

2.11 Is knowledgeable in literacy, math, and all content areas in which s/he is preparing to teach.

		Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
General Education Knowledge (2.11a)	<i>General Education/Liberal Arts & Sciences</i>	<p>Student is not developing knowledge appropriate for a beginning teacher in general knowledge, as evidenced by ANY of the following:</p> <p>1. Cumulative GPA $GPA < 2.60$</p> <p>2. (If MAPP scores are available) Overall scaled score below the average range (below the 25th percentile or 430) (Below this score is a good estimate of basic performance)</p>	<p>Student is developing knowledge appropriate for a beginning teacher in general knowledge, as evidenced by ALL of the following:</p> <p>1. Minimum 2.6 cumulative GPA = rating of 2.00 (rating of 2.0=2.6, 2.25 = 3.0, 2.5 = 3.25, 2.75 = 3.5, 2.9 = 4.0); If a student has not completed all content courses (general education and major), the student should not be given a rating of "proficient"</p> <p>2. (If MAPP scores are available) Overall score within the 25th to 75th percentile range (430 to 456); the 50th percentile is 441 -- MAPP scores above 441 should raise the "developing" rating above 2.0</p>	<p>Student has developed knowledge appropriate for a beginning teacher in general knowledge, as evidenced by If completion of all general education courses and ALL of the following:</p> <p>1. Completion of all courses in general education and a cumulative GPA of at least 2.6 (rating of 3.0=2.6, 3.25 = 3.0, 3.5 = 3.25, 3.75 = 3.5)</p> <p>2. (If MAPP scores are available) Overall score within the "average" percentile range for students (1 standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 426-464. MAPP scores above the mean of 441 should raise the "developing" rating above 3.0)</p>	<p>Student has developed exceptional knowledge appropriate for a beginning teacher in general education, as evidenced by a</p> <p>1. Completion of all courses in general education and a cumulative GPA of 3.75 OR higher</p> <p>2. (If MAPP scores are available) Overall score within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 464+</p>
		Mathematics	2.11b	<p>Student is not developing knowledge of mathematics appropriate for a beginning teacher, as evidenced by:</p> <p>1. Failure to complete mathematics requirement (Grade of "B" or better in MATH 109, 360, 361 or grade of "C" in 121, 124, 126, 224; students completing 2 with grades of "C" or better also meet the requirement (MATH 156 can be included as one of 2)</p>	<p>Student is developing knowledge of mathematics appropriate for a beginning teacher, as evidenced by:</p> <p>1. Completion of the math requirement for admission; GPA in math above the minimum requirement or completion of additional math courses would raise the rating; a rating of "3" or above requires completion of all math requirements for the program</p>

Math (cont.)	2.11b	2. (If available) significantly below avg. score on the math subscore of the MAPP (scores below 109 are below the 25th percentile)	(If available) MAPP score within the 25th to 75th percentile range (113 to 124); the 50th percentile is 114-- scores above 119 should raise the "developing" rating above 2.0	(If available) MAPP score in the "avg" percentile range for students (one standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 111-126; scores above the mean of 119 should raise the "developing" rating above 3.0	(If available) MAPP scores within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 126+
Literacy & Speaking (Writing, Critical Reading) 2.11c	Writing	<p>Student is not developing literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. Failure to complete general education composition courses required for graduation (2 at CSU-P) or grade below "C" in a required writing course 2. Ratings of writing of less than "2" on at least one faculty recommendation 3. Rating of below "2" for writing in the eportfolio due to consistent errors in any of the following: linguistic errors (syntactic, semantic), logic and/or organizational errors and/or conventional errors (spelling, capitalization, punctuation) 4. (If available) Below avg. MAPP score on the writing subarea (scores below 111 are below the 25th percentile) 	<p>Student is developing literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <p>Grades of "C" or better in general education composition courses required for graduation (2 at CSU-P)</p> <ol style="list-style-type: none"> 2. Ratings by faculty of "2" or better on all recommendations 3. Writing may include some inconsistent errors in any of the following due to linguistic errors (syntactic, semantic), logic and/or organizational errors and/or conventional errors (spelling, capitalization, punctuation) 4. (If available) MAPP score within the 25th to 75th percentile range (111 to 118); the 50th percentile is 114-- scores above 114 should raise the "developing" rating above 2.0 	<p>Student has developed literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. Grades of "C" or better in general education composition courses required for graduation (2 at CSU-P); higher grades could result in higher ratings 2. Avg. ratings by faculty of "3.0-3.4" or better on recommendations 3. Writing consistently is error free in all of the following areas: linguistic skills (syntactic, semantic), logic and/or organization and/or conventional skills (spelling, capitalization, punctuation) 4. (If available) MAPP score in the "avg" percentile range for students (one standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 110-119; scores above the mean of 114 should raise the "developing" rating above 3.0 	<p>Student has developed exceptional literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. Grades of "A" on general education composition courses required for graduation (2 at CSU-P) 2. Avg. ratings by faculty of "3.5" or better on recommendations 3. Rating of "4" on writing in the eportfolio based on consistency in skills AND ability to communicate meaning 3. (If available) MAPP scores within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 119+
	Reading	(If available) Significantly below avg. score on the reading subscore of the MAPP (scores below 113 are below the 25th percentile)	(If available) MAPP score within the 25th to 75th percentile range (113 to 124); the 50th percentile is 114-- scores above 119 should raise the "developing" rating above 2.0	(If available) MAPP score in the "avg" percentile range for students (1 standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 111-126. Scores above the mean of 119 should raise the "developing" rating above 3.0	(If available) MAPP scores within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 126+

