

DATA FROM KEY ASSESSMENTS USED AT ENTRY TO PROGRAMS:

This document reports on assessment data used at entry to initial teacher preparation and advanced programs from Fall 2008 through Spring 2011.

Initial Teacher Preparation Programs

The application materials submitted by the undergraduate candidate in the Admission Portfolio must provide evidence of the following:

1. Completion of at least 24 semester hours from a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program at Rhode Island College.
2. Completion of Foundations of Education 346: Schooling in a Democratic Society with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.
3. Completion of the Rhode Island College Writing Requirement and the Rhode Island College Mathematics Requirement.
4. Completion of Writing 100 with a grade of B or better
5. Completion of the Technology Competency requirement.
6. Fulfillment of all additional requirements which a department may have for admission to a particular teacher preparation program/concentration.
7. Admission to Rhode Island College.
8. Attainment of a minimum grade point average (GPA) of 2.50 in all college level courses taken prior to admission to a teacher preparation program. Candidates who transfer to Rhode Island College from another school must meet this requirement and provide transcripts from all schools previously attended.
9. Successful completion of the Reading, Mathematics, and Writing sections of the Pre-Professional Skills Test of the Praxis I or SAT or ACT, as defined by the RIDE.
10. Submission of Faculty Reference Form: Assessment of Candidate Dispositions in College Classroom form by FNED 346 instructor.ⁱ
11. Submission of Supervisor Reference Form: Assessment of Candidate Dispositions in Field Settings form by Service Learning Supervisor.

For acceptance to an initial teacher preparation program, requirements 1 through 7 must be met to be considered for admission. Consequently, there is little variance in these admissions data, as all candidates admitted to an initial teacher preparation program from 2008 through 2011 met these requirements.

Grade point averages of FSEHD initial teacher preparation programs applicants exceeded the minimum requirement of 2.50 by a large margin. Mean GPAs in 2008-09, 2009-10, and 2010-11 were 3.31, 3.32, and 3.3, respectively. Mean GPAs of admitted candidates have thus remained quite stable over time.

Table 1 displays mean Praxis I scores in the areas of Reading, Writing, and Mathematics over the three year period with required Praxis I scores as specified by the RI Department of Elementary and Secondary Education.

