as a Second Language I and II) or GEEN 1201 and 1202 (Development of English through Reading I and II) or GEEN 2311 (Reading and Writing) and 2312 (Literature and Writing) with a minimum grade of B. Submit the Application for Admission to the Teacher Education Program. Students will have three (3) semesters to complete the admission requirements. If they do not complete these requirements in the required time, they must choose another field of studies.

Make it uniform policy for us to follow.

I am comfortable with 3.2 except for the requirement that a GRE or comparable valid instrument must be used. In our experience, there is no correlation (perhaps causation, but no correlation) between success on the GRE and success in a teaching career.

Other measures such as disposition, grit, or other non-academic measures are important indicators as well. Growth over time is an important indicator for institutions that support diverse populations.

Standardized assessments such as the ACT, SAT and GRE when used in isolation are not quality predictors of general academic success. CAEP's use of a specific GPA or ACT or SAT test scores as the sole measure of admission or prediction for success in a teacher education program as a single assessment is not a valid measure of a person's current or potential academic performance. In addition, national normed scores from the ACT, SAT and GRE testing companies indicate diverse candidates do not fare as well on these specific exams as do middle to upper middle class applicants. Thus, CAEP's goal to require IHEs to attain certain ACT/SAT and GRE [average] scores to meet accreditation standards is not feasible. In addition, CAEP has no scientifically based research to demonstrate that a goal of certain ACT/SAT and GRE [average] scores is indicative of classroom performance and thus the standard is not reliable or valid.

While I agree that a person with a high academic record should be able to recognize and seek out differentiated ways to assist student learning, they can also be ill equipped to understand a struggling student. Some adults who have struggled and succeeded make the best teachers.

Where are the studies that show a correlation between SAT scores (or any of those listed in this survey) and effective teaching? States require teacher candidates to pass standardized tests that measure content knowledge. How did CAEP determine that these tests are invalid?

There is an acute need for higher numbers of educators of color--the demographic breakdown of teachers at state and national levels as to race and/or ethnicity does not mirror the diversity of the PK-12 student body at state and national levels. Standard 3.2 does not take steps to enable EPPs to admit more students of color to its ITP programs. I suggest, in addition to standardized test scores and GPA, additional criteria, such as a measurement of commitment to serving underrepresented groups, that could be weighted and offset possible deficiencies in standardized test scores.

The average SAT and ACT scores in our (Appalachian) region are below the national average and this shows in the scores of those students the university accepts. We work with the students for two years to raise their skills before they face formal Admission to Teacher Ed in their junior year. Some are admitted while others can't reach the criteria we set. Eliminating students based on their test scores taken in high school would eliminate many candidates who do have the potential to succeed. Relying so heavily on that factor is very much a "fixed mindset" rather than recognizing the potential for growth. I would criticize this in our teacher candidates, yet we are supposed to pigeonhole our students early and determine that they cannot work hard to develop better skills for success.

We are experiencing a dramatic drop in students entering our program due to the ever-increasing quantitative measures used for overall admissions to our university. There has been a huge drop in students admitted to the arts in general because we have a discipline-blind admissions and creativity is not a quantifiable measurement. We are now looking to recruit from community colleges in a pathway toward transferring to our university after two years. Kids can transfer easily if they have done reasonably well at CC. We still require a high GPA for admittance (3.00) and use holistic admissions processes that looks at art production skills, written and verbal abilities, personal dispositions, and leadership skills but do not feel ACT/SAT scores have any bearing on student success in an art education program.

We are an open enrollment institution. GPA works for us. We are an HSI so we have no problem in having diverse students. Since there is limited research that indicates a correlation between standardized test scores and quality of teaching, we think this should be removed. Why limit the pool based on inputs when we can evaluate the quality of program based on outputs.

CAEP should consider the role criterion referenced admission tests (i.e. PRAXIS Admission test, Georgia's GACE admission tests) in reading, writing and math might play as a selectivity criteria for use in contrast to norm referenced assessments (SAT, ACT, GRE) with expectations for minimum percentiles. There is a body of research indicating a Black Americans scoring approximately one standard deviation lower than Whites on the GRE and on IQ tests. This pattern has been found to remain stable over time on the GRE despite the changes and efforts to reduce cultural bias (Bleske-Rechek, A., & Browne, K. (2014). Trends in GRE scores and graduate enrollments by gender and ethnicity. *Intelligence*, 4625-34. doi:10.1016/j.intell.2014.05.005). Because of Standard 3 focuses on the use of percentiles,

minority candidates will be disproportionately restricted from pursuing teaching as a profession. In contrast, using a basic skills assessment as a selective requirement, would help to set a bar of competencies in reading, mathematics and writing for all candidates entering the profession. Students who lack the necessary background would have concrete descriptions of the knowledge and skills that must be addressed, should they not be successful initially.

We need to work with all stakeholders to make sure there is understanding and alignment: - agreed need to raise candidate content knowledge (decreases enrollment) -agreed need to have high quality graduates (decreases graduation rate) -poor salaries upon completion (decreases teacher pool with particular impact on the most talented part of the pool) -uneven attention to alternative pathways in regards to these and other dimensions of selection We need everyone, including university administration, to understand that education is no longer the cash cow. Just like counseling, nursing, medical school, we have to rethink funding and how the university views teacher education. This is a huge problem. We can't just shift part of the machine and hope the other parts just get it and follow along.

I'm not sure test scores or GPA are valid indicators of quality. Some colleges give almost all As, but that doesn't make their graduates good teachers.

We continue to recruit using pipelines that lead to diverse populations in a variety of venues.

What is the evidence showing that the ACT/SAT or GPA measures directly correlate to teacher performance?

Research shows that GPA, good test taking skills on standardized tests does not necessitate a good or bad teacher. Since there are already content and some TPA requirement in most states, why does there need to be some "top tier" % of teacher candidates on ACT or SAT. Please eliminate this requirement altogether and not implement. We already turn away good teacher candidates due to the high GPA requirement, because our University overall is very challenging and difficult to receive a 2.7 overall GPA. If these current policies remain to be implemented, our current 2013-14 cohort would have 18% (17 candidates) reduction.

I have grave concerns about requiring the GRE, which is not an appropriate exam for graduate work in education. As a campus with open admissions, many but not all students take the SAT; our compliance with CAEP standards is based on the data we do have for about 2/3 of our undergraduate students.

Being picky about who can be a teacher is typically good for students, but being too selective can restrict access to minority candidates and others that are well qualified, and have many unintended effects on students. A study was done on the tests used here in Missouri, and it found that being excessively selective served to restrict qualified minorities as well as those who were unqualified. The authors found that a more thoughtful selection of cut off points allowed the inclusion of minorities and others often harmed by these practices, and without degradation of the candidate pool. Even differences of a few points or percentages can have huge impacts on minority candidates, and studies should be done to ensure that there is not a disproportionate effect when using one particular score or rule versus another. I think that CAEP must stay vigilant, but realize that standards setting is no light issue and those

populations in each state, county, and even city are going to vary. There has to be enough give in any rules chosen that it works at each and every level without being discriminatory. There are several studies that attest to the benefits of students learning from teachers of a variety of races, and especially so for minority students that otherwise lack positive educational role models. Even a few qualified and eager teachers getting caught up in an overly wide net is too many, but when certain groups are disproportionately affected it is outright unfair. Please be very thoughtful and move forward with the intention of keeping unqualified teachers out of the profession, and not merely keeping the highest scoring candidates in. It is likely that the cost of such as measure will be exclusion of qualified minorities. In reference to the paper above, an overview of the findings on setting cut scores in Missouri (in three parts) can be found http://macte.net/wp-content/uploads/2015/03/Part-1_-Mining-the-MoGEA.pdf and <http://macte.net/wp-content/uploads/2015/03/Part-2-Mining-the-MoGEA.pdf> and <http://macte.net/wp-content/uploads/2015/03/Part-3-Mining-the-MoGEA.pdf>

Degree audits at the end of each semester.

EPP programs should have the option of offering conditional admittance to individuals who do not meet individual cut-off scores on standardized test.

