**Initial Level Candidate Admission Portfolio (CAP) and Process**

***Summary***

According to CAEP Standard 3.3, educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching. It is the responsibility of the College of Education and Professional Development at Marshall University to document how candidates are meeting admission requirements, including dispositions. Additionally, CAEP Standard 3.4 encourages educator preparation providers to create criteria for program progression and monitors candidates’ advancement from admissions through completion. Requirements for admission are monitored through the Student Center of Professional Education Services (SCoPES) office and tracked by the Director.

With the intended consequences of an improved cohort of candidates and an ability to meet Standards 3.3 and 3.4, the initial level of the COEPD decided in the spring semester of 2013 to increase admission requirements for acceptance into the program. Recognizing the need to document and monitor candidates more closely as well as to increase expectations, the initial level began discussions of an increase in GPA and the inclusion of a candidate admission portfolio. The process for the development of the “New Admission Policy” and the “New Candidate Admission Portfolio” is briefly outlined below.

Spring 2014 – Discussions concerning admission requirements

Fall 2014 - Raise in GPA and change to new CORE Praxis Test

Fall 2015 – Ad hoc committee established to explore possibility of “Admission Portfolio”

Fall 2016 – Pilot Study of “Admission Portfolio”

Spring 2017 – “Admission Portfolio” required for candidacy

Beginning January 1, 2017, initial level candidates must complete the following in order to be admitted:

**ADMI 4 Requirements for Elementary and Secondary Candidates**

|  |
| --- |
| Requirements: |
| Successful completion of all parts of the Praxis CORE exam or ACT Composite of 26 or higher |
| Successful completion of EDF 201/270 (with a grade of “C” or better) |
| 2.80 GPA at Marshall University |
| 2.80 GPA Overall |
| Self-Assessment completed through LiveText |
| Writing Sample completed through LiveText with a passing score of “9” or higher |
| Three Reference Checks completed through LiveText |
| Completion of 24 hours (12 Marshall hours for transfer students) |

**ADMI 4 Requirements for Early Childhood Education Candidates**

|  |
| --- |
| Requirement |
| Successful completion of all parts of the Praxis CORE exam or ACT Composite of 26 or higher |
| Successful completion of ECE 303 (with a grade of “C” or better) and 30 clinical hours |
| 2.80 GPA Overall and at Marshall University |
| Self-Assessment completed through LiveText |
| Writing Sample completed through LiveText with a passing score of “9” or higher |
| Three Reference Checks completed through LiveText |
| Completion of 24 hours (12 Marshall hours for transfer students |

Data on admissions are collected every semester and documentation is provided for individual candidate results. Data are included from the following years:

2013-2014

2014-2015

2015-2016

2016-2017

***Timeline for “New Admission Policy” and “New Admission Portfolio”***

All incoming freshman and transfer students are admitted to Marshall University as Pre-Teacher Education students. During this time, students are encouraged to register for Core Curriculum requirements. To promote satisfactory academic progress and progress toward graduation, Pre-Teacher Education students must be admitted to the Teacher Education program prior to the completion of 90 credit hours. A student can apply for admission to the Teacher Education Program (ADMI 4) at any time during the academic semester. According to the 2013–2014 Undergraduate Catalog, in order for a student to be fully admitted into the Teacher Education program and granted ADMI 4 status at Marshall University, he or she must meet the following requirements:

|  |
| --- |
| **ADMISSION REQUIREMENTS – FALL 2013** |
| Enrolled in the College of Education and Professional Development as a PRE-TEACHER major. |
| Completed at least 24 credit hours, including EDF 218/270 (12 hours for transfer students). |
| Maintained Grade Point Average of 2.7 or better for all courses attempted OVERALL. |
| Maintained Grade Point Average of 2.7 or better for all courses attempted at Marshall University |
| ACT composite of 21 (see Office of Student Services, 225 Jenkins Hall, for alternative entrance table). |
| Successfully pass ALL THREE PARTS (reading, writing, mathematics) of the Praxis I: Pre-Professional Skills Test (PPST), a requirement of the West Virginia Department of Education. |

