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## **Academic Requirements for Entry into Educator Preparation Programs Implementation Guidance for the 2018-19 Cohort Year**

### **Introduction**

Rhode Island values the use of multiple measures to determine applicant readiness to enter a teaching program. As outlined in the Rhode Island Standards for Educator Preparation, Rhode Island providers and programs use a variety of information—including but not limited to prior performance, professional dispositions and other traits, and academic potential—in their admissions processes. The Rhode Island Department of Education (RIDE) understands the importance of using multiple measures to inform candidate admission decisions and also acknowledges the critical importance of ensuring that candidates are ready to engage in collegiate-level coursework and will be able to engage Rhode Island students in a rigorous course of study.

RIDE has established basic skills requirements since 2009 but also recognizes that, in some cases, other measures may provide information about a candidate's potential to succeed in the program and as a teacher. For this reason, providers may submit conditional acceptance policies for approval.

The transition to the new version of the SAT, implementation of SAT as Rhode Island's high school assessment and the release of additional information regarding the Praxis Core prompted RIDE to re-visit its admissions requirements. RIDE updated the guidance for the 2018-19 cohort year in the following ways:

- Included Praxis Core as an assessment that is comparable to the SAT and ACT
- Established the college and career benchmark as the minimum SAT or ACT score that an undergraduate candidate may achieve in order to receive full admittance into a program
- Established the cohort average to reflect the 60<sup>th</sup> percentile of a national representative sample for the SAT and to reflect the 60<sup>th</sup> percentile of ACT test-takers
- Clarified graduate individual requirements

The following has not changed:

- Individual requirements for post-baccalaureate teaching programs
- Individual requirements for administrator and support professional programs

**Undergraduate Individual Requirements:**

- Individual undergraduate candidates must have at least a 2.75 undergraduate GPA.
- Individual undergraduate candidate performance on the SAT, ACT, or Praxis Core must meet or exceed these scores in order to gain **full admittance** into a program:

SAT (College and career readiness benchmark)		ACT (College and career readiness benchmark)			Praxis Core		
Evidence-Based Reading and Writing	Math	English	Reading	Math	Writing	Reading	Math
480	530	18	22	22	165	168	162

Providers may accept candidates who do not meet these requirements if they have an approved **conditional acceptance** policy.

**Undergraduate Cohort Average Requirements:**

- The cohort mean undergraduate GPA must meet or exceed 3.0.
- The average performance of the undergraduate cohort must meet or exceed these scores:

SAT (60 <sup>th</sup> percentile using nationally representative sample)		ACT (60 <sup>th</sup> percentile)			Praxis Core		
Evidence-Based Reading and Writing	Math	English	Reading	Math	Writing	Reading	Math
540	530	22	22	22	165	168	162

**Post-Baccalaureate Individual Requirements (including administrator and support professional programs)**

- Individual candidates must have at least a 3.0 undergraduate GPA or at least a 3.0 GPA in graduate coursework (at least 24 credits).

Providers may accept candidates who do not meet these requirements if they have an approved **conditional acceptance** policy.

### **Conditional Acceptance Requirements:**

Providers may establish conditional acceptance policies that allow candidates who do not meet the individual minimum admissions standards (i.e. college- and career-readiness benchmarks), provided that the following conditions are met:

- RIDE must review and approve conditional acceptance policies prior to implementation.
- Conditional acceptance policies must be based on clear, rigorous, evidence-based alternative criteria.
- Providers must track subsequent program performance of these candidates.
- Programs must provide differentiated supports to students as needed to ensure they have the basic content knowledge and skills needed to be an effective educator.

Providers should be thoughtful about how many candidates they offer conditional acceptance. If a large percentage of the accepted cohort received conditional acceptance, it may be difficult to provide the monitoring and differentiated supports required for these candidates. RIDE recommends that no more than 25 percent of the accepted cohort be admitted via conditional acceptance.

### **FREQUENTLY ASKED QUESTIONS**

#### **When may programs use the Core Academic Skills tests?**

The Core Academic Skills test may be used for the 2015-16 and 2016-17 admitted cohort since there is no prior threshold.

#### **What happens if the provider does not require the SAT or the ACT test?**

The tests will be required even if it is not a college requirement.

#### **May subtests from the SAT and ACT be mixed to determine if expectations are met?**

Yes. Providers may select applicant subtests from the SAT and ACT to demonstrate that expectations are met. Providers must clarify their calculations for periodic review and for PREP-RI.

#### **Can high school GPA be used to meet the requirements?**

No. The GPA must be a college-level GPA.

#### **How should the GPA requirement be addressed if the applicant's last college did not calculate GPA?**

The program should calculate the applicant's GPA using available information.

#### **How do programs handle concurrent college/university admissions and school of education admissions?**

The program may accept candidates into education programs but will have to meet these expectations to continue.