

## Relationship of GPA and Student Teacher Evaluations: Fall 2017-Spring 2020

Between the Fall of 2017 and Spring of 2020, 495 student teacher placements have yielded a mean score of 3.37 on a four-point scale with half-points. (Possible ratings: 4, 3.5, 3, 2.5, 2, 1.5, 1)

<b>Distinguished (4)</b>	<b>(3.5)</b>	<b>Proficient (3)</b>	<b>(2.5)</b>	<b>Emerging (2)</b>	<b>(1.5)</b>	<b>Underdeveloped (1)</b>
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### Fall 2017-Spring 2020 Data

The cumulative GPA mean for the 495 student teacher placements was 3.52.

The overall student teacher final evaluation mean score rating was 3.37.

Fall 2017- Spring 2020	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N =
Count N=495	11	39	64	91	107	183	<b>495</b>
Percentage of Student Teachers	2.2%	7.9%	12.9%	18.3%	21.6%	36.9%	
Mean scores for the groups							
<b>Student Teacher Final Evaluation Ratings (Mean)</b>	<b>2.95</b>	<b>3.32</b>	<b>3.33</b>	<b>3.32</b>	<b>3.40</b>	<b>3.43</b>	<b>3.37</b>

A significant correlation exists between overall cooperating teacher mean score ratings for teacher candidates and cumulative GPA. Individual results for student teachers continue to vary, but an overall pattern exists. Almost every faculty member can name a teacher candidate with a lower GPA who excelled during his or her student teaching experience, and almost every faculty member can think of an honor student who did not shine during student teaching. Examples that are contrary to the overall data pattern exist. The overall data continue to indicate a significant correlation ( $p < .01$ ) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers.

		Overall Mean for Student Teaching Ratings	Cumulative GPA
Overall mean for Student Teaching Ratings	Pearson Correlation	1	.167**
	Sig. (2-tailed)		.000
	N	495	495
Cumulative GPA	Pearson Correlation	.167**	1
	Sig. (2-tailed)	.000	
	N	495	495

\*\* Correlation is significant at the 0.01 level (2-tailed).

Student teacher final evaluations did not have a significant correlation with Praxis Core exams (Reading, Writing, Mathematics) or the Praxis II content or pedagogy exams.

**Data impact and history:** The VCSU 2011 decision to raise the admission requirement from 2.50 to 2.75 was informed by data. The VCSU Teacher Education Committee noted that some teacher candidates with GPAs in the range of 2.50 to 2.74 were successful in their student teaching, so an appeal process was established. Teacher candidates with a GPA between 2.50 and 2.74 that have done well in their early field experiences, displayed favorable dispositions, and have shown a recent trend towards higher achievement in the classroom are able to appeal for admission.