I am a full proponent for raising the admission (and continuation) requirements for teacher education candidates. However, the sole focus of quantitative measures can eliminate possible candidates that have standardized test-taking issues such as anxiety, time limitations, minority backgrounds, etc. Having highly qualified teachers is paramount but I would like to see criteria set where qualitative measures and remediation could be implemented early in the admission and EEP program framework to allow teacher candidates to make improvements and meet high benchmarks without being in a situation where they have one single opportunity to "make it or break it".

Once the EPP raised the admission GPA to 3.0 we have had several conversations with faculty in the College of Arts and Sciences about the trend to "inflate" grades (interestingly the same position as NCTQ in their report "Easy A's"). Therefore while we appreciate the increased scrutiny on candidate quality, the impact has been a decline in the number of candidates admitted to our programs and a sense that progression in the program is marked with an inflation of evaluations by our faculty. Almost a no-win situation in my view.

The standard to achieve the top 1/3 on ACT and SAT while commendable while significantly decrease first generation and diverse applicants who are admitted to the teacher candidate pool. We will have to use an alternative standard which will be the standardize test.

Sponsor/require long-term inquiry re "grow your own programs" with post entrance norm referenced assessments and support for comparison, rather than abrupt change.

There is no evidence that high school GPA has any relationship to fifth year program performance. We use college GPA since that is more relevant to candidate performance in fifth year programs. (We have a very small number of Blended Program candidates who complete their BA and credentials in four years.)

Allow EPPs to build the case as to which selectivity criteria are used for admittance.

CAEP *must* acknowledge the work from Roy Freedle (2003) and Maria Santelices & Mark Wilson (2010). The SAT is a racially biased standardized test that more and more universities are eschewing in favor of GPA, a far better predictor of college aptitude. To balance "academically qualified" with "diverse" and to ignore these scholars' work is unconscionable.

Standardized assessments such as the ACT, SAT and GRE when used in isolation are not quality predictors of general academic success. CAEP's use of a specific GPA or ACT or SAT test score as the only measure of admission or prediction for success in a teacher education program as a single assessment is not a valid measure of a person's current or potential academic performance. In addition, national normed scores from the ACT, SAT and GRE testing companies indicate diverse candidates do not fare as well on these specific exams as do middle to upper middle class applicants. Thus, CAEPs goal to increase the diversity of the EPP pool is in direct contrast to its mandate that IHEs must meet certain testing criteria in order to be accredited.

Kansas is committed to having a teaching force that mirrors the diversity of Kansas students. Because of the political situation in the state, teaching as a career is not attractive for a number of middle and high school students. For Emporia State, we are casting a larger net to attract students to teaching and to ESU. We have looked at the ACT data for our elementary ed candidates--the mean is not in the top 33% effective 2020. There can be a tension between diversifying our candidate and having an ACT mean that meets a particular threshold.

I think it is good that you are doing research on this. I am concerned about the mandatory GPA levels. I think there should be other possibilities such as for secondary GPA in major and GPA over the last two years etc. Some students, especially minority and first generation students, have a rough first year or two and then find their feet. I would hate to have them ruled out because of overall GPA. When I did research on the GPA issue I found that GPA did not seem to be that relevant once the threshold of 2.5 or 2.7 was reached. Why are we choosing 3.0? What is the evidence for that? Another factor is that some schools require general education courses that force students to take courses in areas of weakness -- they may be brilliant in English but weak in math and the gen eds bring their GPA down but yet they could do a great job in secondary English. I think there needs to be more flexibility -- I know it is an average, but if there really is an indicator that someone with a GPA lower than 2.5 will struggle and I think there may be, then we should not be using averages. There should be a cut off but always with some judgment on the part of the program -- improvement over the last two years etc. However, having worked with student services and provided help for students with disabilities and first generation, minority etc., I do believe that students who work hard and are motivated can usually achieve a 2.5 before they graduate -- if they cannot, there usually is something going on that would keep them from being a good teacher.

Recruitment beyond previous geographical locations.

It can be difficult to recruit students who are both academically qualified and from a diverse population category. We cannot control career decisions for students. So, we do the best we can to educate in-coming students on the virtues of a career in education. Lately, that is not an

easy sell. I believe that changes in the minimum requirements for entry into a teacher education program should be done in a judicious way. When we change (raise) requirements for entry, we leave out a population of teacher candidates who have tremendous potential. This could also be another roadblock for diverse students. Some are not well prepared in high school and are then automatically out of the running for a career as a teacher. It is my guess (and has been for many years) that we will see a teacher shortage (even worse than today) because those who have the power to do so will lock out most students who are really interested in teaching.

The 33% by 2020 likely will significantly limit access. And alter the makeup of education programs. We are already having difficulty attracting teachers to the profession. Why are we requiring these candidates to be in the top third?

The standard has to have specific language. Standardized test score requirements should be stated as nationally normed as opposed to percentage across the University. Selective admissions schools are at a disadvantage if for example scores need to be among the top 30% of students from a specific university.

I think it should be left to the institution to determine the measures they feel will give them the best information about Candidates. However, they should also try to collect data to verify that choice.

Our GPA for the Teacher Education Program is 2.8. I think a 3.0 would eliminate students that could be effective classroom teachers.

Avoid strict GPA requirements - institutions vary and this variability makes it difficult to ensure that a 3.0 or higher translates to a qualified teacher. We have had students with 4.0 and Phi Beta Kappa who could not make it through the teacher education program due to our high standards for classroom teaching. EDUC grades, grades in writing intensive courses, grades in field experiences, PRAXIS II scores, PRAXIS Core scores.

If SAT scores or other metrics are highly predictive of success in the classroom, then using these data to make admissions decisions is a sound practice. SAT scores, however, are highly correlated with the subject area educators wish to teach: Secondary-level teachers tend to have the highest SAT scores (as compared to other teachers-in-training), whereas, physical education teachers have the lowest. Does this result in reduced professional performance among Physical Education teachers? This is an extant question with no clear answer. Thus, we need to determine exactly what it is that teachers need to know and do for each subject and grade level. If pre-service educators demonstrate these competencies, as per norm-referenced exams and standardized performance evaluations, then it is "safer" to assume that their performance in the classroom will not be affected by a lack of skill/academic qualifications. At this time, most -- if not all -- teacher licensure exams have no predictive validity, and there seems to be a great deal of ambiguity regarding what teachers really need to know in order to effectively teach. Adding to this problem are the costs associated with requiring all pre-service teachers to be evaluated in a thorough, (grade/discipline specific) standard manner. It takes a lot of time, skill, training, and institutional resources to evaluate pre-service teacher's performance in a valid manner - and, I suspect, these constraints make SAT/GPA admissions

requirements all the more appealing to mandate. Yet, these requirements may be weakly associated with teacher performance. I believe that creating a quasi-experimental study evaluating exactly what factors are strongly associated with success in the classroom -- by grade and subject area -- would be the most helpful and effective "next step." When the data are clear, then the mandates can - and should- be enacted accordingly. Perhaps the MET study results can inform this process.

The state of Georgia publics no longer require SAT/ACT scores to be used for college/university admission.

Many HBCU institutions work with candidates that will not initially meet the selection criteria via GPA, and SAT/ACT scores, however many of these candidates upon completion are via effective in serving the populations of students in at-risk schools. There needs to be a scale of selectivity criteria taken into account as it relates to institutions with the mission of providing access to all populations.

Implemented in gradual increments (2.6; 2.65; 2.7; 2.75; 3.0).

The GRE has no track record with minority education scholars, and the available research indicates little correlation with teacher performance. Without question, you will decrease minority students in teacher education programs. This in and of itself is a measure of DECREASED quality for programs preparing students for complex urban contexts. Insofar as that is our mission, that matters to us.

The diversity of our enrollment has not significantly changed since Illinois raised the admission standards for teachers to require at least a 22 score on the ACT. However, our enrollment, and the enrollment of most colleges of education, has decreased significantly. I do not support going back to a lesser standard, but I would like to see more state and institutional support for the recruitment of highly qualified educators.

I think programs ought to have strong and rigorous output requirements but I am suspicious whether input requirements and selection standards are an advantage particularly when we look to recruit diverse populations.

