

**Tougaloo College  
Tougaloo, Mississippi**

**DIVISION OF EDUCATION,  
SUPERVISION AND INSTRUCTION**

# **Internal Guide to the Unit Assessment System**

- A. Transition Assessment Points 1 through 4
- B. Data Collection, Analysis, Evaluation and Use of  
Data for Program Improvement

The Division of Education works with the professional community, teacher education advisory council, and other professional entities in developing and implementing an assessment system that prepares candidates in the field of teacher education. This body is considered as the total professional education unit. During the 2001-02 academic year the professional education unit utilized an assessment system that is based on the preparation of educators as the reflective, effective, active and decisive teacher (Conceptual Framework). The knowledge, skills, and professional dispositions reflect candidate proficiencies that are commensurate with professional, state and national standards.

The unit assessment system collects information on candidate proficiencies beginning at program entry (admission to the unit) through the teacher education program admission process, continuing on through program exit and after graduation. The assessment system collects data on program candidate qualifications, candidate progress through four (4) transition points to program exit, and three years beyond graduation.

#### **A. Transition Assessment Points 1 through 4**

Candidates admitted to the unit's teacher education programs, must progress through the unit's **Transition Point 1** through program completion, **Transition Point 4**. The transition points are used to assess candidates' demonstration of content, pedagogical, and professional knowledge, skills, and dispositions for becoming highly qualified R.E.A.D. educators. Candidates complete preparation in content knowledge and professional pedagogical knowledge, skills, and dispositions based on national and state standards and requirements for initial teacher candidates' admission into a teacher preparation program (see Table 8.1: Unit Assessment System: Candidate Transition Points).

**Table 8.1 - Unit Assessment System: Candidate Transition Points (Initial Program)**

Teacher Education Program Area	(1) Program Entry [Pre-candidates]	(2) Admission to Teacher Education Program	(3) Admission to Student Teaching	(4) Program Exit	After Program Completion
Elementary Education (EE), K-6	<b>Transition 1:</b> Major Declaration Form; Transcript Review; Advisor Individual Interview; Optional: EDU 214 ( <i>Educational Psychology</i> ) and EDU 221 ( <i>Foundations of Education</i> )	<b>Transition 2:</b> Successful completion of forty-four (44) semester hours of GE requirements; Cumulative GPA 2.50 or above in all coursework; Passed the Successful completion of the Praxis I exams or exempt by ACT or SAT exam scores; Teacher Education Application; Two (2) Professional/ Faculty professional disposition recommendations; Advisor Individual Interview; English Writing Proficiency Exam (EWPE); <b>Optional:</b> Completion of (2) field-based clinical experiences for EDU 217 ( <i>Introduction to Exceptional Children</i> ) and EDU 252 ( <i>Issues, Research and Trends in Behavior Management</i> )	<b>Transition 3:</b> Major Department approval; Successful completion of Praxis II exams; Cumulative GPA 2.50 or above in all coursework; Advisor Individual Interview; Successful completion of all field-based clinical observation and practicum experiences in all coursework	<b>Transition 4:</b> GPA 2.50 or above in all coursework (including subject content area); Advisor Individual Exit Interview; Cooperating Teacher Evaluation; College Supervisor Evaluation; Summative and Formative <i>Teacher Intern Assessment Instrument</i> evaluations; Successful completion of senior theses paper and oral presentation; Student teaching portfolio review;	Bachelor of Arts/Science degree; Teaching Certificate; Beginning Teacher Survey
Health and Physical Education (HPE), K-12					
Secondary Education (SEC-ED), 7-12 [Art, Biology, Chemistry, English, History, Mathematics, Mathematics & Computer Science, Music, Physics]					
Special Education (SPED), K-12					

**Transition Point 1: Entry into Program (Unit) for Pre-candidates**

Students declare their major as Education; an advising plan is designed to assist students with successful matriculation that leads to a Bachelors of Arts or Science degree in one of the unit's teacher education programs. This advising plan is used to **continuously evaluate the pre-candidate and candidate performance in general education requirements** as they progress through transition points and the pre-candidate and candidate advising plan may be modified based on their needs.

