



How NCTQ scores the Selection Criteria Standard

[Standard and indicators](#)

Data used to score this standard

Evaluation of elementary, secondary and special education preparation programs on Standard 1: Selection Criteria uses the following sources of data:

- Undergraduate and graduate catalogs
- Relevant institution of higher education (IHE) websites
- State regulations
- Integrated Postsecondary Education Data System (IPEDS) data on mean university SAT/ACT scores
- Mean of SAT/ACT scores self-reported to the College Board¹
- State Title II report and 2008 National Center for Education Statistics (NCES) School and Staffing Survey (for evaluation of “strong design” indicators only)
- Data on the average GPA of the most recent cohort of entering teacher candidates, provided and certified by the registrar (or comparable institutional leader)

Who analyzes the data

Two [general analysts](#) evaluate each program using a detailed scoring protocol from which this scoring methodology is abstracted. For information on the process by which scoring discrepancies are resolved, see the “scoring processes” section of the [General Methodology](#).

Scope of analysis

Evaluation of **undergraduate and graduate** programs on this standard looks for evidence that teacher candidates are likely to be in the upper half of the college population. A grade point average (GPA) of 3.0 (approximately the average in public universities) or above is sufficient to satisfy the standard in **undergraduate** programs (Indicator 1.1b) and is one of two possible GPA-based indicators that are necessary but not sufficient condition for **graduate** programs (Indicator 1.2a).

Rather than mandating a minimum GPA, programs can also provide evidence that the average GPA across the most recent cohort of entering teacher candidates is 3.3 or higher, which confirms that even in the absence of explicit admissions criteria evaluated by this standard, candidates have a sufficiently high academic caliber. (Indicator 1.1d for undergraduate programs and 1.2b for graduate programs).

Undergraduate programs are also deemed to be selecting from the upper half of the college population if they are housed in sufficiently selective IHEs (Indicator 1.1a).² The threshold scores set for “sufficient selectivity” of the IHE to ensure that education school candidates are *likely* to be in the upper half are: 1) a campus mean combined SAT

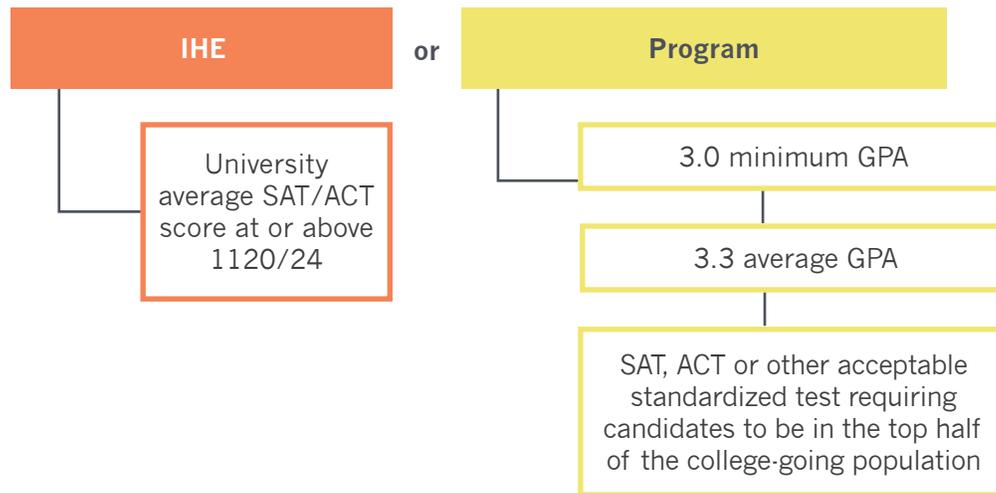
¹ Used if more than 50 percent of the student body report such scores and no other source of SAT/ACT data is available.

² Because the absence of any data on the IHE’s selectivity is presumed to indicate that it is not sufficiently selective, it is possible to evaluate all undergraduate programs in the sample on this standard.

mathematics and verbal score of 1120 or above, or 2) a campus mean ACT composite score of 24 or above.³

If **undergraduate programs** are housed in IHEs with lower selectivity in general admissions, then analysts evaluate whether the program itself requires tests of academic proficiency normed to the college population (Indicator 1.1c) and admits only those students performing above average.⁴ Although tests such as the SAT and ACT commonly taken for college admission may be used for this purpose, these tests are not the only ones available.⁵ Analysts investigate the intended audience for and the adequacy of every test used for admission purposes encountered in the scoring process and look for threshold scores set at the national mean.