We allow for petitions for admission from those who do not meet all criteria and we ask for an essay explaining why this candidate does not meet the criteria. The faculty discusses the petition and votes on a probationary approval for such individuals. If granted probationary admission status, these candidates are given criteria to meet (work with writing, check-ins with an assigned faculty member, etc.). We believe that, as a smaller program, we can provide support for candidates who do not meet our initial criteria and enable diverse candidates to successfully navigate the education program.

We consider an earned Bachelor of Arts degree (with an acceptable GPA) a strong admission criterion. Likewise, passing CBEST and CSET scores indicate readiness to achieve in our credential programs, and these standards have served us well.

In these tight fiscal areas, CAEP needs to consider the location of these programs and the cost

of tuition. It is not always possible to implement Standard 3.2 if the institution is located in a remote region.

Given CAEP's focus on outcomes, I think CAEP should let each EPP make its case accordingly by providing data on the impact of program graduates on K-12 student learning and development. The presumption should be that the EPP knows what is the appropriate level of candidate selectivity to ensure program graduates are effective classroom teachers and what is necessary for continuous program improvement. CAEP should also be sensitive to the forces beyond an EPP's control that impact the teacher preparation marketplace. We have to have candidates to be selective about!

Since each state and IHE have different requirements for admission, and different standards for teacher certification, as well as different needs for teachers (i.e., a severe shortage of all teachers in many states, need for rural teachers compared to urban, etc.), allowance for flexibility in this standard would be most helpful. Also, since many non-IHE teacher preparation programs do not subscribe to CAEP (i.e., non-IHE alternative certification programs) and yet compete with IHE's in teacher preparation, this standard places restrictions on IHE's that the non-CAEP organizations do not have. It would be helpful for teacher preparation programs to report on the diversity of the candidates and qualifications of the candidates, and to reduce the weight of this standard compared to the other standards. It would also be helpful to not tie diversity and academic qualifications together.

As we make efforts to bring in a diverse pool of candidates, we would hope that institutions would be able to maintain some flexibility about how they meet the need to maintain quality of candidates in teacher education while diversifying the pool. Rigid measures, without any allowance for local conditions and some degree of discretionary judgment by teacher ed faculty, will not get us to the goal of having highly qualified and diverse teacher candidates.

First, begin by recognizing that the 1998 HEA Reauthorization took the nation a long way toward closing the teacher prep door to potential education students who couldn't pass major national certification tests, e.g., Praxis I. Next, I recommend that CAEP avoid implementing a one-size-fits-all solution; it might look good to someone, perhaps a legislator or advocacy group, but it will definitely exclude potential education students who would become effective teachers. As a nation - CAEP included - we should be too smart to place so much value on a test. Grad students in old-fashioned tests and measurement courses knew better than that. Modern teachers and teacher educators know better than that. CAEP's potential decision on entrance testing represents one of the many ways that CAEP's view operates within the perspective that teacher education occurs in undergraduate programs on traditional four-year college and university campuses. Increasingly, college students and graduate students are choosing alternatives to this narrow tradition. Teacher candidates, including many diverse candidates, are likely to begin college going part time in community colleges, and are likely to be first generation college students. Teacher candidates are also likely to be career changers with truly varied backgrounds. What value does the SAT/ACT/GRE add? What sense does it make to require a high school test, e.g., the SAT, for someone who has been out of high school for 20 years? What is most important to remember at CAEP is that the teacher candidate pool is not the most relevant pool. The pool that matters most consists of those who graduate and become the new hires pool. It is time for CAEP to return to its core principle of assessing for

high levels of performance on high standards.

The only way you will truly get a diverse teaching population is to look at a candidate holistically. Standardized test scores are not predictors of a quality teacher.

We at Montclair State University believe that teacher preparation programs should hold themselves to high standards, and such programs must provide evidence that reflects their quality and facilitates their ongoing improvement. We believe that careful and thoughtfully crafted assessments, based on research, are the best way to provide evidence of applicant qualifications and show the potential of a candidate to perform. In selecting candidates for the Teacher Education Program, we use criteria that are related to the kinds of knowledge, abilities, dispositions, and character we expect graduates of our program to possess. These qualities and skills are outlined in our Portrait of a Teacher, which is a model toward which students in the program strive, and our institutional standards. We use these standards when evaluating each candidate for admissions. We seek to select candidates who (a) have a strong academic preparation, including a strong record in the subject matter they aim to teach; and (b) are favorably predisposed to the values articulated in our institutional standards. Our admissions decisions are based on multiple measures including an admissions evaluation scale assessment, transcript analysis, GPA, letters of recommendations, application essays, and interviews. When making decisions faculty consider such criteria as GPA, knowledge of the discipline(s) they plan to teach, commitment to teaching and its various responsibilities, and both written and oral communication skills. Admission committee members use rubrics to aid in the evaluation of each candidate and then make a recommendation on admissions. Montclair State University does not require the SAT or ACT for entry at the undergraduate level but, in accordance with New Jersey requirements, student must submit passing scores for the CORE Praxis I or SAT, ACT or GRE scores in the top third percentile range. This process offers an holistic view of a teacher candidate and allows for the inclusion and consideration of factors beyond test scores. It is also conducive to creating a more inclusive and diverse applicant pool by not imposing more restrictive and financially burdensome requirements.

Students applying for admission to our programs are often career changers with an average age of 43. Their past performance on standardized exams is dated and not relevant. Individuals in this age group are intimidated by taking standardized exams as an admission requirement after being out of school for so long. Therefore, career changers need some time to acclimate to the educational environment and an alternative route for admissions. Therefore, the focus on admissions rather than program completion needs to be examined to insure that we do not lose the career changers who have valuable professional experience that is valuable in the teaching profession.

The difficulty lies in ensuring the teacher candidate pool has racial/ethnic diversity, given an institution's geographic area. While there are valid attempts in attracting candidates from diverse racial/ethnic groups, these may not produce the racial/ethnic diversity CAEP is seeking. Perhaps a broader definition of diversity, not just racial/ethnic, is needed.

We are completely opposed to the use of SAT/ACT scores in making admissions decisions. Because there is scant evidence to support a predictive relationship between SAT/ACT scores and effectiveness as a teacher, and because it would violate this school's long-held mission.

Universities (not colleges/EPPS) need a systematic plan for recruitment and retention. Colleges implement the plan, collect data, and report to stakeholders.

There should be a means/ recognition of a provisional admittance process for 12 or fewer credits for students who meet a determined minimal threshold, along with system level supports during the provisional status to assist aspirants in meeting full admissions requirements. Such a process is crucial to the recruitment and development of a diverse teaching pool of quality.

We have had a 3.0 GPA requirement for more than a decade. We believe that it is an effective requirement and our candidates are successful in their college classes and in the workplace. However, the SAT/ACT standard is simply unrealistic. It is the mission of our programs to bring in students who show promise and passion and to help them succeed. And they do. This testing requirement is going to disadvantage MANY groups of students and it is not going to help diversify the teaching profession. Let colleges help candidate succeed. Let us live our mission and then help schools by providing passionate, competent teachers.

Our State requires passing scores on Praxis Core prior to admission to Teacher Education. Praxis Core should be considered an acceptable demonstration of being academically qualified.

Institutions should be encouraged to look at longitudinal data focusing on candidate success both in the program and in classrooms post degree completion and adjust criteria for admission and continuation in a program of study vs. an arbitrary minimum determined by an accrediting agency.