- 1) At Transition Point 1, students upon submission of declaration major form as an Elementary, Secondary, Special, or Health and Physical Education major, general education course grades are tracked utilizing an EXCEL® spreadsheet entitled: General Education GPA Data and the Transition Point 1 Checklist.**

- 2) **The GPA data is collected from The LOO (college enrollment system) each semester and recorded for pre-candidates and candidates general education requirements as they progress through the unit's initial teacher preparation program.**
- 3) **All pre-candidates and candidates grade point average (GPA) are available at a glance for review in the Division's Shared G: drive under Unit Assessment System.**

**Transition Point 2: Admission into Teacher Education Program**

The unit recruits, admits and retains pre-candidates who demonstrate potential for professional success in K-12 schools. The respective **Department Chairs** must approve all students before they are admitted into the unit's initial teacher preparation programs. The Dean has the final decision whether students are approved for admittance or recommended to continue in the program until satisfactory achievement of state, institution, and unit goals are met.

**The unit's teacher education program pre-candidate admissions process tracks the following assessment measures for entry into its Teacher Education Programs utilizing an EXCEL® spreadsheet, entitled: TEP Admission Entry Data and two forms, the Candidate Teacher Education Application & Transition Point 1 & 2 Checklist.**

Pre-candidates entering the Teacher Education Program are assessed on criteria set forth by Mississippi State Department of Education, NCATE, and the Tougaloo College Division of Education, Supervision and Instruction. The assessment criteria are **listed below**, outlined in the ***Teacher Education Handbook***, printed in the College catalog, on the Division's website and discussed during student advisement.

- 1) Successful completion of a minimum of forty-four (44) semester hours in the General Education core curriculum which must include a grade of "C" or above in Mathematics, Science and Communication coursework;
- 2) Successful score on the Praxis I/Pre-Professional Skills Test (PPST) set by the Mississippi State Department of Education, PPST scores required: Reading (170), Writing (172), and Math (169); or exempt with a SAT composite score of 860 or ACT score of at least 21 or a higher. Students who provide proof of a SAT composite score of at least 860 (verbal and quantitative) or an ACT composite score of at 21 with no subtest scores below 18 may be admitted to the Teacher Education Program;
- 3) A minimum 2.50 cumulative grade point average (GPA) on a 4.00 scale for completed semester credit hours;
- 4) A formal *Teacher Education Application* submitted to the Division of Education Office; and
- 5) At least two (2) recommendation forms from a professional, advisor or faculty member.

The college's admission committee monitors admission decisions for admittance to the college. Admission to the unit's Teacher Education Programs is closely monitored by the Department Chairs of the Division of Education to insure that all students meet the required assessment criteria.

#### **The process for candidates' admission into Teacher Education Programs:**

- Admission to the program is considered twice during the academic year and pre-candidates who wish to enter the Division of Education's Teacher Education degree program must submit a formal application for admission to the Division of Education, Supervision and Instruction (Holmes Hall, Education Wing; Room 1).
- Each student is advised by a **faculty member** addressing the requirements for admission to the teacher education program. During advisement, the faculty member advises students meeting the requirements to make a formal application to the Dean's Office for admission to the teacher education program.
- The **student** must submit an application for admission to teacher education to the Division of Education Office. Upon receipt of the application, the Division's staff requests an analysis of the student's current GPA from the Registrar's Office.
- GPA data at admission is calculated based on credits completed by the candidate prior to admission to program.
- All other criteria are checked for accuracy. If all criteria are met, the application is refer to the next Division of Education meeting for approval.
- Pre-candidates are notified in writing of their acceptance into the Teacher Education program.
- If there are any deficient areas, the pre-candidate is informed and advised of the necessary requirements in order to meet the program criteria.