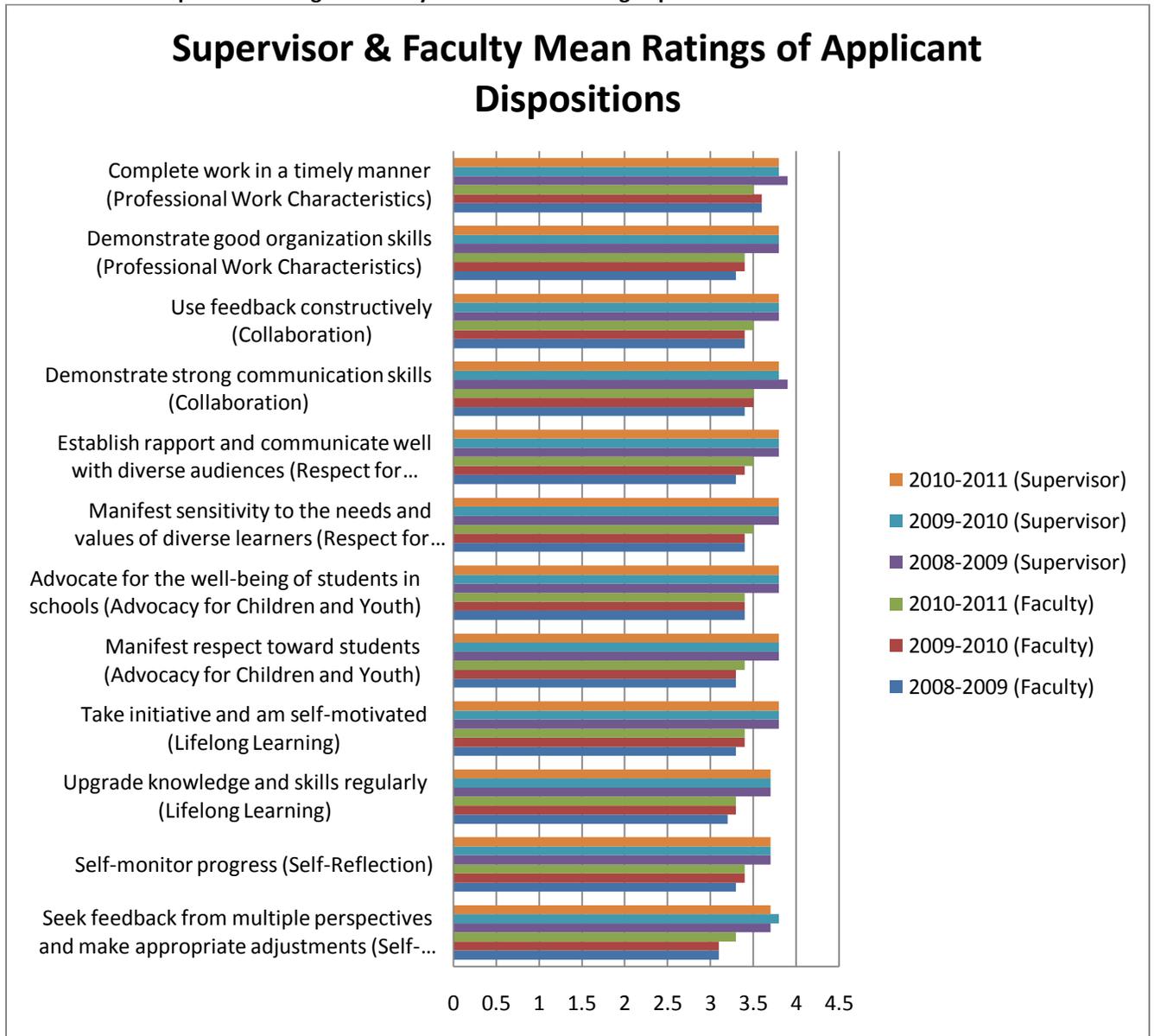
Table 1: Mean Praxis I scores 2008-2011

Praxis I mean scores	2008-2009		2009-2010		2010-2011	
	Actual (n=311)	Required	Actual (n=240)	Required	Actual (n=243)	Required
Reading	177	170	178	170	178	175
Writing	175	169	175	169	176	173
Mathematics	178	170	178	170	178	175

Data in the table show mean Praxis I scores exceeded state requirements in all areas for candidates admitted to initial programs from Fall 2008 through Spring 2011 2010-11.

Candidates' dispositions are evaluated by college faculty and service learning supervisors at admission. Prior to Spring 2011, candidate dispositions were assessed via the Disposition Reference Form that had been in effect since 2007. The 12 items on this form were designed to assess the following dispositionsⁱⁱ: Professional Work Characteristics, Collaboration, Respect for Diversity, Advocacy for Children and Youth, Lifelong Learning, and Self-Reflection. Over the three years, mean dispositions ratings of applicants by FNED 346 faculty ranged from 3.1 to 3.6 on a scale of 1 (low) to 4 (high). Mean disposition ratings awarded by service learning supervisors are consistently "near perfect," ranging from 3.7 to 3.9 on the same scale. Table 2 displays the distribution of mean dispositions ratings by the two groups of evaluators over three years and highlights the fact that service learning supervisors' ratings were consistently higher than those of FSEHD faculty. These findings were one of the reasons that the assessment of candidate dispositions at admission has been revised. The new assessment dispositions instruments have been designed with clearer indicators and rating scales so that the evaluator has the opportunity to discriminate more among possible ratings.