(1) Many states (e.g., South Carolina, where my institution is located) require PRAXIS Core or some other general knowledge test at the time of admission. PRAXIS Core is waived at my institution if ACT composite is 25 or SAT Total is 1650. Because PRAXIS Core is typically taken during the sophomore year of college, and this is when the PROGRAM admission decision is made, many students actually have a better profile at this point than at the time of COLLEGE admission 2-3 years earlier. CAEP would be wise to take this into consideration. The CAEP criteria make the assumption that COLLEGE and PROGRAM admission are made simultaneously, and that is often not the case. Allowing for program admission standards beyond college admission standards may be an example of what 3.2 intends as a "reliable, valid model that uses admission criteria other than those stated in the standard," but this is not clearly delineated. (2) Historically, scores on achievement/aptitude tests (e.g., ACT, SAT, GRE, MAT) are correlated with socio-economic status, which, in turn, is often correlated with race. The testing/GPA standards established in 3.2 will likely result in less diversity in the pools of candidates coming into teacher preparation programs. I understand why CAEP is implementing the standard, but I fear the result. At my institution, I have already seen minority students excluded due to increase in standards. (3) The February 13, 2015, amendment to standard 3.2 communicates that any alternative admission criteria proposed by an EPP will be unlikely to be approved. This may propose issues for minority-serving institutions that desire to recruit a diverse candidate pool. CAEP may want to consider greater flexibility for institutions either to have provisional admission criteria with students required to pass early program assessments before they can continue. (4) As the average performance criteria on ACT/SAT continue to

increase, fewer candidates will be eligible for admission, and this group will become less diverse. This is occurring at the same time that many states have teacher shortages and are seeing a lack of diversity in the teaching workforce. It will be incumbent on CAEP to work with states, AACTE, and policy makers to increase the reward structures and incentives to those entering teaching. We hope to attract more of the top one-third of test-takers into teaching while the job market continues to keep salaries low, stress high, and chance for advancement limited. In one survey of the 100 best jobs (US News), elementary, high school, and middle school teacher ranked, respectively, #39, #43, and #45. Median salaries are in the mid-50s. In contrast with other professions that require high entrance standards: physical therapist (#6) has a median salary of \$81,000, and pharmacist (#27) has a median salary of \$119,000.

The ability level of students entering a program should only be evaluated to determine if they have the skills and knowledge needed to be successful in the program (Praxis I). However, it is critical that graduates of programs have the necessary skills, knowledge, and dispositions to teach. Therefore, EPPs should be evaluated more heavily on the percentage of students who successfully complete the program and their abilities upon graduation. The question is why are we not employing a variety of assessment measures beyond testing, something nationally recognized as best practice and research verified, which would allow a more accurate picture of a candidate's academic knowledge.

Expand the term diversity to mean first-time college students and non-traditionally aged students.

Our program does not offer teacher prep programs as we focus on rank increase and teacher enhancement. Adding these new criteria would not align with our program or our reporting needs. Access to education is critical to our student body and we believe it is up to the institution and faculty to provide the scaffolding for success.

We have a state Missouri General Education Content exam that is rigorous and aligned to higher education content rather than a high school level exam. CAEP wishes to use the ACT as a delayed admission standard in a way that will highly reduce minority candidates and first generation based on high school content. We use a test aligned to what we provide in higher education. This is a better use of standardized screening.

The selection process of candidates for Teacher Education programs must contain a set of multiple criteria including both hard data such as test scores, along with soft data including interviews, writing samples, and previous life experiences among other data sources.

The 3.0 admission standard is not an issue- our GPA averages have been higher than 3.0 for some time. The complexities of other state regs including passing edTPA for certification are discouraging applicants.

This is an on-going challenge. Students from diverse background often have poor school conditions in K-12 and are being excluded from the workforce.

We have a number of career changers in our program who, by virtue of their years out of school, are test averse. Requiring a standardized test, whose value is questionable anyway,

would prove a barrier to individuals who will bring maturity and experience to their classrooms. (Many of these folks come to us from careers in much needed STEM fields.) Also, it seems ironic that since our state sets a high bar for teacher certification (edTPA; multiple tests, etc.), IHEs should also be put in the position of excluding from program admission individuals who have the potential to become fine teachers but who may, as a result of life circumstances or other factors, be lacking such traditional program entry measures as GPA or GRE. This truly represents a "vote of no confidence" in the ability of IHEs to evaluate the personal and academic credentials of would-be teachers. Non-traditional teacher candidates are often the very people who will take on challenging teaching assignments in high needs districts and who can inspire children and teens to optimize achievement. Teaching is as much about humanity as anything else and that is what we are excluding from proposed formulaic admission requirements.

Our mission is to accept first generations students and low-income students who often come to us with lower scores. It is not where they enter but how well prepared they leave that concerns us.

While our candidates are already above the requirements, we are concerned about institutions that serve the neediest students. One faculty suggestion was: 1) CAEP should be required to prove that these criteria are meaningful and make a significant difference in P-12 learning. To date, data do not support these requirements. However, it is a "politically popular" item that does not mean it is supported with research. 2) IF yes to #1, then IHEs that have below the requirement would need to show they have a mean in the top 50% compared to students in their own institution. That would then represent the population that they are drawing candidates.

Don't cave in on the selectivity standards - keep strong. There are lots of diverse people who can meet these criteria - it is only average. We need to recruit these folks to the teaching profession. Remember, our ultimate clients are the children our completers teach.

It is helpful that the standard calls for cohort averages because that offers us some flexibility to allow entry to some diverse candidates. Many tests are required of our teacher candidates. Perhaps CAEP could consider a way to utilize a test required for certification for graduate level students. They will have undergraduate knowledge and should be able to pass content tests up front. This might offset the fact that graduate students don't always take an admission test like undergraduates do.

Applicants should demonstrate a variety of skills including education related experience, strong written and verbal skills along with strong GPA and good test scores. Less emphasis should be placed on the standardized assessments as research continues to support the finding that SAT, ACT, and GRE scores are less predictive of candidate success in the social and behavioral sciences.

We use a constellation of evidence and characteristics: GPA, experience, written references, test scores, interviews, etc. This is too important to be left to test scores.

My biggest concern is diversity. We need other valid and reliable predictors of candidate

success because standardized tests are proven to be biased. We are headed down a path that will make it more difficult to recruit, retain and graduate a diverse cohort of teachers. We need to fund a research initiative to identify alternative predictors of candidate success to be used as criteria for admissions. We should also investigate appropriate remediation strategies to help those that don't currently meet admissions standards. Let's cast a wide net but provide the necessary support to help individuals succeed rather than simply exclude large numbers of potential educators.

With the increase in performance assessment in order to complete the program, the admission standards should be determined by the EPP. The institutions will not be able to admit weak candidates who will struggle to complete the program. Tracking admissions data are not adding any information that the performance at program completion does not confirm.

A certain degree of latitude needs to be available to EPPs when formally admitting students into teacher education programs.

Norm referenced tests are used as admission requirements to enter teacher education programs. These tests have been rendered valid and reliable and are better measures for predication of success in teacher preparation than ACT. Standard 3.2 will result in a label of "elitist" rather than "selectivity" for teacher preparation programs. The use of norm referenced tests that are more reliable predictors than ACT must be recognized and valued.

CAEP needs to ensure that the qualities, which are being measured, are truly indicative of a person's ability to teach. I do not see how scores on standardized tests are indicative of teaching skills.

Our state implemented the Professional Readiness Exam two years and that exam requires passage of a reading, writing and math test. To-date only 31% of teacher education candidates can pass the writing portion of the test. This has decreased the number of minority candidates as well as others who once aspired to be a teacher. A test is not the only way to demonstrated readiness, however it seems to be there are little to no alternatives.

These two points are not compatible.

The "top 33% of the distribution by 2020" goal should be re-examined. This is unreasonable, unjust, and unrealistic.

It is really hard to justify selection based on SAT or standardized testing. I am not aware of the research that supports this (other than looking at countries like Finland and comparative studies are not really applicable). And if there is research to support the use of SAT I would want to know whether the difference comes at levels of performance that are going to be impossible to enforce because you would get so much push-back that you would eventually have to drop the standard. I would drop the whole idea and instead what is more defensible is to require programs to publish data on the percentage of candidates who get jobs. Then let institutions recruit the best candidates they can with a transparent communication of how competitive the job market will be.

We would like to see some other type of scores used for this standard. Our students come from an urban setting. They are typically not prepared for college and do not have high ACT scores, but have the passion and desire to be teachers.

Please keep setting this bar at a high level but understand that it will take us time to validate state measures that are more likely to predict later success.

I would recommend that more emphasis be put on program completer competencies rather than admission criteria. National tests (ACT, SAT, GRE, MAT) have a bias for ELL learners. Or perhaps use modified benchmarks for minority populations for ACT, SAT, GRE, MAT scores.