### GPA Requirement for Admission Raised based on 2004-2011 Student Teaching Data

<b>Student Teacher Final Evaluations and Grade Point Average Comparisons:</b> A significant relationship ( $p < .001$ ) exists between GPA and Student Teacher Final Evaluations (please note the changes in subgroup mean scores from left to right)							Overall Mean Scores
<b>Research:</b> <b>Fall 2004 - Spring 2011, 808 placements</b>	<b>GPA</b> <b>2.50-</b> <b>2.74</b> <b>N=97</b>	<b>GPA</b> <b>2.75-</b> <b>2.99</b> <b>N=103</b>	<b>GPA</b> <b>3.00-</b> <b>3.24</b> <b>N=152</b>	<b>GPA</b> <b>3.25-</b> <b>3.49</b> <b>N=150</b>	<b>GPA</b> <b>3.50-</b> <b>3.74</b> <b>N=164</b>	<b>GPA</b> <b>3.75-</b> <b>4.00</b> <b>N=142</b>	<b>GPA</b> <b>2.50-</b> <b>4.00</b> <b>N=808</b>
Grade Point Average (mean of subgroup)	<b>2.62</b>	<b>2.87</b>	<b>3.12</b>	<b>3.38</b>	<b>3.62</b>	<b>3.89</b>	<b>3.31</b>
Math PPST (mean of subgroup)	177.3	178.77	179.2	179.7	180.1	183.0	<b>179.9</b>
Reading PPST (mean of subgroup)	176.5	177.23	177.3	177.3	177.9	179.8	<b>177.7</b>
Writing PPST (mean of subgroup)	173.8	175.51	175.0	175.9	175.8	177.5	<b>175.7</b>
<b>Student Teacher Attributes:</b>	<b>Cooperating teacher final evaluations</b>						
Knowledge of Subject Matter Content (INTASC 1)	4.55	4.66	4.66	4.66	4.77	4.81	<b>4.70</b>
Provides Developmentally Appropriate Activities and Assignments (INTASC 2)	4.64	4.82	4.81	4.81	4.85	4.91	<b>4.82</b>
Adapts to Diverse Needs and Backgrounds of All Learners (INTASC 3)	4.60	4.71	4.73	4.75	4.78	4.86	<b>4.75</b>
Uses Technology Appropriately (INTASC 4)	4.71	4.75	4.81	4.89	4.88	4.93	<b>4.84</b>
Ability to Implement Appropriate Teaching Strategies (INTASC 4)	4.53	4.63	4.69	4.75	4.84	4.85	<b>4.73</b>
Fosters a Positive Learning Environment for Student Interaction (INTASC 5)	4.65	4.75	4.86	4.85	4.90	4.92	<b>4.84</b>
Rapport with Students (INTASC 5)	4.70	4.75	4.83	4.83	4.89	4.89	<b>4.83</b>
Organization and Classroom Management (INTASC 5)	4.46	4.50	4.53	4.62	4.71	4.76	<b>4.61</b>
Uses Verbal and Non-Verbal Communication to Motivate Students (INTASC 6)	4.64	4.64	4.69	4.73	4.80	4.83	<b>4.73</b>
Oral Expression and Effectiveness of Speech (INTASC 6)	4.51	4.63	4.63	4.65	4.70	4.81	<b>4.67</b>
Written Expression (INTASC 6)	4.49	4.64	4.66	4.71	4.78	4.86	<b>4.71</b>
Ability to Plan and Organize Lessons for Learning (INTASC 7)	4.48	4.66	4.75	4.84	4.84	4.92	<b>4.77</b>
Lessons connect to School Curriculum and Standards (INTASC 7)	4.63	4.76	4.80	4.77	4.82	4.93	<b>4.80</b>
Ability to Formally and Informally Evaluate Students (INTASC 8)	4.59	4.66	4.69	4.77	4.73	4.84	<b>4.72</b>
Reflects on Teaching to Enhance Student Learning in the Future (INTASC 9)	4.64	4.72	4.74	4.82	4.86	4.87	<b>4.79</b>
Reflective Response to Feedback (INTASC 9)	4.72	4.79	4.79	4.88	4.87	4.94	<b>4.84</b>
Professional Appearance and Demeanor (INTASC 9)	4.66	4.81	4.80	4.84	4.88	4.97	<b>4.84</b>
Commitment to Profession (INTASC 9)	4.63	4.83	4.82	4.88	4.91	4.92	<b>4.85</b>
Collaboration, Relationships, and Ethics (INTASC 10)	4.69	4.86	4.81	4.87	4.91	4.92	<b>4.85</b>
Responsibility/Dependability	<b>4.55</b>	<b>4.76</b>	<b>4.78</b>	<b>4.86</b>	<b>4.90</b>	<b>4.96</b>	<b>4.82</b>
Critical Thinking Skills	4.60	4.67	4.74	4.81	4.82	4.90	<b>4.77</b>
Tact and Judgment	4.59	4.65	4.75	4.79	4.88	4.89	<b>4.78</b>
Enthusiasm and Initiative	4.56	4.70	4.72	4.79	4.81	4.94	<b>4.77</b>
Fairness and Belief that All Students Can Learn	4.76	4.83	4.87	4.91	4.93	4.94	<b>4.88</b>
General Quality of Work	4.57	4.77	4.77	4.83	4.88	4.92	<b>4.81</b>
General Promise as a Teacher	4.55	4.76	4.82	4.86	4.92	4.94	<b>4.83</b>
Mean for Individual Student Teacher (Fall 2004-Spring 2011)	<b>4.61</b>	<b>4.72</b>	<b>4.75</b>	<b>4.80</b>	<b>4.84</b>	<b>4.89</b>	<b>4.78</b>