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During the Spring 2014 semester, Program Directors and members of the Leadership Team met to discuss the possibility of raising the Grade Point Average requirement for admission into the Teacher Education Program. The admission process for teacher education had not been updated or changed for several semesters. Numerous options were discussed. The final decision was to increase both the overall and Marshall University Grade Point Average from a 2.70 to a 2.80 in order to gain ADMI 4 status. Also, during this time, the West Virginia Department of Education discontinued using the Praxis I: Pre-Professional Skills Test (PPST). For admission into ADMI 4, the PPST was replaced with Praxis CORE Academic Skills for Educators exam. The Fall 2014 Admission requirements were as follows:

|  |
| --- |
| **ADMISSION REQUIREMENTS – FALL 2014** |
| Enrolled in the College of Education and Professional Development as a PRE-TEACHER major. |
| Completed at least 24 credit hours, including EDF 218/270 (12 hours for transfer students). |
| Maintained Grade Point Average of 2.8 or better for all courses attempted OVERALL. |
| Maintained Grade Point Average of 2.8 or better for all courses attempted at Marshall University |
| ACT composite of 21 (see Office of Student Services, 225 Jenkins Hall, for alternative entrance table). |
| Successfully pass ALL THREE PARTS (reading, writing, mathematics) of the Praxis CORE Academic Skills for Educators Exam, a requirement of the West Virginia Department of Education. |

According to **CAEP Standard 3.3,** **Additional Selectivity Factors**: Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program. The provider selects criteria, describes the measure used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching. An Ad-Hoc Committee was created at the beginning of the Fall 2015 semester to discuss the admission process in the teacher education program at Marshall University. The committee consisted of COEPD students, COEPD staff, and faculty both in and out of the college. By increasing the importance of entrance into the teacher education program, COEPD can demonstrate continuous candidate improvement. After several formal meeting the committed proposed the following changes:

|  |
| --- |
| **Recommendations for Consideration** |
| Implementing Application Deadlines |
| Completion of Student Self-Assessment |
| Recommendations(s) for Admission (3) |
| Writing Sample (One Page – no more than 500 words) |

During the Fall 2016 semester, the Ad-Hoc Committee was given the okay to pilot the new admission requirements for ADMI 4 status. All students were contacted via email regarding the new requirements and implemented deadline. Faculty members announced the change in their classes and flyers were posted throughout the building. The new admission requirements were also posted on several social media sites such as Facebook, Twitter and Instagram. Students were required to request their name be added to LiveText. Once they were admitted to a section, students were able to begin the process of applying for ADMI 4 status. Students were required to complete a portfolio which included all pieces of the new policy. The portfolio had to be uploaded into LiveText. We had a total of 130 students apply for ADMI 4 status, and 113 of those students completed the portfolio requirements by the deadline. The College of Education and Professional Development plans to fully implemented the new admission policy beginning with the Spring 2017 academic year.

***Pilot Data***

Writing Sample Scores

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Average Score | # of 0’s | # of 1’s | # of 2’s | # of 3’s |
| Critical and Original Thought | 2.27 | 0 | 6 | 70 | 38 |
| Relevance to Teaching and Learning | 2.14 | 0 | 20 | 58 | 36 |
| Organization | 1.84 | 0 | 40 | 58 | 16 |
| Conventions | 1.78 | 1 | 40 | 64 | 9 |
| Professional Language | 1.71 | 0 | 25 | 82 | 7 |
| Total | 9.74 | 1 | 131 | 332 | 106 |

At a cut score of 10, 50 candidates or 44% of the applicants would have to do a second submission.

At a cut score of 9, 36 candidates or 32% of the applicants would have to do a second submission.

At a cut score of 8, 21 candidates or 18% of the applicants would have to do a second submission.

***“New Candidate Admission Portfolio”***

**Admission to the Teacher Education Program/ADMI 4**

**IF YOU PLAN TO TAKE ADMI 4 COURSES IN THE FALL SEMESTER, YOUR DEADLINE TO COMPLETE A LIVETEXT ADMI 4 PORTFOLIO WILL BE MARCH 1, 2017. Contact Susan Midkiff in the SCOPES office and a LiveText** portfolio shell will be created for you in your LiveText account, which will contain the directions and templates needed to complete your admission portfolio. If you do not have a LiveText account please email [Watson@marshall.edu](mailto:Watson@marshall.edu) and request one be started for you.