I will begin by saying that our EPP agrees with Standard 3.2 in concept. However, as an EPP that has only graduate level programs, our main area of concern is around the ACT, SAT, or GRE group average performance requirement. First, we feel that performing in the top 50%, 40%, or 33% of the GRE is a very different and higher standard than performing in the top 50%, 40%, or 33% on the ACT or SAT. The ACT or SAT would not make sense as admissions requirements for our graduate level programs. Additionally, our administration and department faculty are rather opposed to having the GRE as an admissions requirement. The main reasons are (1) department faculty do not feel it is predictive of success in the K-12 classroom and (2) it will inhibit our recruiting efforts with our diverse applicants. Our EPP serves a high percentage of Hispanic students and data from ETS indicates that the group average for most racial and ethnic groups is several points lower compared to white (non-Hispanic) GRE test-takers. As a result, our EPP is likely going to have to make use of the statement in Standard 3.2, "Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development." However, we really need additional support or sources of information about this statement to know and understand exactly what it is that CAEP is expecting. Being located in a state where there is no VAM or statewide teacher evaluation model, is it okay for the EPP to rely on our own measures of P-12 student learning and development for the correlation? The questions would continue on from there.

Ensure that teachers are college ready. Beyond that, we can teach them to be teachers. Setting impossibly high standards only ensures that we have good test-takers, not good teachers. Make sure that all teachers pass rigorous content exams as exit tools. That shows whether the institution prepared them well.

I suggest leaving these standards up to the EPP and the states. I think standard 3.2 should be flexible on CAEP's end and the EPP simply needs to show it is meeting its own and the state's standards.

Our overall average of entering GPA is at or above the state requirement but we intentionally admit career changers with strong professional experiences who have had weak college grades. We follow these students to be sure they meet standards, often in the reverse of the current debate - they score stronger in clinical practice than foundational knowledge though make the standard by the end of the program on both. Important to keep a very wide gate and high entry

standards for exiting - and programs must adjust their designs to support and make possible great teachers with non-traditional educational backgrounds

The emphasis on increasing SAT and ACT scores has had a negative impact on diversity. Many minority students do not do well on these exams and therefore begin at community or state colleges where these standards do not exist and then transfer in. State universities must accept AA transfers.

Just to note, because we are a small program, we are uncomfortable using the new 3.0 requirement as a cohort. My cohorts vary from year to year and they are often less than 10. Therefore, we have decided to raise the 3.0 to an individual basis. These are very high standards for my students to meet. Sometimes students have to repeat courses to meet this 3.0 requirement.

Do not assume a causal relationship between candidate attributions upon entrance and final success. The CAEP standard as written currently will have significant negative effects on minority students. The field is in need of quality large-scale studies that seek correlation evidence between student attributes, program characteristics, and candidate outcomes.

For undergraduate the University is now test-optional so test scores will not be universal criteria for admissions. None of the graduate programs in teacher education require standardized tests, the doctoral programs in leadership and learning and teaching require the GREs.

As a graduate program only, we use the GPA from undergraduate as the academic qualification. The scores on GRE's were not related to success in the program in an informal study completed over 10 years ago. I have conducted a study on GRE scores with students in our PhD program and there is no correlation. Undergraduate admissions have known and shown for decades that the quality of high school courses and the grades earned in those courses are better predictors than test scores. I have been told that we can "make a case" for using only undergrad GPA and no standardized test scores as an all-graduate program, and I hope that we are successful. Adding requirements that just make money for bug companies that do not provide us with valid information is not a wise way to assess academic ability. This also helps us increase diversity, as the test scores are also notoriously skewed in terms of race and ethnicity.

I do not believe that an ACT/GRE score tells the program ANYTHING about the candidate. It should not be utilized at all.

While students with high potential and ability are desirable for the classroom, these measures do not necessarily correlate with later teacher performance. Moreover, limiting our selection to students with very high GPAs and standardized scores will limit the pool from which we can select students (in a climate with significant teacher shortages) and the opportunity for students to develop while in our teacher preparation programs. The new criteria will limit, unfortunately, the diversity of our candidates given the disparities in K-12 experiences currently apparent in our schools. Lower GPAs and standardized test scores for admission will allow IHEs to work with promising candidates and screen them before recommendation for licensure should they not meet expectations and standards for excellence in the K-12 classroom.

We need to find external funding to help students to pay for GACE Basic Skills Assessment, Ethics Assessment, GACE Subject Area Assessment and edTPA Assessment.

Don't change the standard, change the implementation timeline

For academically qualified, we are confident. However, we fully understand that at our institution, we serve a low percentage of first generation students and do not have a high percentage of Pell grant students (low socio-economic status) in the education program. We also do not have an overall high percentage of diverse students on campus. With an informal survey of other IHEs, generally the % of diverse candidates is lower for education than for the university as a whole. This is likely because those students are in high demand and have a great deal of choices.

Nationally normed tests are the wrong path, you are making a weak connection between nationally exams and teacher performance, GPA OR test scores, but in the end there is NO GOOD WAY TO IMPLEMENT 3.2...you are holding on to an ill-advised policy...

Our values and the success of Michigan Tech students is the most important measure of our progress. Given this, we are committed to inspiring: An engaged community that actively seeks improvement through: 1. acceptance and understanding; 2. world-class scholarship through academics, research, and continued learning; 3. exploration and creation of all possibilities through innovative use of their skills and knowledge; and 4. individuals to hold themselves accountable, and to act with integrity, honesty, and diligence. The tenacity required to make ethical choices and to persevere through all obstacles. Our Learning outcomes: Understand and act as ethically and civically engaged leaders. Develop communication skills necessary to adapt and engage effectively in groups. Acquire and demonstrate personal responsibility and accountability. Obtain and apply intercultural knowledge to thrive in our global society. Exhibit a sense of pride and affinity for Michigan Tech. Students in our education program are top notch and head of their class. All students must first be admitted to the University and then separately to our Education Program. Students are able to achieve the standard 3.2 for the admissions requirements, CAEP minimum GPA of 3.0 and meet the average performance on nationally normed ability/achievement assessments such as ACT, SAT

I question the value of standardized admission tests that predict academic success during a candidate's first year in a course of study as an admission criterion for a professional practice program. In order to ensure that the teacher pool is both academically qualified and diverse, I would encourage CAEP to allow institutions to propose their own admission criteria. CAEP should be worried about exit criteria. If the exit bar is set high, then it will be up to institutions to determine how best to use a backward-mapping approach to come up with robust admission criteria.

An admission exam doesn't predict success as a teacher. Plus, it puts groups such as those with a disability at a disadvantage. Yet another cost a student must pay for no real reason. An exam does not show a student's true academic preparation or potential for success.

The requirement that the group average performance on nationally normed test is 33% or

above by 2020 is not realistic! Since there is a racial disparity in scores on these nationally normed exams, this requirement will adversely affect our ability to recruit diverse candidates. Additionally, I have not seen convincing evidence that these scores predict a teacher's ability to positively impact P-12 learning.

I think higher standards are important to the teaching profession.

For our institution, which traditionally serves first generation college students who can typically be described as "average" high school students, I worry that we are eliminating many good teachers who learn how to learn and succeed during the four years of college. We also have a number of students with learning challenges and diagnosed disabilities who traditionally do not do well on standardized tests and whose placement in their high school class may not reflect their true aptitude.

In New Jersey, the GPA is required for new candidates that wish to matriculate into the junior year. They must pass the Praxis Core Battery. A full year of student teaching may be correct for the undergraduate programs, but the full year of student teaching will basically eliminate candidates at the post-graduate level because they will not be able to afford to take a year off from work just to complete a full year of student teaching.

If we truly believe that everyone can learn, then we should not be discouraging those with poor high school preparations from considering teaching. We are able to determine if the candidates have the content knowledge necessary to effectively teach it to k-12 students and a standardized test particularly to assess basic skills is not providing any evidence of predicting success. Even if the SAT and ACT were determined to be bias free, then their limited ability to suggest achievement levels does not predict successful completion of college let alone successful teaching abilities. The setting of the SAT and ACT expectations in Standard 3.2 is not supported by the research on the use of the SAT and ACT but rather is merely a response to a political agenda. If Standard 3.2 were rewritten to require us to set our own admission criteria and be able to validate that it actually predicts success in our programs and in the classroom, I would think that would be a more legitimate way to proceed.

