

A.3.2.3 Phase In Plan for A.3.2

Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.

EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.

We have followed New York State on the required grade point average for admission of teacher candidates of 3.0 since 2016, implementing a New York State requirement of the Graduate Record Examination (GRE) or edTPA for entry into an advanced programs that same year. There is a 15% leeway for the 3.0 GPA. The New York State Board of Regents issued a decision in December 2015 that applicants to graduate level programs “must have taken the GRE or a substantially equivalent admission examination.” In January 2017, the Board clarified that the GRE is not required for teachers and school administrators that are already certified and seeking advanced certification. Adelphi is complying with this state regulation through requiring the GRE or equivalent for students applying to enter a Master’s Program. Applicants to in-service Master’s program, who hold teaching certification and previously completed a Bachelor’s degree, may submit evidence of a successful edTPA exam in lieu of the GRE, a procedure adopted by SUNY schools.

The required cohort average of a 3.0 has been adhered to in parallel with the University requirements. The GRE has not had a minimum score here was no required score on that nationally-normed exam with the State’s requirement and we are therefore following CAEP’s guideline of the top 50 percent for incoming teacher candidates. [Table \(3.2.1 Candidate Admission GPA Data](#) offers the grade point averages and standardized test scores of incoming candidates into the EPP for 2015-2018. The test scores is broken down by subscores and percentiles nationally by subgroup.

Selectivity during Preparation

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

While we have developed and refined a dispositions assessment, as well as undertaken validation studies of it that are described in a [***Phase-in plan for Standards A.2.1***](#) and here with A.3.3—as recently as Fall 2018 in evaluating the class-based and field-based versions of the assessment--we are still researching its effectiveness in predicting candidate performance in the programs on other measures, including the Danielson Framework and the edTPA measures. More than this, we seek to use it as an effective tool for providing teacher candidates feedback about non-academic factors that we see as part of the core values of the EPP, described in Standard 1.1 for our initial programs.