**Requirements for Admission to Teacher Education/ADMI 4:**

Must have a Marshall GPA of 2.80 or better (Requirement must be met by the end of the current semester)

Must have an overall GPA of 2.8 or better (Requirement must be met by the end of the current semester)

Must successfully complete one of the following courses with a grade of “C” or better: EDF 218, EDF 280, EDF 201 (Requirement must be met by the end of the current semester)

Must complete and acquire credit for EDF 270(Requirements must be met by the end of the current semester)

Must have a passing score on all three parts of the Praxis Core Exam (unless waived- Requirements must be met by the end of the current semester)

Must complete an admission portfolio. The portfolio is made up of three parts: A teacher candidate writing sample, a teacher candidate self-assessment, and at least three recommendations from professionals who work with children. (Completion deadlines are below)

For questions concerning the ADMI 4/Teacher Education admission process, please contact Susan Midkiff at (304) 696-2861 or [Midkiff53@marshall.edu](mailto:Midkiff53@marshall.edu)

**DEADLINES FOR COMPLETION**

| **Spring 2017** | **Fall 2017** | **Spring 2018** |
| --- | --- | --- |
| If you are anticipating taking ADMI 4 courses in the Summer 2017 or Fall 2017 semester you must complete by the following deadline date: | If you are anticipating taking ADMI 4 courses in the Spring 2018 semester you must complete by the following deadline date: | If you are anticipating taking ADMI 4 courses in the Summer 2018 or Fall 2018 semester you must complete by the following deadline date: |
| March 1, 2017 | October 1, 2017 | March 1,2018 |

**Candidate Admissions Portfolio (CAP) Data**

**Self-Assessment -Spring 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **\*N=60**  **Values may vary by element** | **4**  **(pts)** | **3**  **(pts)** | **2**  **(pts)** | **1**  **(pts)** |
| **Neat, well-groomed, and dressed professionally** | 35 | 24 | 0 | 0 |
| **Prompt and regular in attendance; sets realistic goals** | 39 | 20 | 1 | 0 |
| **Maintains poise in unexpected/difficult situations; is positive and supportive** | 28 | 28 | 4 | 0 |
| **Makes adjustments in teaching strategies based on student learning and behavior** | 22 | 27 | 5 | 6 |
| **Maintains confidentiality concerning all student information** | 42 | 14 | 0 | 4 |
| **Believes in one’s ability to succeed** | 45 | 15 | 0 | 0 |
| **Uses questioning techniques to stimulate higher level thinking skills that promote eaningful interactions; demonstrates multiple solutions to problems** | 15 | 30 | 11 | 4 |
| **Adheres to state, district, school, and university policies and procedures for clinical/field experiences** | 36 | 19 | 1 | 4 |
| **Interacts professionally with students, parents/guardians, colleagues and community** | 37 | 21 | 0 | 2 |
| **Adheres to school word schedule** | 27 | 28 | 1 | 4 |
| **Treats students equitably in a positive learning environment** | 43 | 13 | 0 | 4 |
| **Values and respects student differences** | 46 | 14 | 0 | 0 |
| **Uses technology to enhance the educational experience** | 18 | 25 | 10 | 7 |
| **Works cooperatively with all school personnel** | 37 | 20 | 0 | 3 |