We at MSU subscribe to the following principles regarding the quality of teacher preparation programs:

- Teacher preparation programs should hold themselves to high standards, and such programs must provide evidence that reflects their quality and facilitates their ongoing improvement.
- Ineffective college-/university-based and alternative route teacher preparation programs should be identified, and actions should be taken to remediate the problems of those programs or to terminate them if necessary.
- Rigorous accreditation of teacher preparation programs serves as a strong indicator of program quality.
- Teacher preparation programs must hold themselves accountable for preparing teachers for high-need schools and for high-need subjects.
- There is a need for agreed upon "indicators of quality" for teacher preparation.
- At present the best indicators of quality for teacher preparation are:
- Well-designed, validated performance assessments of teacher candidates as they

progress through pre-service preparation programs, with special emphasis on assessments in the professional (student teaching) semester;

- Rigorous, valid, and reliable measures for evaluating program graduates' practice over their first three years of teaching;
- The perceptions of employers regarding the preparation of program graduates in their schools; and
- The perceptions of program graduates regarding their preparation for teaching.

Teacher preparation programs must consider the job market in admitting candidates to teacher preparation programs to avoid preparing an inordinate number of teachers who cannot get jobs. However, many different factors influence whether graduates seek and/or gain employment after graduation. Therefore, teacher employment should be given considerably less weight than other indicators in determining the quality of teacher preparation programs. While teacher attrition is a serious issue that needs to be addressed, it is a very weak indicator of the quality of teacher preparation and should not be used to evaluate preparation programs. School working conditions have the greatest influence on teacher retention. Therefore, the best way to address teacher retention is to change working conditions, including providing high-quality, sustained induction and mentoring support for new teachers. While it is reasonable to assume a link between the quality of teacher preparation, the quality of teaching, and student learning outcomes, P-12 student test scores should not be used to evaluate teacher preparation programs. There is no justification in research or practice for assuming a valid chain of evidence between teacher preparation programs and the test scores of the students of program graduates. Equally important, even if standardized test scores were a valid measure of teacher quality and teacher preparation quality, those scores are only available for tested grades and subjects (i.e., English/language arts and math teachers in grades 3-8). Additional feedback about our state context:

- The recent change in NJ that mandates a 3.0 is fine for UG candidates, but the Praxis I standardized testing as a measure of quality at entry to Teacher Education programs places a financial burden on teacher candidates—their feedback is that they oftentimes do not have the additional funds or time to prepare for such tests. We have seen applications decrease to 100 in Fall 2014 from 220 in Fall 2013.
- The recent change in NJ that mandates a 3.0 is fine for GR candidates (who recently graduated?), but does not reflect an accurate measure of quality when a GR teacher Education candidate completed their degree 20 years ago, etc.
- The recent changes in NJ have had a negative impact on the diversity of the applicant pools, retention, and completion statistics.

Base academically qualified on the candidate's ability to pass endorsement content examinations prior to completing program and on GPA in at the college/university level.

Triangulate assessments do not rely on a high-stakes standardized exam to be the one ultimate determinant of the aptitude to teach. Use GPA, portfolios, writing ability, ability to analyze and identify good teaching in other teachers, public speaking ability, ability to devise questions "on the fly," patience, grit, understanding, ability to listen, etc. etc. Ultimately, the professional judgment of university and K-12 faculty who observe the teacher candidates' actual performance in all these areas is the best determinant of teaching ability. The key, then, is to provide a relative ranking all those graduates and then be sure the best get hired; school

districts are the ultimate gatekeepers. It is impossible to predict whether an 18 year-old taking an SAT will be a great teacher, and it is impossible to produce only great teachers, but it is possible to produce some great teachers, and many teachers who are willing and able to do this difficult job very well; the key is to hire those teachers that we identify (via triangulation of assessments with teaching observations having the greatest weight) as having the best potential to be great or effective, then support them in the schools so they don't leave the profession.

GPA and standardized test scores are not the best measurements for diverse candidates. For candidates right out of HS or college, heavier emphasis on required interviews with potential students. For candidates who have been out of school for a while – and for whom HS or college GPA could be "challenging" and who have not taken standardized tests of a while (and therefore probably won't do well), let's look at what they've done since they left school: how have they grown and developed as human beings? Also, entry requirements don't measure what we need them to measure, so from my perspective, let 'em go altogether. (And entry requirements smack of NCTQ relying on inputs when the bigger issue is outputs.) So let's maintain stricter oversight of graduating GPA and other outcome measures.

I cannot say with enough emphasis how terrible this standard is. It is simply impossible to increase diversity when admission standards are raised. There is a limited number of diverse candidates and our institution does not have the resources to attract them. In addition, as teachers we teach all children. We should accept students marginally qualified. This standard also goes against the American ideal of opportunity for all! Finally, there is no evidence that marginally qualified candidates cannot be great teachers.

Implement a rolling admission criteria which combines GPA and ACT on a sliding scale (i.e., the higher the GPA, a lower ACT score is acceptable). Wider collaboration between community colleges and EPPs. Supplement costs of teacher preparation (waivers and grants). Supplement teacher salaries and benefits-make the profession economically desirable. This also applies to higher ed as the pipeline effect means salaries for EPP faculty often remain lower than other faculty in the same institution because of "market value". Encourage a system for advancement in the profession. Focus on leadership; teachers need a strong leader who serves as an instructional coach.

Tracking the GPA of entrants to the program, as well as the standardized test reports (PRAXIS I/CORE) has been helpful in ensuring that the averages stay where they are or improve. Attracting diverse candidates is a real challenge and it would be helpful for Standard 3.2 to address "What efforts have been made in increasing diversity" so that institutions could be credited with the efforts they have made.

I think it is important to consider the capabilities of students when they are accepted into the institution as well as their performance at that college or university. For example, 92% of our students score in the top 20% of their high school classes. We therefore consider them academically capable, and do not feel the need to rigorously scrutinize their scores on standardized achievement tests.

Allow alternate pathways to candidacy, including combinations of GPAs, test scores,

dispositions, faculty recommendation (based on evidence provided through classroom and field experiences). We work with a number of two-year schools as a means of embracing more diversity (economic, race, ethnicity, etc.) within the teaching field. Some students come to us with deficiencies, but quickly gain ground as they begin their educator preparation courses. To lose these students because their initial entrance criteria/scores may be lower than desired, would be a loss to the profession.

At the undergraduate level requiring a minimum GPA and ACT score has kept our pool strong. During the first year we complete quite a bit of work related to dispositions, candidates who do not have the dispositions to become a teacher change majors or are counseled out of the program. They must also maintain a 2.75 GPA to remain in the program. For post-baccalaureate candidates we require the same disposition assessments and a 3.0 GPA. Candidates overall are performing well on program and unit key assessments, state testing, edTPA, Value Added and Resident Educator programs.

I'm not sure.

Our academic curriculum in the program and college is rigorous. Clinical experiences begin early. Rather than focusing on a particular GPA, look at multiple measures that the institution identifies based on their uniqueness.

As an alternative program it is our objective to open the door to our profession to diverse and academically qualified individuals. We walk a fine line in raising the bar without impacting the diversity of the candidate pool.

There is a teacher shortage in North Dakota and if the standard that the top 33 percent of graduates were the only candidates allowed in our teacher education programs we would have a hard time meeting the needs of not only the state but also the nation. It would also be hard for the Native American candidates in our state to meet the admission requirements.

Standard 3.2 is an abomination to education.... CAEP is a good organization but 3.2 is terrible and is a violation of civil rights and CAEP will be facing There is no effective way to implement 3.2 unless you change the "and " to "or" also any number you choose for the cut score is arbitrary.

