



# A Closer Look at Selection Criteria

## Graduate and Alternative Route Elementary and Secondary Programs

**KEY FINDINGS:** Too few graduate and alternative route teacher preparation programs screen elementary and secondary applicants rigorously for their academic caliber. Just 15 percent of traditional and 24 percent of alternative certification programs do so.

### Why teacher prep programs should have strong selection criteria

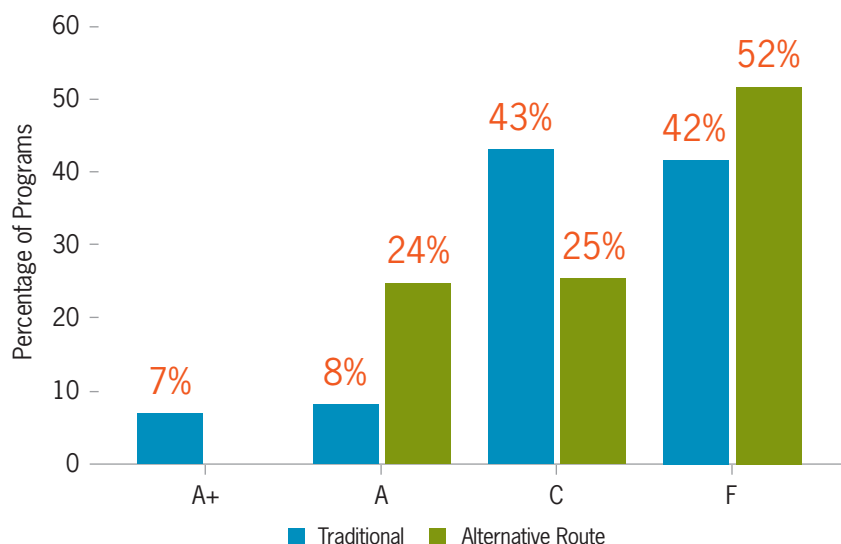
Sixty years of research and evidence from nations whose students outperform American students demonstrate the benefits of teachers who have reasonably strong academic aptitude, a strong indicator that a teacher will be able to swiftly and wisely handle the thousands of decisions made in the course of a single school day. Because there is no single indicator of academic aptitude which is failsafe, this analysis provides a number of options that demonstrate a program's own commitment to selecting the candidates most likely to be successful in the classroom.

To earn an A in selection criteria, a program requires a GPA of 3.0 for admissions (or the most recently admitted cohort has an average GPA of 3.3) and requires either the submission of a graduate-level admissions test (like the GRE) or a rigorous audition.

For more information about analysis and program grades see the Methodology in brief and Understanding program grades sections below.

### Screening for academic caliber in graduate and alternative route programs

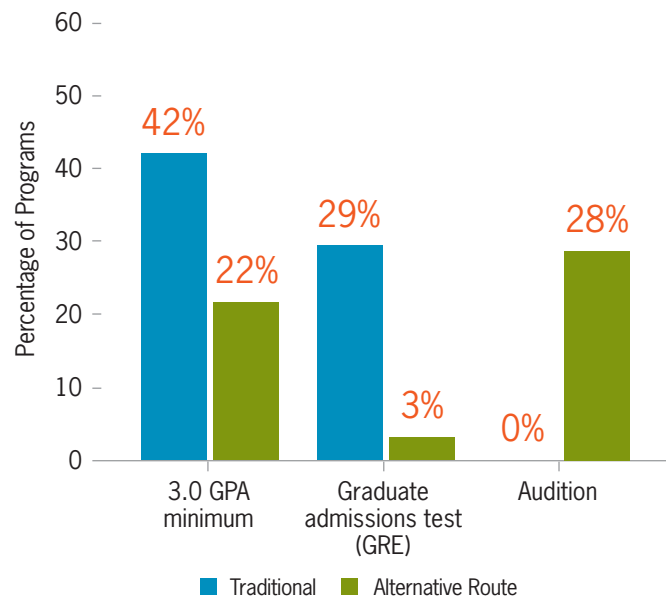
(N=564 graduate programs; N=148 alternative route programs)



The distribution of traditional scores is substantially similar to what we found in our 2014 release.

## How are graduate and alternative route programs selective?

(N=564 graduate programs; N=148 alternative route programs)



*We look for a program to have a 3.0 admissions GPA minimum and either the submission of a graduate-level admissions test (like the GRE) or a rigorous audition which assesses the applicant's (1) classroom presence, (2) problem-solving and interpersonal skills, and (3) capacity to persevere in the pursuit of improved student outcomes.*

Both graduate and alternative route programs make common use of a 3.0 minimum GPA requirement. Traditional programs are more apt to pair that benchmark with a graduate admissions test (like the GRE), while alternative certification programs are more apt to use an audition.

None of the three criteria are used in a plurality of programs, however.

## Traditional programs that are selective and diverse earn an A+

Traditional programs earn an A+ when they are both selective and maintain a level of racial diversity that is the same or greater than that of the institution itself, or of the teacher workforce in the state. Of the 79 graduate elementary and secondary programs that earn an A on selection criteria, 27 programs earned an A+:

- CA – University of California – San Diego
- MD – Coppin State University
- NC – Greensboro College
- NC – University of North Carolina at Chapel Hill
- NY – Adelphi University
- NY – Bank Street College of Education
- NY – Clarkson University (Capital Region Campus)
- NY – Columbia University
- NY – CUNY – City College
- NY – CUNY – Hunter College
- NY – CUNY – Lehman College
- NY – CUNY – Queens College
- NY – Long Island University – C. W. Post
- NY – Mercy College
- NY – Metropolitan College of New York
- NY – Pace University

- NY – Syracuse University
- NY – Touro College
- OH – Kent State University
- OK – Oral Roberts University
- SC – Winthrop University
- TN – Lipscomb University
- TN – Vanderbilt University
- VA – University of Virginia
- VA – Virginia Commonwealth University
- WA – Saint Martin's University
- WA – Seattle Pacific University

### Methodology in brief

We look at admissions requirements to see if aspiring teachers are strong students. We note the minimum required GPA to enroll (or the average GPA of the most recently admitted cohort) and whether applicants must take a typical graduate admissions test (like the GRE) or undergo an audition that includes, but need not be limited to, tasks that assess the applicant's (1) classroom presence, (2) problem-solving and interpersonal skills, and (3) capacity to persevere in the pursuit of improved student outcomes.

### Understanding program grades for Early Reading

- A+** The program meets the criteria for an A below and is at least as diverse as its institution or the state's teacher workforce.
- A** The program requires either a minimum GPA of 3.0 to enroll or the most recently admitted cohort has an average GPA of 3.3 or better  
 AND  
 it requires either the submission of a typical graduate admissions test (like the GRE) or a rigorous audition that assesses the applicant's (1) classroom presence, (2) problem-solving and interpersonal skills, and (3) capacity to persevere in the pursuit of improved student outcomes.
- C** The program requires either a minimum GPA of 3.0 to enroll or the most recently admitted cohort has an average GPA of 3.3 or better  
 OR  
 it requires either the submission of a typical graduate admissions test (like the GRE) or a rigorous audition.
- F** The program does not meet any of the criteria above.



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