Table 2: Mean Disposition Ratings of Faculty and Service Learning Supervisors



Using faculty ratings of applicants, which are probably more realistic and discriminating than service learning supervisors' ratings, item means were averaged over three years to examine whether new FSEHD candidates were stronger in some dispositional areas than others. As shown in **Error! Reference source not found.**, results indicate that FSEHD faculty perceived applicants to be strongest in Self-Reflection, Lifelong Learning, and Advocacy for Children and Youth, with means ranging from 3.42 to 3.47. In contrast, applicants Professional Work Characteristics were rated markedly lower, with a mean of 3.27. Nevertheless, faculty ratings of applicants on all dispositions exceed 3.0 on a four point scale, indicating that they viewed applicants' dispositions positively.

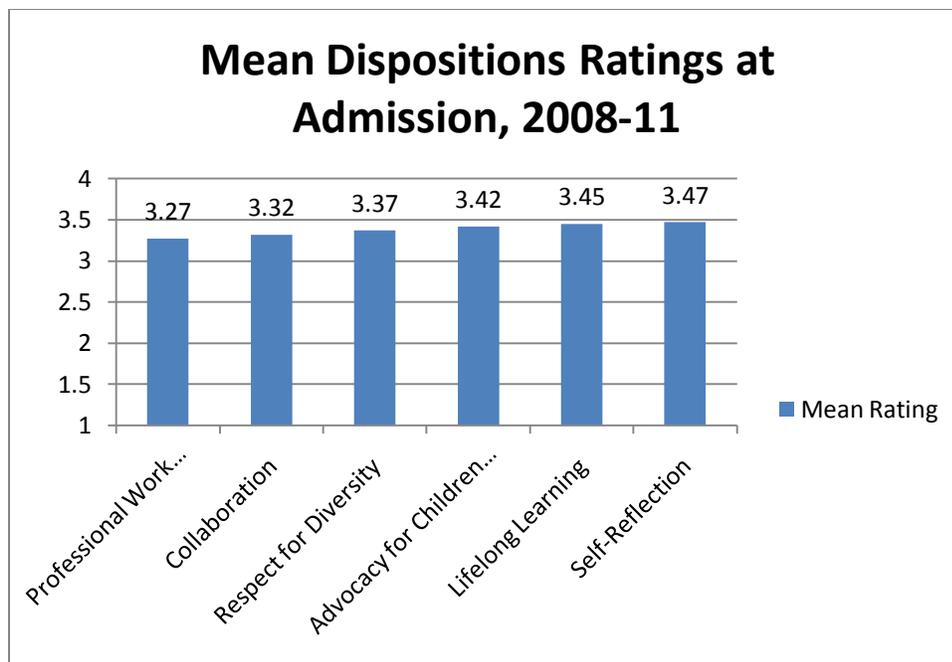


Figure 1: Mean Disposition Ratings at Admission, 2008-2011

Advanced Programs

Candidates applying for admission to an advanced program at FSEHD are required to meet the following criteria for acceptance:

- Teaching certificate (for all school related programs except school psychology).
- Official standardized test scores (Graduate Record Examination or the Miller Analogies Test) required for all FSEHD graduate degree plans except CGS in Physical Education.
- Three candidate reference forms completed by former instructors, employees, or other professionals who can assess the candidate's potential to complete graduate study and make a positive influence in the field. Candidates are evaluated on the following dimensions: capacity for insight, clarity of goals, intellectual curiosity, motivation and initiative, rapport with children and youth, rapport with adults, emotional stability, adaptability to change, reliability and dependability, ability to organize ideas or tasks, oral and written communication skills, and overall potential.
- Professional goals essay, essay, including the candidate's reflection on experiences, skills, and lifelong learning; level of preparation, knowledge base, and professional activities; professional goals and their relation to serving all individuals and families; and reasons for choosing the FSEHD advanced program.
- Performance-based evaluation (i.e., a recent teaching or work-performance evaluation).
- Other program specific requirements.

Admissions data reveals that all candidates admitted to an advanced program possess the required teaching certificate, where applicable.