We will not be in CAEP if it requires a 50th percentile or higher on SAT. We have been NCATE accredited for over 50 years. I have been an NCATE coordinator and Director of Teacher Ed/Dean at three NCATE accredited institutions. The last two visits at my current institution where I am Dean, were with no weaknesses or needs improvements. I have shared massive data from CA on this with CAEP and never heard one word in response even though Jim Cibulka flew out twice to meet with the Deans of the CSU pertaining to our data. I chair the committee that gathered it and have spoken and written nationwide about it. I am doing a major forum at AACTE entitled: The Conspiracy Against Educator Preparation. Your Teacher Performance Analytics is a tool of the testing companies. They are not suggesting performance-based authentic assessments. A review of every single CAEP reference on Std 3 as well as every one of the references cited reveals NO evidence of any kind supporting SAT or ACT; in fact, it is quite the opposite. The scholarship for the CAEP document on Std 3.1 is embarrassingly bad. I am

amazed that it was not corrected following input on the atrocious typos and bad references. Standardized Multiple Choice tests do not measure the skills of low-income students from underrepresented minorities. The GRE predicts nothing in terms of teacher performance. The California State University produces 10% of the teachers in the U.S. You will lose all institutions with this policy absent a state agreement with CA that discounts the standard.

We are very concerned about our ability to meet the SAT/ACT requirement as over 75% of our candidates transfer from community colleges. In our state community colleges do not require the SAT/ACT. Additionally, adding the GRE/MAT requirement to our alternative master's programs is excessive and cost-prohibitive for many students at the point of admission because they must also pass the Alabama Basic Skills Test and the Praxis II Content area tests prior to admission.

I suggest there be a window (e.g. 10% of students) to allow students who have lower academic credentials into the program - much as is done with athletes on every campus. This 10% them would not count in the specific standards CAEP has established. Then these students should be followed to monitor their performance both during preparation and after they graduate. If it is shown that such students are struggling, then the windows can be eliminated. But this would help with the concerns around diversity and the very meager predictive validity of the tests we are relying on.

Trust the assessments of the professors. They have studied and practiced long and hard to achieve their professional status.

Test scores should be one of the factors considered but not the only one. Test scores are indicative of test-taking ability for a single test and not representative of what a candidate might be able to accomplish in teaching students.

I believe that programs should demonstrate how they meet the "spirit" of Standard 3.2. Many of our candidates are English learners. We have consistently found that their scores on standardized tests in English are lower than many of their peers. Their academic and performance within classrooms is outstanding. Many were quickly and successfully employed and have had outstanding results with students. English learners will be disadvantaged and – and potentially – cut out of teaching if their admission to an EPP depends on a single test score.

It is our view that demonstrated success in the first three semesters of college (plus positive professional dispositions and a demonstrated ability to write and communicate clearly) are more valid indicators of candidate success than standardized test scores such as ACT, SAT.

Standard 3.2 is unrealistic and will eventually hurt the profession.

APPENDIX C

TPA-CAEP Survey Question 58

Respondent Comments

Note: Comments by respondents to this survey question have only been altered by TPA to exclude personal references or to correct obvious grammatical or spelling errors.

Q58: Please add any other comments you might wish to share about strengthening EPPs in general, or about the survey questions.

We work continuously to strengthen our programs by focusing on outcomes. EPPs can put procedures in place to identify students who are struggling and counsel them either to take a remediation course (For example, a field-based course in which they get one-on-one support from a university supervisor.) or to decide if teaching is really the appropriate profession for them. As long as programs adhere to strong outcomes, it is possible to work with students from diverse backgrounds (academic, economic, etc.) and still produce strong teachers.

The question is not whether to strengthen EPPs or not, the question is the strength of the profession. If a state has a shortage and decides to grant interim or emergency certification to anyone with a college degree and a 3.0 GPA yet continues to tighten the requirements on EPPs, then the unfairness in the quality of teacher training being shown is not serving the profession well. I also think that if CAEP is to be the "guardian" of EPP quality, it should work a bit harder to push NCTQ out of a position of prominence.

The survey does not address career changers. Many of our effective graduates are delayed entrant or career changers. Some have ACT SAT scores from 10 years ago that will not fit into a distribution set with the same students who graduated last year. We do not use ACT/SAT entrance scores in the adult online programs for the undergraduate level, where most of our licensure programs reside. Transfer GPA is the common data set that we use for entrance.

Please advocate to remove basic skills testing from state requirements. It is unfair that teacher education majors are singled out for these exams. It definitely impacts minority students' applications and ability to complete teacher education programs.

Streamline all EPP reporting requirements to reduce redundancy and develop uniform definitions to avoid multiple reports to different agencies.

I am not sure SAT scores are an appropriate measure to demonstrate selectivity for our undergraduate EPP. Our students apply to the program after sophomore year, at least 3 years after taking the SAT exam. Does character, social skills, disposition and emotional maturity not matter?!!

This standard requires flexibility, rather than a standardized solution to teacher quality. The present solution will negatively impact enrollment, particularly for teachers of color. Flexibility can generate innovation. A program should have a robust and rigorous approach in developing

admissions and exit criteria.

I agree that there need to be standards; CAEP should also address the human resource issue. EPP need to operate with a certain amount of persons per programs, such as CACREP requires certain numbers as well, the EPP need to have student to faculty ratios that are maintained in the more content areas. General areas can have larger groups. In addition, workload issues need to be addressed. HBCU have higher faculty: student and higher workloads which contribute to the quality of teacher candidates. Those are major factors which EPP and accrediting bodies do not seem to address.

Just a note. We as EPPs have just as much a vested interest in admitting the best students possible-- poor students are more difficult to train, and do not reinforce our reputation as quality providers. CAEP 3.2 is a noble attempt to help us think about candidate quality, but you must understand we were already having these discussions before CAEP decided to get involved. Anyone who cares about their reputation is already talking about this.

The survey instructed EPPs to report only on programs we offer. We do not offer post-bac programs, which I checked. Later in the survey I could not proceed without answering a question about post-bac programs so the data results are skewed. We believe that we have a culture of evidence in our institution. We welcome the opportunity to showcase our programs as we prepare for our CAEP review.

Doctors and lawyers are not expected to know everything about their fields their first day of work. We should not expect more from teachers. Please only develop standards like these with assistance from EPP staff. We can tell you how effective these would or would not be through any number of data analyses.

Our EPP continues to struggle to attract, admit and retain candidates who reflect the diversity of our geographic area which is urban and very much in need of quality candidates.

We must question the common sense behind these "requirements." I know of no research that proves that increasing admission standards ensures a better teacher. Teaching is so much more than a test score. The CAEP standards will do more harm to the growing teacher shortage America.

The survey asked a question about measures of quality teachers in relation to assessments used, other than SAT, ACT, etc. How has CAEP determined that high quality teachers have SAT or ACT scores in the range indicated for standard 3.2? Candidates admitted to our program had an average ACT that was in the 56th percentile and an SAT in the 47th percentile. If we raise, the standard to the upper third, there will be no one left. Students who score in the percentile rank desired by CAEP, do not tend to choose teaching as a profession. They choose areas in science or math. Raising the bar will not cause students to choose teaching instead. Lastly, both the SAT and ACT are intended as measures of college readiness and are based upon what students have learned up to the point they take the exams. I fail to see what that has to do with being admitted to a teacher education program or the connection to quality teaching later on in a career.

While this survey is focused on admission criteria, we firmly believe that continuance standards are equally (if not more) important for monitoring our candidates' progress through the program.

It is critical for EPPs to demonstrate through quantitative and qualitative data collection the ways in which candidates are able to exhibit their dedication toward impacting the world, their commitment to making the world a better place through their profession, and their passion for educating all students. Considering how these professional goals manifest and establish a candidates desire to help solve challenges facing education and a dedication to learn, to lead, and to impact the world is not seen through a test score, but through the real work of becoming a citizen of the world, and to look at the whole

These well-intended policies are seriously undermining the likelihood that the profession can continue with preparing well qualified candidates. Programs are well aware of the need to select and prepare candidates who are academically able as well as who have the dispositional characteristics to meet the needs of students in the public and private schools. There is NO NEED TO CONTINUE TO PILE ON EXTERNAL REQUIREMENTS.