#### **Continuous Monitoring of Progress and Advising of Candidates**

**The unit teacher education program tracks the continuous progress of candidates by Education programs utilizing an EXCEL® spreadsheet entitled, Program of Study GPA Data and the Transition Point Checklist to monitor candidates' progress from Transition Point 2 through Transition Point 4.**

#### **The process for continuous monitory of candidates' progress:**

- Each student is advised by a **faculty member** concerning the requirements for grades of "C" or above in all courses required for licensure (including those required in content disciplines), and maintaining a cumulative grade point average of at least 2.5 in all coursework completed, with a minimum grade point average (GPA) of 2.5 in the major.
- **Faculty must submit** the Candidate's reflection component packets of early field observation and practicum experiences **after completion** of related coursework to the Administrative Assistant in the Dean Office with the appropriate rubric(s) [e.g., faculty members may submit the Field Experience Rubric, and the Reflection Journal Rubric or the Reflection Paper Rubric].
- The **candidate** must complete each semester a Dispositions Survey that indicates continued satisfactory demonstration of professional knowledge, skills and dispositions related to the unit's Conceptual Framework.
- **Faculty must submit** a Candidate Improvement Plan documenting the candidate **unsatisfactory progress that pertains to the teacher candidates'** adherence to the high standards of professional ethics, scholarly and/or ethical standards in all courses, fieldwork and research endeavors, and/or the candidate fails to:

- Demonstrate growth in understanding and appreciation of diversity (of working with diverse students).
- Demonstrate a growth in the knowledge of INTASC, state curriculum frame standards, and appropriate professional learning association standards.
- Demonstrate growth in the use and implications of technology in teaching and learning (e.g., infusion of technology into the curriculum and into lesson plans; lesson/unit plans with rationale for technology use).
- Artifacts demonstrating growth in proficiency in professional skills and dispositions related to the unit's Conceptual Framework.

### **Transition Point 3: Admission to Student Teaching**

Student teaching is the culminating clinical practice experience for candidates enrolled in the unit's initial Teacher Education Programs at Tougaloo College. The Office of Division of Education coordinates the effort with **Department Chairs** to provide professional experiences in a clinical observation setting for pre-service teachers in a cooperative atmosphere. The **College Supervisor** works with **Department Chairs** and the **Office of the Division of Education** in order to coordinate the student teaching experience and the monitoring and assessment of student teachers.

**The candidate's placement in clinical (student teaching) practice experience is based upon the following assessment criteria completed during transition point 2:**

- 1) A 2.50 or above cumulative grade point average on a 4.00 scale in all coursework with a minimum grade point average (GPA) of 2.5 in the major.
- 2) Successful completion of all 49 to 58 semester hours in the General Education core curriculum requirements.
- 3) Successful completion of all semester hours in education pre-professional, professional, content and pedagogy coursework.
- 4) Successful completion of a minimum of 84 to 252 field observation and practicum hours and evaluations.
- 5) Demonstration of general proficiencies in English and writing by successful completion of the English Writing Proficiency Exam (EWPE).
- 6) Demonstration and adherence to the NEA and Mississippi professional Code of Ethics.
- 7) Successful score on the Praxis II: Principles of Learning and Teaching examination and the Praxis II (specialty area) examination set by the Mississippi State Department of Education (refer to Praxis II scores for Mississippi).
- 8) Candidates will have submitted and successfully presented their Senior Thesis Research Paper (or written project) at a Division of Education Research Symposium. **All teacher candidates are required to submit** a senior thesis research paper (or written project) to

their advisor and department chair for approval that represents a major intellectual body of work in their field of study.

- 9) Secondary Education candidates in addition to the above must successfully complete a minimum grade point average (GPA) of 2.5 in their 30-51 semester hours in a content/subject area discipline, other than Education.

**The unit utilizes the Transition Point Checklist to monitor candidates' progress through Transition Point 3. The assessment criteria listed above for teacher candidates are met in Transition Point 2 and completed by candidates with advisor and major department approval, teacher candidates are placed in clinical (student teaching) practice experience at partnering district/school sites.**