*A significant relationship exists between GPA and Student Teacher Final Evaluations. GPA has its greatest predicative potential involving cooperating teacher ratings of Responsibility/Dependability and the overall Mean of Student Teacher ratings in all categories. (Boxes highlighted)*

### Comparison of GPA Subgroups with the Overall Student Teacher Mean Score

The data in the chart below indicate the results from 808 student teacher placements between the fall semester of 2004 and the spring semester of 2011. The overall mean score for the 808 student teacher placements was 4.78 with a standard deviation of .374. The purpose of this data collection was to analyze the final evaluations of student teachers (who were placed in various subgroups according to their GPA) in relationship to overall mean score for all student teachers.

The subgroup with a GPA of 2.50-2.74 had the highest percentage of student teachers with mean scores at least one standard deviation below the mean for all VCSU student teachers. This chart provides one more way of examining the significant relationship that exists between GPA and student teaching final evaluations. While VCSU has had many student teachers who have had a high final evaluation score with a GPA in the range of 2.50-2.74, the data indicate this subgroup involves the highest percentage of student teachers who are not evaluated as highly by cooperating teachers as other student teachers with higher GPAs.

Descriptive Statistics							
	N	Min	Max	Mean	Std. Dev.		
Grade Point Average	808	2.50	4.00	3.3138	.416		
Student Teaching Mean Score	808	3.00	5.00	<b>4.7817</b>	<b>.374</b>		
<p>The overall Student Teacher Mean Score was <b>4.78</b> with a standard deviation of <b>.37</b>. A student teaching score of 4.41 was used to represent a value one standard deviation from the mean. The largest percentage (<b>26.8%</b>) of the teacher candidates whose mean score was at least one standard deviation below average were in the GPA range of 2.50 – 2.74.</p>							
Student Teacher Mean Score Rating	GPA 2.50 - 2.74	GPA 2.75- 2.99	GPA 3.00- 3.24	GPA 3.25- 3.49	GPA 3.50- 3.74	GPA 3.75- 4.00	Total
Number of scores below 4.41 (more than one standard deviation below the mean)	26	17	20	17	15	5	100
Percentage of student teachers one standard deviation below the overall mean for all student teachers (4.41 or lower)	26.8%	16.5%	13.1%	11.3%	9.1%	3.5%	12.3%
Percentage of student teacher mean scores at 4.41 or higher	73.2%	83.5%	86.9%	88.7%	90.8%	96.5%	87.7%
Total Number of Student Teachers (N = 808)	97	103	152	150	164	142	808

The Fall 2004 – Spring 2011 data indicated an overall trend - as student teachers' Grade Point Averages increased - student teacher final evaluations also increased.

GPA breakdown into category ranges (N =count of student teachers)

Student Teacher Final Evaluations	GPA	GPA	GPA	GPA	GPA	GPA	GPA
Fall 2004 - Spring 2011 808placements	2.50- 2.74	2.75- 2.99	3.00- 3.24	3.25- 3.49	3.50- 3.74	3.75- 4.00	2.50- 4.00
<b>N = number of student teacher placements in the GPA range:</b>	N= 97	N= 103	N= 152	N=150	N= 164	N= 142	N=808
Grade Point Average	2.62	2.87	3.13	3.38	3.62	3.89	3.31
Mean for Individual Student Teacher (Fall 2004 to Spring 2011, a total of 14 semesters)	<b>4.61</b>	<b>4.72</b>	<b>4.75</b>	<b>4.79</b>	<b>4.84</b>	<b>4.89</b>	4.78

Mean Score of Student Teacher Evaluations in that GPA range

*Follow-up research on decision to raise GPA minimum for admission from 2.50 to 2.75  
Fall 2011 – Spring 2014, 483 placements*

