

Assessment System Transition Points for Initial Program Candidates in Elementary Education

Transition Point 1: Candidates apply for admission to Professional Education

All students working toward an Elementary Education teaching degree must be admitted to Professional Education prior to enrollment in EEC 333. A multifaceted Professional Education application process has been developed. Applications to Professional Education should be made when the following requirements have been satisfactorily met:

1. Minimum of 40 earned semester credit hours
2. Minimum of 2.75 cumulative GPA
3. English Composition 101 (A or B grade)
4. EEC 200 with at least a “C” grade
5. EEC 222 (A or B grade)
6. Math 201 with at least a “C” grade
7. Evidence of completion of the Praxis I: Pre-Professional Skills Test (PPST)
8. Professional Education Application Process Session during which candidates complete surveys of knowledge, skills, and dispositions; and a timed writing prompt.

Applications are available in the College of Education Academic Advising Office, Armstrong Hall 117. Application deadlines must be adhered to for consideration of the upcoming semester’s coursework enrollment. The Academic Advising Office verifies requirements 1 through 7 above. The Student Relations Coordinator and the Coordinator of Professional Education implements and monitors the Professional Education Application Process Session. The writing prompt is assessed by qualified education practitioners. The completed application packet is forwarded to the EEC department for faculty review.* Successful applicants will receive a departmental recommendation for admission. The Academic Advising Office enters permission for registration in designated Professional Education coursework.

Note: Students not meeting minimum standards may wish to submit a written request for a variance. Forms are available in the College of Education office, 118 Armstrong Hall.

***Communication of Concern**

A process is in place for faculty and K-12 practitioners to report concerns about academic proficiencies and professional behaviors. Student assistance plans may be developed in response to these concerns. For instance, if there is a concern resulting from the writing prompt, an assistance plan may be developed which might include additional composition coursework, Learning Center referral, and e-tutoring on the PLATO website.

Transition Point 2: Candidates Apply for Admission to Methods Block 1: Literacy

- Application to Block
- Prerequisite coursework with at least a “C” grade
 - Math 201

- Math 202
- Physics 101
- KSP 301
- Physics 480
- EEC 333
- GEOG 340 or 341
- HIST 190, 191, 450, or 451
- Completion of coursework in specialty area with at least a “C” grade
- GPA of at least 2.75
- Faculty review of applications and concerns
- Faculty review of student assistance plan needs

Transition Point 3: Candidates Apply for Admission to Methods Block 2: Inquiry

- Application to Block
- Prerequisite coursework with at least a “C” grade
 - Block 1 courses
 - Mus 340
 - Biol 480
- Completion of coursework in specialty area with at least a “C” grade
- GPA of at least 2.75
- Faculty review of applications and concerns
- Faculty review of student assistance plan needs

Transition Point 4: Candidates apply for admission to student teaching

- Application to Student Teaching
- Advisor approval prior to student-teaching application
- Minimum GPA of 2.75
- C or better in all courses in program
- Content and Methods courses completed
- Minimum 95 credits
- Core assessments for demonstration of standards mastery
- Assessment of dispositions
- Student Teaching Essay with assessment rubric
- Clinical Evaluations above cutoff score
- No unresolved professional concerns (identified through communication of concern)
- Completion of Student Assistance Plan (when applicable)

Transition Point 5: Candidates complete student teaching

- Online component of student teaching:
- Survey of technology, dispositions, diversity, and special education
- Teacher Confidence Inventory (Pedagogy Survey)
- Two focused lesson observations
- Electronic portfolio
- Student learning analysis
- Student Impact Project
- Summative Evaluation for Student Teachers

- No unresolved professional concerns (identified through communication of concern)
- Completion of Student Assistance Plan (when applicable)

Transition Point 6: Candidates apply for license

At this time all performance and outcome data have been collected and recommendation for teacher licensure (program completion) is granted if the following requirements are completed successfully:

1. Earned a baccalaureate degree
2. Application for licensure
3. Achieved a 2.50 or higher cumulative grade point average (2.75 for EEC)
4. Earned at least a “C” in all program coursework
5. Received passing scores on Praxis 1 exams
6. Received passing scores on the applicable Praxis II exam(s) (Content exam and Principles of Learning and Teaching)
7. Successfully completed a 16-week student teaching through Minnesota State University, Mankato
8. No unresolved professional concerns (identified through communication of concern)
9. Completion of Student Assistance Plan (when applicable)

Transition Point 2: Candidates apply for admission to Methods Blocks

2a. Secondary: K-12 and 5-12

- Application to Block 3: KSP 410/420
- Faculty review of concerns from previous block
- Faculty review of student assistance plan needs