**The process for candidates' admission to Student Teaching placement:**

- **Each candidate must submit** their official scores of the Praxis II: Principles of Learning and Teaching and the Praxis II (specialty content area) examinations, **prior to their final senior semester** to the Division of Education Office (refer to Praxis II passing scores set by the Mississippi State Department of Education for Mississippi).
- **Each candidate must submit for approval to their advisor and Department Chair and successfully present** their Senior Thesis Research Paper (or written project) at a Division of Education Research Symposium.
- **Each faculty advisor must sign and obtain Chair's signature for the Transition Point Checklist** recommending approval of candidates for student teaching placement, which indicates that teacher candidates:
  - Demonstrate professional knowledge of INTASC, state curriculum frame standards, and appropriate professional learning association standards for appropriate grade levels.
  - Demonstrate the use of technology in teaching (infusion of technology into the curriculum and into lesson and unit planning).
  - Artifacts demonstrating proficiency in content knowledge, pedagogy content, and professional pedagogy knowledge, skills and dispositions related to the Conceptual Framework (specifically, effectively teaching students with diverse abilities and attributes).
- **Each candidate will** receive a placement letter **from the Department Chair** listing the date, time and location of the **Student Teachers orientation** with College Supervisor, School site Representatives and/or Cooperating Teacher meet, discuss and clarify roles, assessment procedures, and to discuss expectations.

***The unit tracks the placement of candidates each semester by Education programs utilizing the EXCEL® spreadsheet entitled, Student Teaching Placement Data available for review in the Division's Shared G: drive.***

#### **Transition Point 4: Program Exit**

The Unit makes adequate efforts to assess the candidates during initial admission to the Professional Education Unit, entry into Teacher Education program, and at the completion of the program. The Professional Education Unit strives to provide assessment and advising activities, which will enhance the candidate's successful matriculation into the program. In addition to the completion of coursework, college requirements and grade point average, the Praxis exam plays a

critical role in the exit process. As a means of ensuring success on passing the Praxis exams, the Division of Education has implemented the following strategies that are discussed with individual candidates during advisement:

- 1) Learning Plus - available for all students, is self-paced and may be accessed through the Internet.
- 2) Employment of a PRAXIS specialist, which conducts weekly workshops, designed to enhance the PRAXIS series for the improvement of reading, writing and mathematics skills.
- 3) An update of course syllabi, which addresses the Praxis and its components; and
- 4) The adoption of an action item was passed by the Board of Trustees at its spring 2002 meeting. The action items are as follows:
  - a) No student will be allowed to take upper level courses (300 or above) without passing Praxis I (reading, writing and mathematics)
  - b) All students must have taken and passed the English Writing Proficiency Exam prior to writing the senior paper.
  - c) The incorporation of a pilot Praxis tutorial session in EDU 221: Introduction to the Foundations of Education.
  - d) Tutors are provided at the Writing Center Reading Lab, and Math Lab to enhance pre-candidate reading, writing, and math skills.

**Teacher candidates** exiting from the unit's teacher education programs must successfully **meet the assessment criteria listed for Transition Point 3** to earn a Bachelors of Arts or Science degree and a teaching certificate that leads to a Mississippi Teacher Class "A" license:

- 1) Cumulative grade point average of at least 2.5 or above in all courses required for licensure (including those required in the content areas) and a minimum grade point average of 2.5 in the major on a 4.0 scale.
- 2) Successful completion of EDU 424/EDU 436, full-time Student Teaching in the Elementary or Secondary School.
- 3) Candidate reflection papers addressing full-time clinical (student teaching) practice experience.
- 4) Cooperating Teacher preliminary student teacher evaluation of skills and dispositions related to the candidate proficiencies/dispositions.
- 5) Successful summary ratings on Formal Lesson Observation assessments.
- 6) Complete summative and formative Teacher Intern Assessment self-evaluation instruments.
- 7) Successful summative and formative combined scores for the Teacher Intern Assessment instruments completed by the college supervisor(s) and cooperating/supervising teacher(s).
- 8) Successful completion of senior research paper and oral presentation.
- 9) Completion of Cooperating Teacher Evaluation, College Supervisor Evaluation, and the Beginning Teacher (Exit) Survey.
- 10) Successful completion of the professional student teaching portfolio, including showcase artifacts of teaching, demonstrating proficiency in skills and dispositions related to the Conceptual Framework, national, state, and professional association standards.
- 11) Artifacts demonstrating growth in proficiency in skills and dispositions related to the Conceptual Framework (especially targeting ability to relate effectively and to teach



students with diverse abilities, cultures, and qualities as well as effective use of technology to enhance learning for all students).