How undergraduate programs can satisfy the Selection Criteria Standard



Graduate programs are deemed to be selecting from the upper half of the college population if, in addition to requiring a 3.0 minimum GPA or a maintaining 3.3 average GPA across entering teacher candidates, they either:

- Require applicants to provide a score from the Graduate Record Examinations (GRE) or another standardized test commonly used for admission to graduate programs (as opposed to tests of teacher candidate basic skills or content mastery) (Indicator 1.2c) *or*
- Require applicants to audition (Indicator 1.2d).

Common misconceptions about how analysts evaluate the Selection Criteria Standard:

- *The standard considers the average test scores or GPAs of teacher candidates after they have begun teacher preparation.* This standard evaluates pre-admission standards, not averages of information about teacher candidates *after* they have been accepted.
- *The standard evaluates exit requirements.* Evaluation for this standard only considers preparation program admission requirements.
- *Teacher licensure exams, such as the Praxis I or Praxis II tests, are considered acceptable admission tests.* Assessments — such as the Praxis I or Praxis II — that are designed solely for teacher candidates, are not considered acceptable admission tests.⁶

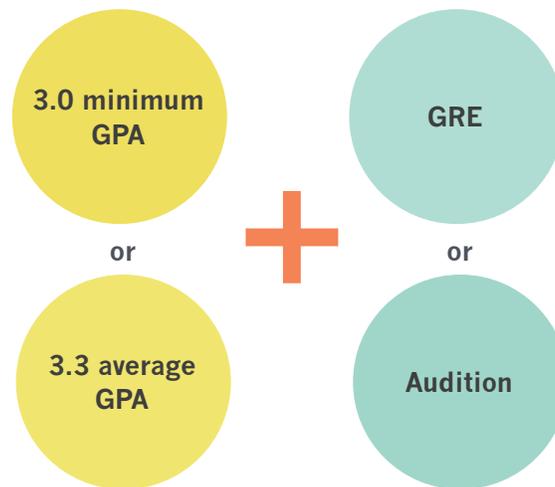
³ These thresholds approximately correspond to the 70-75th percentiles. Although there is wide variation among IHEs on score ranges, the majority of students at IHEs whose student bodies have mean scores at this level will have scores above the 50th percentile.

⁴ There are two categories of tests that do not satisfy the indicator. Placement tests such as the COMPASS or ACCUPLACER are not relevant to evaluating overall academic aptitude and are not considered when evaluating Indicator 1.1c. Additionally, tests normed to the teacher candidate population, such as Praxis I tests, do not satisfy the indicator.

⁵ We note that any test required for admission need not be taken until a prospective teacher candidate has had the opportunity to remediate deficiencies during the first two years of college coursework.

⁶ The one exception is the admissions test required in Illinois for which the state has established a sufficiently high cut-score based on a technical analysis comparing scores on the admissions tests to scores on tests of the general college-going population.

How graduate programs can satisfy the Selection Criteria Standard



Because the absence of any data on the admissions standards of the graduate program is presumed to indicate that it is not sufficiently selective, it was possible to evaluate all graduate programs in the sample on this standard.

How a program earns a “strong design” rating

Undergraduate programs are eligible for strong design designation if they fully satisfy either sub-indicators 1.1b or 1.1d *and* also satisfy either 1.1a or 1.1c, or if they satisfy at least one sub-indicator in 1.1 and the IHE’s undergraduate teacher preparation programs as a whole is relatively more racially diverse than the university as a whole (as determined by Title II reports and IPEDs data). **Graduate programs** are eligible for strong design designation if they satisfy Indicator 1.2 and the IHE’s graduate teacher preparation programs as a whole are relatively more racially diverse than the state’s teacher corps (as determined by the state’s Title II report and the 2008 NCES Schools and Staffing Survey).

Examples of what satisfies or does not satisfy the standard’s indicators

Undergraduate Admission: IHE Selectivity Considerations (Indicator 1.1a)

Selectivity of IHE	
✓ - fully satisfies the indicator	✗ - does not satisfy the indicator
<p>The program is housed in a university whose student body has a mean combined math and verbal SAT scores or ACT composite score well above the national mean.⁷</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ <i>The average SAT score of incoming freshman at a university is 1120.</i> ■ <i>The average ACT of incoming freshman is 24.</i> 	<p>The program is housed in a university whose student body has a mean combined math and verbal SAT scores or ACT composite score that is below the national average.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ <i>The average SAT of incoming freshman at a university is below 1011.</i> ■ <i>The average ACT of incoming freshman at a university is below 21.</i> ■ <i>The university has open admissions.</i>

⁷ While this indicator cannot be partly satisfied, programs housed in IHEs whose mean SAT or ACT scores are between the 50th percentile and the threshold set to satisfy the indicator are rated as partly meeting the standard.