GPA breakdown into category ranges (N =count of student teachers)

Student Teacher Final Evaluations	GPA	GPA	GPA	GPA	GPA	GPA	GPA
Fall 2011-Spring 2014 , 483 placements	2.50-2.74	2.75-2.99	3.00-3.24	3.25-3.49	3.50-3.74	3.75-4.00	2.50-4.00
<b>GPA and Praxis I (PPST) test score means:</b>	N= 32	N= 59	N= 80	N=99	N= 119	N= 94	N=483
Grade Point Average	2.63	2.87	3.11	3.36	3.61	3.89	3.38
Overall Mean All 44 Student Teacher Attributes (Fall 2011 to Spring 2014, 6 semesters)	<b>3.37</b>	<b>3.47</b>	<b>3.49</b>	<b>3.55</b>	<b>3.68</b>	<b>3.65</b>	3.57

Mean Score of Student Teacher Evaluations in that GPA range

As a whole, as the student teachers' Grade Point Averages increase, the student teachers' final evaluations also increase.



## *Follow-up research after decision to raise GPA minimum for admission from 2.50 to 2.75*

Comparison of Fall 2004- Spring 2011 Student Teacher Data  
with Fall 2011 – Spring 2014 Student Teacher Data  
(new evaluation form – similar trends)

	GPA 2.50-2.74	GPA 2.75-2.99	GPA 3.00-3.24	GPA 3.25-3.49	GPA 3.50-3.74	GPA 3.75-4.00	Overall Average
2004-2011 Student Teachers N=808 Placements	N=97 12.0%	N = 103 12.7%	N=152 18.8%	N=150 18.6%	N=164 20.3%	N=142 17.6%	N=808 Mean GPA = 3.31
Mean Score Evaluations on a 5-point scale	4.61 Lowest Average	4.72 Similar Mean Scores from 2.75-3.49			4.84 Strongest Scores 3.50 – 4.00		4.89 Student Teaching Mean = 4.78
2011-2014 Student Teachers N=483 Placements	N=32 6.6%	N=59 12.2%	N=80 16.6%	N=99 20.5%	N=119 24.6%	N=94 19.5%	N = 483 Mean GPA = 3.38
Mean Score Evaluations on a 4-point scale	3.37 Lowest Average	3.47 Similar Mean Scores from 2.75-3.49			3.68 Strongest Scores 3.50 – 4.00		3.65 Student Teaching Mean = 3.57

## *Follow-up research after decision to raise GPA minimum for admission from 2.50 to 2.75*

Mean scores of all 44 areas evaluated by a student teacher's cooperating teacher in relationship to the student teacher's GPA (Fall 2011 – Spring 2014) N = 483 placements

Student Teacher Mean Score Rating	GPA 2.50-2.74	GPA 2.75-2.99	GPA 3.00-3.24	GPA 3.25-3.49	GPA 3.50-3.74	GPA 3.75-4.00	Total
Final evaluation of score 1-1.99 Undeveloped	1	1	0	0	0	0	2
Final evaluation score of 2.00- 2.49 Emerging	1	2	1	1	0	0	5
Final evaluation score of 2.50-2.99 Proficient/Emerging	6	5	11	7	5	4	38
Final evaluation score of 3.00 – 3.49 Proficient	10	20	26	32	34	25	147
Final evaluation score of 3.50 – 3.99 Proficient/Distinguished	11	20	21	36	35	36	159
Final evaluation score of 4 Distinguished (Best rating possible)	3	11	21	23	45	29	132
Totals (N= 483)	32	59	80	99	119	94	483
Percent receiving a score of 4 in all student teacher categories: Distinguished (Best possible)	9.3%	18.6%	26.3%	23.2%	37.8%	30.9%	27.3%
Percent below "proficient" or 3.00	25%	13.6%	15.0%	8.1%	4.2%	4.2%	9.3%

## GPA Requirement for Admission

### Follow-up data on Grade Point Average (GPA) decision using new assessment from 2011-2017:

In 2011, the unit made a data driven decision that candidates must have a 2.75 GPA for admission to the Teacher Education program. The Teacher Education Committee and an ad-hoc subcommittee decided that candidates with GPAs between 2.50-2.74 may appeal for admission to the program. The appeals committee reviews a candidate's early field experiences, faculty references, dispositions, GPA in his or her major, and recent history in the program.