Literacy (cont.)	<i>Speaking</i>	Failure to complete the speech requirement ("B" of better or "C" or passing score on oral proficiency) AND rating of below "2" for speaking on any faculty recommendation	Completion of the speech requirement ("B" of better or "C" and passing score on oral proficiency) AND avg rating in the "2" range on all faculty recommendations and no ratings below "2"	Completion of the speech requirement AND avg. rating in the "3" range on all faculty recommendations	Completion of the speech requirement AND avg. rating in the "4" range on all faculty recommendations
Content Area (2.11d)	<i>Admission to Ed</i>	Consensus of 3 faculty who rate the student's skills as below "developing" (below 2); i.e., more than one of the evaluations rates knowledge below "2"	Consensus of 3 faculty who rate the student's skills as "developing" (2 or above); i.e., more than one of the evaluations rates knowledge as "2" or above	Consensus of 3 faculty who rate the student's skills as "proficient" ("3" or above); i.e., more than one of the evaluations rates knowledge as "3" or above AND student meets all criteria for admission to student teaching	Consensus of 3 faculty who rate the student's skills as "proficient" ("3" or above); i.e., more than one of the evaluations rates knowledge as "3" or above AND student meets all criteria for admission to student teaching
	<i>Admission to Student Teaching</i>	<p>Student is not developing knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. GPA below 2.5 in courses in the major, and/or courses in the major with grades below 2.0 2. Failure to pass the licensure exam in the content area 3. Failure to receive the recommendation of the faculty in the major field for admission to student teaching based on content knowledge 	<p>Student is developing knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach (but has not completed all requirements), as evidenced by:</p> <p>GPA of at least 2.5 in courses in the major, and/or courses in the major with grades of 2.0; higher GPA in courses in the major should result in higher ratings</p>	<p>Student has developed knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by ALL of the following:</p> <ol style="list-style-type: none"> 1. GPA in the major of at least 2.5, and completion of all courses in the major field with a minimum grade of "C"; higher GPA or completion of honors in the major field would raise the rating 2. Passing score on the PLACE/PRAXIS II in appropriate content area(s) 3. Recommendation of the faculty in the major field for admission to student teaching based on content knowledge 	<p>Student has developed exceptional knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by:</p> <ol style="list-style-type: none"> 1. GPA in the major of 3.75 OR higher or completion of an honors program in the major field 2. PLACE/PRAXIS score that indicates superior performance (score on the PRAXIS outside the avg range) OR completion of an honors program in the major field 3. Recommendation of the faculty in the major field for admission to student teaching based on content knowledge

Operationalization/Criteria:

Guidelines for Admission to Education: *Student is developing knowledge appropriate for a beginning teacher .*

1. For 2.11a (general knowledge/liberal arts and sciences): check student's cumulative GPA (transcript) and MAPP scores (if available); if student is a senior or degree plus check long term plan to determine whether s/he has completed all content/gen ed courses. For transfer students, the entering GPA is calculated on all courses attempted in higher education. The student's GPA becomes the CSU-P cumulative GPA after the student has completed one semester (12 hours). Courses taken after admission at other institutions may be accepted for credit and for requirements, but not counted in the overall GPA.
2. For 2.11b (math): check student's GPA in math and completion of the math requirement for admission; check completion of math requirement for major to assess if student meets criteria for "proficient."
3. For 2.11c (literacy, speaking): check completion of literacy requirements (composition courses, speech course/proficiency), check GPAs for those courses, check MAPP scores (if available), check recommendations of faculty for writing and speaking, and rate portfolio writing.
4. For 2.11d (content area knowledge): review the recommendations of faculty for this item on the recommendation form and average those ratings. If a student is a senior or degree plus, you may check the requirements for admission to education (PLACE/PRAXIS scores, GPA in major) to determine proficiency.
5. Ratings below "developing" should result in written comments and recommendations for a support plan; noncompletion of course math, speech, and writing courses or completion with insufficient grades should result in failure to admit to education until these requirements are met.

Examples of Evidence: Transcripts, MAPP scores, recommendations by faculty, eportfolio writing samples

Guidelines for Admission to Student Teaching: *Student is proficient in all areas, completing all required courses (major, minor, and general education), passing the licensure exam in the content area, and gaining the recommendation of faculty in the content area and in education*

1. Transcripts, advising forms, GPA in major field and cumulative GPA, and licensure scores are all reviewed by faculty in the major area and education and summarized on the application for student teaching.
2. A rating of "3" is needed for faculty in education to recommend for student teaching, accomplished by motion and vote of the faculty after review of information.

Examples of Evidence: Transcripts, PLACE/PRAXIS scores, recommendations by faculty

Guidelines for Program Completion/Student Teaching:

This standard is met at admission to student teaching for preservice students and at admission to the TiR program for TiR teachers; however, performance on Standard 2.10 may cause the supervisor to revise the rating. The narrative for the Inventory should specify level of proficiency, e.g.: *He completed a 50 hour major in Art with a GPA of 3.8.*

Rationale:

Colorado Department of Education Content Standards (8.0/10.0 standards).

Darling-Hammond, L. (September-October 1989). Education teachers. *Journal of Teacher Education*, 30.

Nelson, B.S. (December 1992). Teachers' special knowledge. *Educational Researcher*, 32-33.

Shulman, L. (1986). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.

Shulman, L. (September-October 1992). Ways of seeing, ways of knowing, ways of teaching, ways of learning about teaching. *Journal of Curriculum Studies*, 393-396.

Wilson, S., Shulman, L., & Richert, A. (1987). 150 ways of knowing: Representations of knowledge in teaching. In J. Calderhead (Ed.), *Exploring teacher thinking* (pp. 104-124). London: Cassel.