Undergraduate Admission: GPA Minimum (Indicator 1.1b)

✓ - fully satisfies the indicator	✗ - does not satisfy the indicator
<p>The program explicitly requires a 3.0 GPA for initial admission to the teacher preparation program or school of education.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ A GPA of 3.0 for the first 60 hours of college coursework is required for admission. ■ A high school GPA of 3.0 is required for initial admission to the School of Education. (Note: This requirement is acceptable when admission is offered early in undergraduate preparation.) 	<p>The program does not explicitly require a GPA of 3.0 or higher for initial admission to the program.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Maintain a GPA of 3.0 once admitted. ■ Applicant must have a GPA of 2.5 in the first 45 hours of coursework. ■ Admission to the School of Education: 2.5 GPA. Admission to Field Experience: 2.75. Admission to Student Teaching: 3.0. ■ No mention of a GPA for initial admission.

Undergraduate Admission: Program Selectivity Considerations (Indicator 1.1c)

Selectivity of program	
✓ - fully satisfies the indicator	✗ - does not satisfy the indicator
<p>The program requires a score on a standardized test normed to the general population that places the candidate in the upper half of the college population for admission.</p> <p>Example:</p> <ul style="list-style-type: none"> ■ A university in Texas does not satisfy the IHE-related selectivity standard for Indicator 1.1a. However, applicants to any of its teacher preparation programs must take the THEA, a test required of all college applicants in Texas, and achieve a score sufficient to ensure that the applicant is in the upper half of the college population. 	<p>The program does not require for admission a score on any standardized test or does not require a standardized test normed to the general population that places the candidate in the upper half of the college population.</p> <p>Example:</p> <ul style="list-style-type: none"> ■ A university in Kentucky does not satisfy the IHE-relevant selectivity standard for Indicator 1.1a. Applicants to any of its teacher preparation programs must take the Praxis I, a test of basic skills that is normed only to the population of teacher candidates.

Undergraduate Admission: GPA Average (Indicator 1.1d)

Selectivity of program	
✓ - fully satisfies the indicator	✗ - does not satisfy the indicator
<p>The average GPA across the cohort of undergraduate teacher candidates entering the program is 3.3 or higher, suggesting that the program maintains a high standard for entering teacher candidates.</p> <p>Example:</p> <ul style="list-style-type: none">■ An institution sends a document certified by the registrar indicating that in fall 2013, the average GPA of teacher candidates entering the program was 3.4.	<p>The average GPA for undergraduate teacher candidates entering the program is below 3.3.</p> <p>Examples:</p> <ul style="list-style-type: none">■ An institution sends a document certified by the registrar indicating that in fall 2013, the average GPA of teacher candidates entering the program was 3.2.■ An institution sends a document certified by the registrar indicating that in Spring 2013, the average GPA of teacher candidates <u>graduating</u> from the program was 3.7.■ An institution provides certified documentation that the average GPA of entering teacher candidates in fall 2012, rather than fall 2013, was 3.3.

Graduate Admission: GPA and Test or Audition (Indicators 1.2a-1.2d)

✓ - fully satisfies the indicator

The program explicitly requires a 3.0 GPA for initial admission to the teacher preparation program or school of education or demonstrates that the average GPA of all entering teacher candidates is 3.3 or above, *and* requires either the GRE (or similar test) or a successful audition.

Examples:

- A GPA of 3.0 or above is required for admission to all graduate teacher preparation programs. Submission of scores on the Graduate Record Exam (GRE) is required for all applicants to the MAT in Elementary Education
- A GPA of 3.0 or above is required for admission to all graduate teacher preparation programs. The applicant must also submit a self-designed lesson plan and schedule a time to deliver that lesson to a panel of education professors and classroom teachers.
- Prospective teacher candidates should submit a 15-minute tape of themselves teaching a mini-lesson. In addition, a GPA of 3.0 or above is required for admission to all graduate teacher preparation programs.
- Although the program only requires a 2.75 GPA for admission, the average GPA across all entering teacher candidates is 3.32. Additionally, the program requires all teacher candidates to submit GRE scores for admission.

✗ - does not satisfy the indicator

The program does not explicitly require the combination of 1) a 3.0 GPA for initial admission to the teacher preparation program and the GRE (or similar test), or 2) a 3.0 GPA and a successful audition, or the program has no minimum GPA requirement and the average GPA of entering teacher candidates is below 3.3.

Examples:

- Applicants must have a GPA of 2.75 or above in all undergraduate coursework.
- Prospective teacher candidates should submit Praxis scores, GRE scores or a personal essay describing the applicant's interest in teaching to be considered for admission.
- The applicant should submit a taped mini-lesson, a log of volunteer experiences in school or standardized test scores.
- The program has no minimum GPA requirement and the average GPA of incoming teacher candidates is 2.9.