From a historic perspective, in the time frame between 2004 and 2011 student teachers with a GPA of 2.50-2.74 contained a higher percentage of the overall student teacher population (12%, 97 out of 808 student teacher placements between 2004 and 2011) compared to (5.8%, 53 out of 920 student teacher placements between 2011 and 2017) and the mean scores for group with GPAs between 2.50-2.74 GPA lagged behind the mean scores for the student teaching population as a whole (*4.61 mean score for the 2.50-2.74 GPA group compared to a 4.78 mean score for the student teaching population as a whole*).

Student Teacher Final Evaluations and Grade Point Average Comparisons: A significant relationship ( $p < .001$ ) exists between GPA and Student Teacher Final Evaluations (please note the changes in subgroup mean scores from left to right)							Overall
Fall 2004 - Spring 2011	GPA 2.50-2.74	GPA 2.75-2.99	GPA 3.00-3.24	GPA 3.25-3.49	GPA 3.50-3.74	GPA 3.75-4.00	GPA 2.50-4.00
GPA range and count, N=	N=97	N=103	N=152	N=150	N=164	N=142	N=808
Grade Point Average (mean of GPA subgroup)	2.62	2.87	3.12	3.38	3.62	3.89	3.31
Overall mean for student teaching (mean of GPA subgroup)	4.61	4.72	4.75	4.80	4.84	4.89	4.78

5-point scale for 2004 – 2011 student teacher evaluation instrument: 5=Target, 3 = Acceptable, 1 = Unacceptable

Individual results for student teachers continue to vary. Cases exist where individual candidates with a lower GPA have received all the highest ratings a cooperating teacher can give and instances where teacher candidates with a high GPA received low ratings. The overall data indicate a significant correlation ( $p < .01$ ) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers.

Student teachers with a GPA between 2.50 and 2.74, must go through an appeals process to student teach. The data indicate that the program does not have large numbers of annual placements in this appeals range, but the student teachers who are placed are doing well. Follow-up research indicates the mean scores of student teachers with a GPA between 2.50-2.74 has progressively increased. The selectivity of the teacher candidates appears to be making a difference. The success validates the decision of the Teacher Education Committee ad hoc committee and respective appeals committees.

The student teacher assessment tool was changed in the Fall of 2011 to an instrument with a 4-point rating scale.

#### 4-point rating scale utilized by cooperating teachers while rating student teacher items:

(4) **Distinguished:** The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

(3) **Proficient:** The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

(2) **Emerging:** The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

(1) **Undeveloped:** The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

### Follow-up data on student teacher evaluations by GPA from Fall 2011- Spring 2014:

Fall 2011- Spring 2014	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=606
Count N=	32	59	80	99	119	94	<b>483</b>
Mean scores for the groups							
<b>Student Teacher Final Evaluation Ratings (Mean)</b>	<b>3.37</b>	<b>3.47</b>	<b>3.49</b>	<b>3.55</b>	<b>3.68</b>	<b>3.65</b>	<b>3.58</b>

The Fall 2011-Spring 2014 data for student teacher placements with a candidate whose GPA is in the 2.50 -2.74 range went from 32 placements with a 3.37 mean score rating to a total of 41 placements and an improved mean score of 3.46. The ratings of the 2.50-2.74 placements continue to improve.