12) Exit conference with college supervisor(s) and department advisor.

**The unit utilizes the Transition Point Checklist to monitor candidates' progress through Transition Point 4 and the Graduation Verification Form to record final requirements for graduation. The assessment criteria listed above for teacher candidates are met in Transition Point 3 to 4 and completed by candidates with advisor and major department approval, teacher candidates are recommended for the:**

- Bachelor of Arts/Science degree, and
- Teaching Certificate

**The process for program completers:**

- **The faculty advisor must sign the Transition Point Checklist** recommending approval of graduation for candidates that successfully completed **Transition Point 4**, program exit, indicating candidates have met all conditions set forth by Mississippi Department of Education, NCATE, the institution and the Education Unit for program graduation.
- **Each candidate** must notify the College of their intent to graduate by submitting an application for graduation by the designated dates set forth in the College Academic Calendar; the **Major Advisor and Department Chair will complete the Graduation Verification Form** with the required information and obtain appropriate signatures to forward to the Registrar's Office.

***The unit tracks graduates by Education programs utilizing the EXCEL® spreadsheet entitled, Program Exit Process Data available in the Division's Shared G: drive.***

**After Program Completion**

***The unit tracks graduates by Education programs utilizing the EXCEL® spreadsheet entitled, Beginning Teacher Survey and Employer/Principal Survey Data available in the Division's Shared E: drive.***

**The process for collecting alumni data:**

- The Division Office Administrative staff collects surveys (Beginning Teacher Survey and Employer/Principal Survey) from program graduates annually, for three years following graduation from the unit's initial Teacher Preparation Program.
- The Division of Education staff inputs and aggregates the longitudinal data by teacher education programs and is available for review annually in the Division's Shared G: drive.

#### **A. Data Collection, Analysis, and Evaluation and Use of Data for Program -Improvement**

Data collection, analysis, evaluation and decisions for continuation of programs are based on quantitative and qualitative data. Formal and informal program data from candidates and other members of the professional education unit and community have been regularly collected and summarized. Courses and field experiences are evaluated at the end of each term. The assessment system has been implemented with a greater consistency infusing the Conceptual Framework, by

providing a more systematic collection of data, a more formalized system of analyzing data, and a formal vehicle for making program improvements.

Candidates currently admitted into the Teacher Education Program participate in the assessment levels at appropriate transitions in the program. Data collected from the discussion in the section above are currently being collected each term, or annually. A Teacher Education Data Report provides data summaries on the following, are not limited to:

- *Candidate Recommendation Professional Dispositions*
- *Documentation of progress towards matriculation through the program*
- *Summaries of exit evaluations of the Teacher Education Program*
- *Summary of the Conceptual Framework Dispositions surveys*
- *Evaluation of candidate by mentors/cooperating teachers*
- *Summaries of mentors/cooperating teachers evaluations of program*
- *Candidate evaluations of the field experience*

The Teacher Education Data Report provides summary data on teacher candidates' progress and performance to the larger professional community (College Divisions, Departments, district personnel, and the public). The data report is shared with the Teacher Education Advisory Committee for informative, evaluation, and recommendation purposes. All recommendations based on program changes are sent from the Professional Education Faculty to the Education Division, the Teacher Education Advisory Committee to the Academic Affairs Committee for action.

**The process for program changes is followed by the unit as outlined in the Faculty Handbook, Section 11.1.1 and Section V.6.5 respectively (see the Faculty Handbook).**

The focus of the transition assessment points for candidates in the initial teacher education programs is to encourage personal and professional growth throughout the programs through periodic analysis of the candidate's progress and level of performance. Data collected primarily for candidate assessment also measure the success of the unit operations, and the program effectiveness of preparing educators who are scholars and leaders that demonstrate the professional knowledge, skills, and dispositions set forth in the Conceptual Framework, professional standards, learned society standards, and institutional expected student learning outcomes.

