

**Assessment System Transition Points for Initial Program Candidates
Expanded Edition, Special Education Post-Baccalaureate, K-12 LD and EBD**

Transition Point 1: Candidates apply for admission to Professional Education

All Expanded Education post-baccalaureate students working toward a K-12 LD or EBD special education teaching licensure must be admitted to Professional Education prior to admission to the second semester coursework. Applicants should meet the following requirements to be admitted to Professional Education:

1. Completed BS or BA degree
2. Minimum of 2.5 cumulative GPA
3. Evidence of completion of the Praxis I: Pre-Professional Skills
4. 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 4 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 ESSP department for faculty review.* Successful applicants will receive a departmental recommendation for admission.

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.

Transition Point 2: Benchmark Portfolios

Benchmark Portfolio I will be completed after the following courses:

- ESSP 509: Learning and Human Development for Diverse Learners
- ESSP 514: Literacy Methods in an Inclusive Classroom: Diverse Learners

To demonstrate acquired skills related to the Minnesota Board of Teaching Standards of Effective Practice, students will demonstrate their competency by submitting each of the following products for inclusion in a benchmark portfolio: (a) writing lesson plan, (b) skills lesson plan, (c) reading lesson plan, (d) literacy lesson for an inclusive classroom, (e) micro teaching and reflection, (f) human dispositions, and (g) professional dispositions.

Benchmark Portfolio II will be completed after the following courses:

- ESSP 511: Differentiation and Accommodation in an Inclusive Classroom: Diverse Learners
- ESSP 513: Professional Growth and Development for Teachers of Diverse Learners

To demonstrate acquired skills related to the Minnesota Board of Teaching Standards of Effective Practice, students will demonstrate their competency by submitting each of the following products for inclusion in a benchmark portfolio: (a) professional/personal growth and development, (b) expanded views of intelligence, (c) inner curriculum lesson plan, (d) validated practices, (e) differentiated curriculum, (f) human dispositions, (g) professional dispositions, and (h) cooperative learning activity.

Transition Point 3: Candidates apply for admission to student teaching

- Application to Student Teaching
- Content Specialist/Pedagogy Specialist approvals prior to student-teaching application:
- Minimum GPA (2.5 for secondary K-12; 2.75 for EEC)
- C or better in all courses in program
- Content and Methods courses completed
- Minimum 95 credits
- Core assessments for demonstration of content standards mastery
- Core assessments for demonstration of pedagogy 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 3: Completion of 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 4: 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 (or completion of Standards of Effective Practice and Content standards coursework for post-baccalaureate candidates)

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)

Other Benchmarks for regular Special Education Program ...