### Update after Spring 2015 student teacher evaluations:

Fall 2011- Spring 2015	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=606
Count N=	41	65	92	124	163	121	<b>606</b>
Mean scores for the groups							
<b>Student Teacher Final Evaluation Ratings (Mean)</b>	<b>3.46</b>	<b>3.46</b>	<b>3.51</b>	<b>3.57</b>	<b>3.68</b>	<b>3.65</b>	<b>3.58</b>

### Update after Spring 2016 student teacher evaluations:

Fall 2011- Spring 2016	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=793
Count N=	46	78	131	178	207	153	<b>793</b>
Mean scores for the groups							
<b>Student Teacher Final Evaluation Ratings (Mean)</b>	<b>3.47</b>	<b>3.44</b>	<b>3.48</b>	<b>3.52</b>	<b>3.64</b>	<b>3.61</b>	<b>3.55</b>

### Update after Spring 2017 student teacher evaluations:

Fall 2011- Spring 2017	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N=920
Count N=	53	88	158	204	234	153	<b>920</b>
Mean scores for the groups							
<b>Student Teacher Final Evaluation Ratings (Mean)</b>	<b>3.48</b>	<b>3.42</b>	<b>3.45</b>	<b>3.52</b>	<b>3.63</b>	<b>3.62</b>	<b>3.54</b>

Individual results for student teachers continue to vary. The overall data continue to indicate a significant correlation ( $p<.01$ ) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers and the teacher candidates with GPAs above 3.25 are the highest rated groups overall.

### Relationship of GPA and Student Teacher Evaluations: Fall 2017-Spring 2019 (*New assessment in 2017*)

Between the Fall of 2017 and Spring of 2019, 363 student teacher placements have yielded a mean score of 3.35 on a four-point scale with half-points. (A new rubric included possible ratings: 4, 3.5, 3, 2.5, 2, 1.5, 1)

Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
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Fall 2017- Spring 2019	GPA range 2.50-2.74	GPA range 2.75-2.99	GPA range 3.00-3.24	GPA range 3.25-3.49	GPA range 3.50-3.74	GPA range 3.75-4.00	Overall N =
Count N=363	9	31	45	75	78	125	<b>363</b>
Mean scores for the groups							
<b>Student Teacher Final Evaluation Ratings (Mean)</b>	<b>2.99</b>	<b>3.28</b>	<b>3.30</b>	<b>3.35</b>	<b>3.38</b>	<b>3.40</b>	<b>3.35</b>

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Between the Fall of 2017 and Spring of 2020, 495 student teacher placements have yielded a mean score of 3.37 on a four-point scale with half-points. (Possible ratings: 4, 3.5, 3, 2.5, 2, 1.5, 1)

<b>Distinguished (4)</b>	<b>(3.5)</b>	<b>Proficient (3)</b>	<b>(2.5)</b>	<b>Emerging (2)</b>	<b>(1.5)</b>	<b>Underdeveloped (1)</b>
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### Fall 2017-Spring 2020

The mean GPA for the 495 student teacher placements was 3.52.

The mean overall student teacher final evaluation rating was 3.37.

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Percentage of Student Teachers	2.2%	7.9%	12.9%	18.3%	21.6%	36.9%	
Mean scores for the groups							
<b>Student Teacher Final Evaluation Ratings (Mean)</b>	<b>2.95</b>	<b>3.32</b>	<b>3.33</b>	<b>3.32</b>	<b>3.40</b>	<b>3.43</b>	<b>3.37</b>

A significant correlation exists between overall mean scores for teacher candidates and cumulative GPA. Individual results for student teachers continue to vary, but an overall pattern exists. Almost every faculty member can name a teacher candidate with a lower GPA who excelled during his or her student teaching experience, and almost every faculty member can think of an honor student who did not shine during student teaching. Examples that are contrary to the overall data pattern exist. The overall data continue to indicate a significant correlation ( $p < .01$ ) exists between GPA and cooperating teacher final evaluations. As a whole, candidates with higher GPAs have received higher ratings from cooperating teachers.

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\*\* Correlation is significant at the 0.01 level (2-tailed).

Student teacher final evaluations did not have a significant correlation with Praxis Core exams (Reading, Writing, Mathematics) or the Praxis II content or pedagogy exams.

Studying the GPAs and the final evaluation ratings of student teachers continues to provide evidence that support the Teacher Education decision to raise GPA expectations from 2.50 to 2.75. The appeal process in place has permitted eleven teacher candidates to move forward and all eleven have successfully completed their experience.