Decisions addressing program effectiveness are based on a variety of measures collected consistently and systematically. The unit assessment plan seeks to be thorough, comprehensive, and systematic in its approach to the collection and analysis of data pertaining to program effectiveness. The information collected from the varied measures is used for continuous review and, when indicated, for revision of the program. Internal and external quantitative and qualitative data is collected from the following sources: candidates, alumni, mentors/master teachers, district and school personnel, employers, professional education faculty, and Praxis test results. **Table 8.2** indicates the assessment data source, type of measures, and schedule of data collection.

**Table 8.2 – Assessment Data Sources, Measures, and Collection Schedule**

<b>Assessment Data Source</b>	<b>Data Collected</b>	<b>Data Collection Schedule</b>
<b>Candidates</b>	Candidate Recommendation Professional Dispositions Candidate Deposition Surveys Praxis I & II exam scores English Writing Proficiency exam scores CGPA/Course grades Field observation/practicum overall evaluations Teacher Intern Assessment self-evaluation instruments Course evaluations Senior thesis and presentation scores Beginning Teacher (Exit) Surveys Student Teacher Evaluation of College Supervisor Student Teacher Evaluation of Cooperating Teacher	Fall and spring terms Fall, spring, and summer terms Fall, spring, and summer terms Fall, spring, and summer terms Fall, spring, and summer terms Fall, spring, and summer terms Fall and spring terms Fall, spring, and summer terms Spring term Fall and spring terms Fall and spring terms Fall and spring terms
<b>Cooperating Teachers<sup>1</sup></b>	Preliminary Student Teaching Evaluation of Professional Dispositions Cooperating Weekly Training Reports Summative and Formative Teacher Intern Assessment Instruments Cooperating Teacher Program Evaluations	Fall and spring terms Fall and spring terms Fall and spring terms Fall and spring terms
<b>Professional Education Faculty<sup>1</sup></b>	Faculty Evaluations Faculty Professional Development Plans Program area faculty meetings for summary analysis of evaluation of program effectiveness, recommendations, changes and/or improvements	Each term Each term Annually
<b>Alumni<sup>1</sup></b>	Beginning Teacher (Alumni) Survey Employer/Principal Survey	Annually Annually
<b>Major Advisors</b>	Transition Points Checklist	Each term
<b>Teacher Education Advisory Council<sup>1</sup></b>	Evaluation of program effectiveness through discussion of data summaries in schedule meetings, conferences, and/or seminars	Each term
<b>Praxis II Reports</b>	Pass rates and areas of strengths/weaknesses (when available)	Annually

<sup>1</sup>Evaluation of program effectiveness, student teacher performance on the assessment instruments collected from cooperating teachers, informal information collected from professional education faculty, the Teacher Education Advisory Council and surveys collected from Alumni and Employers/Principals.

**Tougaloo College**  
**Division of Education, Supervision and Instruction**  
**TEACHER EDUCATION PROGRAM**

**PROCEDURES FOR UTILIZING**  
**CANDIDATES TRANSITION ASSESSMENT**  
**POINT CHECKLIST FORM**

The **Candidates Transition Assessment Point Checklist** form is used to record the progress of teaching candidates through the education unit's teacher education programs. Each transition point recognizes the phase a candidate must succeed at prior to progressing to the next phase or transition point. The form is to be used during and at the end of the semester. The form is pre-filled with the candidate's name, ID number, GPA, and PRAXIS II score data is recorded when applicable.

The following faculty and staff have the primary responsibility to ensure that the **Candidates Transition Assessment Point Checklist** is filled-out in a timely and accurate manner.

### **I. DEPARTMENT/MAJOR ADVISOR**

It is the **ADVISOR** responsibility to stay abreast of the candidates' progress, as well as document the candidate's progress using the **Candidates Transition Assessment Point Checklist** form.