**4 = I demonstrate competency with the standard beyond the majority of students**

**3 = I demonstrate competency with the standard**

**2 = I can show I have made progress towards demonstrating competency with the standard**

**1 = I have had little to no experience toward meeting the standard**

**Self-Assessment by Licensure Area**

**Spring 2017**

\*N values may vary by element

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| N=60 | **Content** | **4** | **3** | **2** | **1** |
| Neat, well-groomed, and dressed professionally. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 17 | 14 | 0 | 0 |
| Science | 1 | 0 | 0 | 0 |
| English | 5 | 1 | 0 | 0 |
| Music | 2 | 3 | 0 | 0 |
| Math | 5 | 1 | 0 | 0 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 3 | 5 | 0 | 0 |
| Prompt and regular in attendance; sets realistic goals. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 20 | 10 | 1 | 0 |
| Science | 0 | 1 | 0 | 0 |
| English | 5 | 1 | 0 | 0 |
| Music | 2 | 3 | 0 | 0 |
| Math | 4 | 2 | 0 | 0 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 5 | 3 | 0 | 0 |
| Maintains poise in unexpected/difficult situations; is positive and supportive. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 15 | 14 | 2 | 0 |
| Science | 1 | 0 | 0 | 0 |
| English | 5 | 3 | 1 | 0 |
| Music | 1 | 3 | 1 | 0 |
| Math | 5 | 1 | 0 | 0 |
| PE | 1 | 1 | 0 | 0 |
| Social Studies | 2 | 6 | 0 | 0 |
| Makes adjustments in teaching strategies based on student learning and behavior. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 10 | 15 | 3 | 5 |
| Science | 1 | 0 | 0 | 0 |
| English | 2 | 2 | 0 | 2 |
| Music | 1 | 2 | 2 | 0 |
| Math | 4 | 2 | 0 | 0 |
| PE | 1 | 1 | 0 | 0 |
| Social Studies | 3 | 4 | 0 | 1 |
| Maintains confidentiality concerning all student information. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 24 | 5 | 0 | 2 |
| Science | 1 | 0 | 0 | 0 |
| English | 3 | 1 | 0 | 2 |
| Music | 2 | 3 | 0 | 0 |
| Math | 5 | 1 | 0 | 0 |
| PE | 1 | 1 | 0 | 0 |
| Social Studies | 5 | 3 | 0 | 0 |
| Believes in one's ability to succeed. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 22 | 9 | 0 | 0 |
| Science | 1 | 0 | 0 | 0 |
| English | 4 | 2 | 0 | 0 |
| Music | 4 | 1 | 0 | 0 |
| Math | 6 | 0 | 0 | 0 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 5 | 3 | 0 | 0 |
| Uses questioning techniques to stimulate higher level thinking skills that promote meaningful interactions; demonstrates multiple solutions to problems. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 8 | 16 | 6 | 1 |
| Science | 0 | 0 | 1 | 0 |
| English | 1 | 2 | 1 | 2 |
| Music | 1 | 2 | 2 | 0 |
| Math | 2 | 3 | 0 | 1 |
| PE | 0 | 2 | 0 | 0 |
| Social Studies | 2 | 5 | 1 | 0 |
| Adheres to state, district, school, and University policies and procedures for clinicals/field experiences. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 20 | 9 | 1 | 1 |
| Science | 1 | 0 | 0 | 0 |
| English | 4 | 1 | 0 | 1 |
| Music | 1 | 3 | 0 | 1 |
| Math | 4 | 1 | 0 | 1 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 3 | 5 | 0 | 0 |
| Interacts professionally with students, parents/guardians, colleagues and community. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 20 | 10 | 0 | 1 |
| Science | 1 | 0 | 0 | 0 |
| English | 4 | 2 | 0 | 0 |
| Music | 1 | 4 | 0 | 0 |
| Math | 4 | 1 | 0 | 1 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 4 | 4 | 0 | 0 |
| Adheres to school work schedule. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 13 | 16 | 0 | 2 |
| Science | 1 | 0 | 0 | 0 |
| English | 3 | 1 | 1 | 1 |
| Music | 1 | 4 | 0 | 0 |
| Math | 1 | 4 | 0 | 0 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 2 | 6 | 0 | 0 |
| Treats students equitably in a positive learning environment. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 24 | 5 | 0 | 2 |
| Science | 1 | 0 | 0 | 0 |
| English | 3 | 2 | 0 | 1 |
| Music | 2 | 3 | 0 | 0 |
| Math | 5 | 0 | 0 | 1 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 5 | 3 | 0 | 0 |
| Values and respects student differences. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 24 | 7 | 0 | 0 |
| Science | 1 | 0 | 0 | 0 |
| English | 5 | 1 | 0 | 0 |
| Music | 2 | 3 | 0 | 0 |
| Math | 6 | 0 | 0 | 0 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 5 | 3 | 0 | 0 |
| Uses technology to enhance the educational experience. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 11 | 14 | 4 | 2 |
| Science | 0 | 1 | 0 | 0 |
| English | 1 | 1 | 2 | 2 |
| Music | 0 | 2 | 1 | 2 |
| Math | 3 | 2 | 0 | 1 |
| PE | 0 | 2 | 0 | 0 |
| Social Studies | 2 | 3 | 3 | 0 |
| Works cooperatively with all school personnel. | ECE | 1 | 0 | 0 | 0 |
| Elementary | 21 | 9 | 0 | 1 |
| Science | 1 | 0 | 0 | 0 |
| English | 2 | 2 | 0 | 2 |
| Music | 2 | 3 | 0 | 0 |
| Math | 4 | 2 | 0 | 0 |
| PE | 2 | 0 | 0 | 0 |
| Social Studies | 4 | 4 | 0 | 0 |

**Program Admission Numbers: 2013-2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Admission to Program*** | | | | |
| **Academic Year** | **Total** | **Early Childhood** | **Elementary** | **Secondary** |
| **2013-14** | 142 | 2 | 70 | 70 |
| **2014-15** | 139 | 6 | 66 | 67 |
| **2015-16** | 122 | 5 | 50 | 67 |
| **2016-17** | 135 | 2 | 80 | 53 |
| **2017-18** |  |  |  |  |