Our assessment system ensures that no candidate will enter the profession unless they have mastered the course and program learning outcomes at a very high level. Our institution prides itself on being dedicated to working professionals, many of whom are career changers, who come from a diverse background and would be outstanding educators. SAT, ACT, MAT and GRE scores do not tell us about their aptitude for success as an educator. Thank you for your thoughtful consideration.

Our program has an excellent reputation of highly qualified and capable individuals as teachers. Why are we trying to raise standards on the EPPs at Colleges and Universities, when it is SO MUCH easier to get a teaching licensure through an alternate route, including Teach for America, and provisional licensure situations? Also, if we have high SAT scores as a prerequisite, how do we recruit the students AWAY from non-teaching majors that lead to much more lucrative careers?

To strengthen the survey you may consider understanding the average ACT/SAT (or similar test used within districts) desegregated (including the number of students) by ethnicity admitted to the EPP and the University. This will begin to understand the magnitude of the issue of recruiting diverse candidates.

Our students here at the Inter-American University meet the requirement of a GPA of 3.00 for Admission to the EEP. Furthermore they score in the top 50 percent of the PAA College Admission Test. However, to require that for 2018-2019 our students score in the 40th percentile and by 2020 in the 33rd percentile is far too much to ask of our students. Although we agree that we would like only the best students to be teachers, it is imperative that we look at the current situation here in Puerto Rico. In both public and private universities, there has been a dramatic decrease in enrollment which has resulted, in the last five years, in a drop of more than a 50 percent in the EEP. If we were to encumber our remaining students with more difficult entrance requirements, the results would be disastrous. At present we have excellent teachers here on the island who meet university as well as state requirements. Raising the

entrance requirements at this point in time would be have an extremely adverse effect. We ask you that you seriously reconsider your proposal.

CAEP needs to do a more careful assessment of the evidence being used to demonstrate the correlation between performance on standardized assessments and teacher candidates' subsequent success in the preparation programs and in the classroom after graduation.

To strengthen EPP preparation, teacher candidates need more time in the field. It is a more authentic measure of teaching performance than academic tests.

Awkward survey, question does not fit post baccalaureate programs.

Our state has an alternate pathway, and the schools call upon us to help certify individuals they have hired. The school system has no requirement regarding GPA and/or standardized scores. If we refuse to work with their candidates due to these criteria, then they do not want to partner with us. We need them, and they need us. Please consider something else with regard to alternate pathways!

Please provide a way to review questions before answering so that the respondent can provide all necessary information, specifically quantitative.

It was difficult to know what data to collect ahead of time without going into the survey first. In order to get to the next page in the majority of the survey to see what data we needed, we had to enter data because some questions were required. It would have been helpful to have some type of PDF version of the survey so that we knew what data we had to collect as we have to work with several offices on campus to collect the data.

The use of ACT and GRE scores will not ensure effective teachers.

Our program is a BA + MAT Program -- students complete the four year degree in their content area, are eligible to take up to four courses in the MAT Program during their junior and senior years. They are matriculated into the MAT Program after graduation from the BA program. This aides with reporting and data collection so that reporting on the MAT program is only conducted on actual MAT students, not students who are in the BA component.

In PA, we no longer have Elementary certification. We have Grades PreK-4th, Grades 4-8th Middle Level and Secondary 7-12.

70% of our students are transfer students from community college so do not take the SAT or ACT. The additional application expense would be prohibitive to our student population, which is 50% first gen and 30% unspecified, when not required by the University. I agree we need highly qualified candidates who become effective teachers, but I'm unsure that for our students, HS GPA or SAT is the most effective way to measure potential.

Greater clarity in the definition of post-baccalaureate programs would be helpful. For example, Cambridge College does not offer licensure programs at the undergraduate level and is exclusively an adult oriented graduate/professional school. The majority of students hold

preliminary licensure within their districts and/or are career changers.

I think it'll be helpful if CAEP can help EPPs articulate to our upper administrators about why our programs can't be "open admissions" or to focus on getting in as many students as possible. There are also other constraints such as the lack of diverse faculty, and how this impacts who comes (or doesn't) to our programs. Finally, I do think recruiting/retaining diverse candidates is critical, but there needs to be scholars of color helping CAEP frame the need and solutions to make it an ethical process.

Increase of current 2.75 GPA to a 3.0 may prevent qualified candidates from diverse backgrounds from pursuing this program.

Our faculty does not enroll students for post-baccalaureate education. The questions related to the subject are given answers because the system does not let you go on without answering.

We are not afraid to strengthen the standards for admission and retention in the TEP. I wish there would be a way to find a valid and reliable measure of our candidate's success during their first year or two in the field after completing our program.

Encouragement for performance assessments and the use of multiple methods of assessments will help to ensure a more diverse pool of candidates than focusing on test results, test results, and more test results.

Multiple assessments are aligned with best practices. Well rounded candidates with leadership/organizational activities, a minimum GPA of 3.0 and a series of standardized "end of course examinations" based on state requirements.

We evaluate philosophies of education, conduct an interview, review disposition assessments from field and course instructors, review a portfolio (work samples, essay, experience with children and youth), Core Praxis (or ACT, SAT), GPA.

We appreciate the chance to comment on this standard. We encourage you to also collect comments related to Standard 4, particularly as they related to EPPs in states that do NOT share teacher performance data and/or K-12 student achievement data with EPPs.

If you raise the GPA for admissions to teacher certification, you will contribute to the massive shortage of teachers.

It is difficult to explain to those outside the field of Education that we have GPA, standardized testing, accreditation, and other requirements.

For the purpose of the survey, explicit definitions are helpful. Although some terms were defined, others were not, for example: "formal" admissions decisions? My interpretation was when are these candidates admitted into professional education. The option provided only allowed a single response. Many are admitted into professional education at the end of their sophomore year or the beginning of their junior year. Our physical education majors, who were not included in this survey, may not be admitted into professional education until their senior

year.

I think we should allow dedicated students to work be a part of the teacher candidate pool and have measures in place to ensure they remain academically qualified to remain in programs.

Start at the end and work backwards.... What are the characteristics of a good seasoned teacher (caring, knowledgeable, leadership skills, communicator, etc.)? Now that we have identified what a good teacher is....We need some types of reliable/valid instruments that can help predict these skills early. We don't want to measure the quality of a medical doctor by if the patient takes their medicine as prescribed. In education, we are so often using the wrong measuring sticks.

Some of our candidates who had the highest GPA and highest SAT or ACT scores have been very unsuccessful in student teaching or in the profession. I do not think that raising the requirement for GPA or test scores will ensure quality teachers. I think that teaching candidate's well and holding them to high standards in planning, assessing, and teaching tasks is the best way to ensure a diverse group of qualified teachers.

It is required to sign an agreement which is in accordance with our Christian educational philosophy.

Admission to the EPP or graduate school requires a GPA of 2.75. Our candidates must obtain the 2.75 GPA IN all of their course work, their content coursework, and their pedagogy coursework at the undergraduate level and 3.00 GPA at the graduate level. This standard produces candidates that are competent in their knowledge that is measured by state level content tests. Skill development is promoted by diversity of placements in the "field" throughout their program. On the whole, most programs are graduating competent, successful teachers.

Our program is a poor fit for this questionnaire since it seems directed at college level rather than department-level programs. We are a speech-language pathology MA program that receives about 300 applications per year. Our incoming class for 2015 had an average GPA of 3.83; an average GRE-Verbal of 155, Quantitative 152, and GRE-Analytical/writing of 4.3 They also have excellent statements of intent and letters of recommendation.

If CAEP wishes to use accreditation as a means to strengthen EPPs (and note that strengthen is NOT defined in any manner above) the CAEP should consider using scientifically based reliable and valid research to back up all or all accreditation standards just as they are requiring IHEs to demonstrate that instruments used to support accreditation requirements are reliable and valid. In addition, CAEP should consider that many states will NOT release data related to standard 4 and thus some IHEs will NEVER be able to meet this standard as it is now written. CAEP has no data proving the accreditation standards it has chosen will lead to strengthening EPPs or improving teacher candidates' ability to teach children.