Analyses of advanced program candidates' standardized test scores demonstrated that many more applicants elect to take the Miller Analogies Test (MAT) than the Graduate Record Examination (GRE). In fact, 77 applicants took the GRE between 2008 and 2011, in contrast to 291 who took the MAT. Candidate performance on these standardized admissions assessments is presented in Table 3.

Table 3: Advanced Candidate Standardized Test Scores, 2008-2011

Advanced Candidate Standardized Test Scores	2008-2009	2009-2010	2010-2011	Average
GRE mean scores				
Analytical Writing	3.8	3.9	3.8	3.8
Quantitative Reasoning	507	492	501	500
Verbal Reasoning	441	449	420	437
(n)	(n=19)	(n=25)	(n=33)	(n=26)
MAT mean scores	405	397	401	401
(n)	(n=106)	(n=112)	(n=73)	(n=97)

The data in Table 3 reveals very little variation over the three year period. On average, applicants to FSEHD advanced programs scored slightly below the 37th percentile in Analytical Writing, in the 28th percentile in Quantitative Reasoning, and slightly below the 44th percentile in Verbal Reasoning. In contrast, the percentile rank for a mean MAT score of 401 is much higher, in approximately the 53rd percentileⁱⁱⁱ. Part of the discrepancy in percentile ranks of advanced programs applicants could be due to unknown factors that lead one candidate to take the GRE and another candidate to take the MAT. Alternatively, this discrepancy could be attributable to different constructs being measured by the two standardized tests. On the one hand, the MAT's analogies demand a broad knowledge of Western culture, testing subjects such as science, music, literature, philosophy, mathematics, art, and history. On the other hand, the GRE aims to measure verbal reasoning, quantitative reasoning, analytical writing and critical thinking skills that have been acquired over a long period of time and that are not related to any specific field of study.

Referees are asked to rate applicants in the advanced programs reference forms using the following scale: 1 = below average; 2 = average; 3 = above average; 4 = high level. The following indicators are evaluated in these forms:

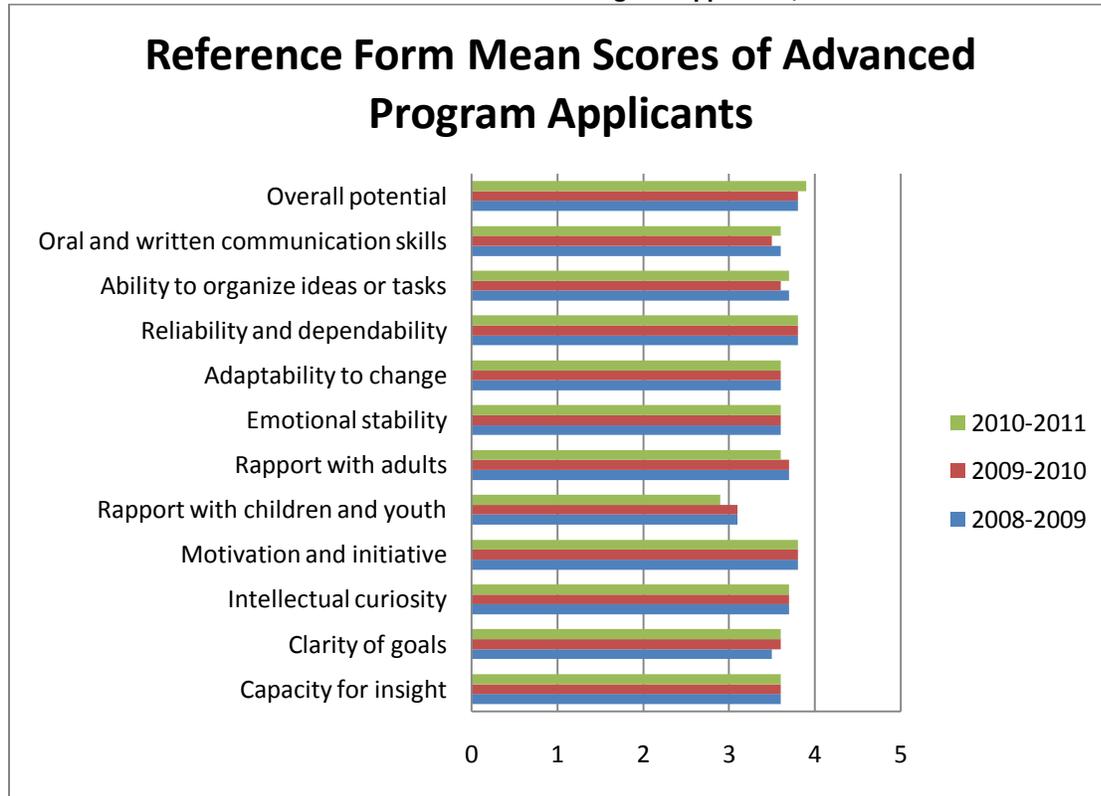
1. Capacity for insight
2. Clarity of goals
3. Intellectual curiosity
4. Motivation and initiative
5. Rapport with children and youth
6. Rapport with adults
7. Emotional stability
8. Adaptability to change
9. Reliability and dependability
10. Ability to organize ideas or tasks
11. Oral and written communication skills
12. Overall potential