The **ADVISOR**:

- 1) **Must ensure** teaching candidates are progressing through their required field work experiences, **and** that information regarding their *Clinical Field-based Observation & Practicum Component Experiences* is completed for this section of the form, prior to signing the form. **Double-checked** information with the candidate regarding their progress in field-related coursework and submission of component packet by Instructors, including overall evaluation information.
- 2) **Disposition Concerns**: upon the discretion of the Advisor, any disposition (behavior) regarding the teaching candidate can be documented by **completing** the **Teacher Candidate Improvement Plan** form, stating the weakness and expectations for improvement(s) during a formal review with the candidate. Otherwise, the Advisor should circle "NO" in the column labeled "*Disposition Concerns*".
  - In addition, the Major Advisor is responsible for reviewing and discussing with teacher candidates any **Teacher Candidate Improvement Plan** placed in the candidate's file by a Tougaloos Instructor or supervising faculty.
- 3) The **advisor, chair, or dean** must **sign** and **date** the form that the above review process occur during Transition Points 2(at admissions to the TEP), 3(prior to student teaching) and 4(program exit). The **signed form** is maintained in the candidate's file in the Administrative Assistant's Office and available upon request.

### **II. UNIT INSTRUCTOR**

It is the **INSTRUCTOR** responsibility to **record** information on the **Checklist** in the *Observation & Practicum Component Experiences* section **after completion of each appropriate course** requiring fieldwork for teacher candidates.

The **instructor** must:

- 1) ***Record and complete*** specific information regarding field experiences for teaching candidates at the end of the course assignment for the appropriate courses, preferably before the final week in the semester term to include:
  - School name, grade level, number of students with special needs in the observed classroom, and whether the school is classified as a critical needs school/district, and fieldwork assignment grade
- 2) This will ensure a reasonable sampling of the teaching candidates' field observation/practicum packets are received by the unit's **ADMINISTRATIVE ASSISTANT** for ***filing*** in the Course Binder in the Document Resource Room and for use in collecting data from the ***Field Observation and Practicum Evaluations***.
- 3) If the Instructor has any concerns regarding the candidate dispositions (behavior and/or performance), if appropriate, it should be documented using the ***Teacher Candidate Improvement Plan*** form and discussed with the candidate, stating the weakness and expectations for improvement(s) during a formal review with the candidate. If Improvement Plan form is utilized, instructor to submit copy marked "confidential" to the Division's Administrative Assistant to placed in the candidate's file

### **III. UNIT ADMINISTRATIVE ASSISTANT**

It is the unit's **ADMINISTRATIVE ASSISTANT** who is responsible for maintaining the teacher candidates file in the Division of Education and various forms related to candidates admission and progress to the next phase or transition point. The Administrative Assistant utilizes 4 transition point face sheets to facilitate tracking the progress and performance of teacher candidates in the unit's programs.

- **Each face sheet and the information collected are placed behind the face sheet in the candidates file** (see Appendix B).

In addition, the unit's **ADMINISTRATIVE ASSISTANT** is responsible for ensuring all data related to the pre-filled information on the **Candidates Transition Assessment Point Checklist** for advisors is pre-printed and in candidates file, upon candidates' admission into the Teacher Education Program.

The **administrative assistant** is to:

***Print*** pre-filled **Candidates Transition Assessment Point Checklist** form with current information for advisors as reminder to document candidates' progress using the transition checklist.

- 1) ***Print*** pre-filled **Candidates Transition Assessment Point Checklist** with current information for advisors as reminder to document candidates' progress:
  - ◆ First – when candidate is entry into the unit
  - ◆ Second – semester prior to candidate's student teaching experience
  - ◆ Third – at end of candidate's student teaching semester
- 2) ***Collect Checklist*** form and/or information from advisor **prior to the end of each term and at each point of the transition.**

During the semester term the Administrative Assistant **may prompt** the Instructor and/or Major Advisor for the due date of the assignments and/or information needed to complete a candidate's file, including collecting work samples needed for *filing* in the appropriate course binder, as well as the information that is needed on the *Candidates Transition Point Checklist* form.