On all indicators except #5, Rapport with Children and Youth, referees ratings ranged from 3.5 to 3.9 over all three years. In contrast, it is worthy of note that mean ratings on indicator #5, Rapport with Children and Youth, were significant lower during each time period: 3.1 in 2008-2009, 3.1 in 2009-2010,

and 2.9 in 2010-2011. Given that the majority of advanced programs applicants intend to work with children and youth, it would be interesting to explore why those that are admitted score lower in this area than in all others.

Table 4 displays mean ratings on all indicators over the three year period. On average, applicants scored higher in Overall Potential than in all other areas (mean=3.83), followed by Motivation and Initiative and Reliability and Dependability (mean=3.8). As mentioned previously, Rapport with Children and Youth received the lowest mean rating (mean=3.0). The next lowest rated indicators were Clarity of Goals, Emotional Stability, and Adaptability to change, with mean ratings over three years of 3.6.

Table 4: Reference Form Mean Scores of Advanced Program Applicants, 2008-2011



From 2008-2011, scores on advanced program applicants' Professional Goals Essays averaged 3.3 points on all criteria on the following scale: 1=Unsatisfactory; 2=Revise/Resubmit; 3= Acceptable; 4=Exemplary. The criteria used to evaluate the essays were Content, Conventions, and Overall Score. Mean scores on these criteria were as follows: 2008-2009: 3.3, 3.3, 3.3; 2009-2010: 3.3, 3.2, 3.2; 2010-2011: 3.3, 3.3, 3.3. Hence, it can be concluded that the quality of the Professional Goals Essays of admitted advanced programs applicants has been quite stable and consistent over time. The same can be concluded about applicants' Performance Based Evaluations. Using the following scale: 1=Questionable; 2=With reservation; 3=Adequate; 4=Strong, mean scores were 3.4 during each time period.

While not a formal admissions requirement, data on advanced program applicants' undergraduate GPAs is collected during the admissions process. These data reveal that advanced programs applicants had performed quite well as undergraduates, with mean GPAs of 3.8 for applicants across all three years.

GPA data and all of the other data reviewed in this document suggest that FSEHD advanced program candidates perform much better in actual practice than they do on standardized tests.

ⁱ Assessment of Candidate Dispositions in College Classroom form and Assessment of Candidate Dispositions in Field Settings form are current admissions requirements, implemented for the first time in Spring 2011. Dispositions data is reported in this document in terms of dispositions and dispositions forms in effect at admissions prior to Spring 2011.

ⁱⁱ Unit dispositions have been revised. As of Spring 2011, the newly revised dispositions are assessed at admissions. These dispositions include: Passion for Learning, Adaptability, Commitment to Equity, Caring Nature/Concern for Others, and Work Ethic.

ⁱⁱⁱ The MAT mean score (50th percentile) is 400.