# APPENDIX A

**Tougaloo College**  
**Division of Education, Supervision and Instruction**

**Indicate Candidate's Program:**

- Elementary Education
- Special Education
- Health & PE
- Secondary Education

**Teacher Education Program**  
**Transition Assessment Points Checklist**

Candidate Name \_\_\_\_\_ ID \_\_\_\_\_

Transition Point II \_\_\_\_\_ (Advisor Signature) Date \_\_\_\_\_

Transition Point III \_\_\_\_\_ (Advisor Signature) Date \_\_\_\_\_

Transition Point IV \_\_\_\_\_ (Advisor Signature) Date \_\_\_\_\_

Transition Point	Overall GPA is at or above 2.5 (STEM majors 2.75)	Grades in all education classes 2.5 or above	(Secondary & Dual Candidates only) Grades in all content-specified classes 2.5 or above	Successful completion of Field Experience Hours? (Enter Date Completed)	Disposition concerns from major department or practicum (file Improvement Plan)?	Passing Praxis II Scores (Circle one)	Pass Transition Point (Enter Date)
<b>II</b>				n/a	Y N	n/a	
<b>III</b>					Y N	Y N	
<b>IV</b>					Y N	n/a	

**Clinical Field Observation & Practicum Component Experiences:** Do not include any other service learning hours. Use only observation and practicum component report for clinical experience hours.

Course No.	School Name (Y/N - Indicate critical needs school)	Grade Level	# Hours Completed	Indicate # of students with special needs	Observation/Practicum Component Grade
EDU 214		Y/N			
EDU 217		Y/N			
EDU 221		Y/N			
EDU 252		Y/N			
EDR 300		Y/N			
EDR 301		Y/N			
EDU 312		Y/N			
EDU 313		Y/N			
EDU 314		Y/N			
EDU 315		Y/N			
EDU 316		Y/N			
SPED/EDU 331		Y/N			
SPED /EDU 334		Y/N			
PHE 411		Y/N			
SPED/EDU 413		Y/N			
PHE 413		Y/N			
SPED /EDU 414		Y/N			



## APPENDIX B

### Transition Assessment Point Face Sheets

---

#### Admission to Program (Unit) (1)

\_\_\_\_ Major Declaration form

\_\_\_\_ Transcript Review

\_\_\_\_ Advising Program of Study Sheet

\_\_\_\_ **(Optional):** Successful completion of field-based clinical observation experiences & Portfolio review:

\_\_\_\_ EDU 214 (*Educational Psychology*)

\_\_\_\_ EDU 221 (*Foundations of Education*)

---

#### Admission to Teacher Education Program (2)

\_\_\_\_ 44 Semester Hours of GE Requirements

\_\_\_\_ 2.50 Cumulative GPA or above

\_\_\_\_ Passed the EWPE

\_\_\_\_ Passed Praxis I            or            \_\_\_\_ ACT/SAT Exam Scores

\_\_\_\_ Completed the Teacher Education Application

\_\_\_\_ Two (2) Professional/Faculty Recommendations

\_\_\_\_ Advisor Individual Interview

\_\_\_\_ **(Optional):** Successful completion of courses and field observation experience and evaluation forms:

\_\_\_\_ EDU 217 (317) – Introduction to Exceptional Children

\_\_\_\_\_ EDU 252 – Issues, Research and Trends in Behavior Management

---

**Admission to Student Teaching Placement**  
**(3)**

\_\_\_\_\_ Major Department Approval

\_\_\_\_\_ Successful completion of Praxis II Exams

\_\_\_\_\_ Cumulative GPA 2.50 or above in all coursework

\_\_\_\_\_ Advisor Individual Interview

\_\_\_\_\_ Passed the EWPE

\_\_\_\_\_ Successful completion of field clinical observation and practicum experiences with evaluation forms.

---

**Program Exit**  
**(4)**

\_\_\_\_\_ Cumulative GPA 2.50 or above in all coursework (including content discipline)

\_\_\_\_\_ Advisor Individual Interview

\_\_\_\_\_ Cooperating Teacher Evaluation

\_\_\_\_\_ College Supervisor Evaluation

\_\_\_\_\_ Mid-Term and Final Teacher Intern Assessment Instrument self-evaluations

\_\_\_\_\_ Successful completion of research paper and presentation

\_\_\_\_\_ Successful completed of EDU 424 or EDU 436 and review of student teaching professional portfolio

\_\_\_\_\_ Teaching Certificate

\_\_\_\_\_ Beginning Teacher (Exit) Survey

---