ABSTRACT

        The primary directives considered in the
restructuring of the College of Education at the University of
Minnesota were: (1) the replacement of undergaduate teacher
preparation programs with graduate curricula; (2) a strengthened
liberal education and subject area specialization within the
baccalaureate degree; and (3) commitment to increased numbers of
minority candidates recruited into teaching. These elements were
further coalesced into a set of guidelines concerning
postbaccalaureate programs. These guidelines include: (1) students
admitted into the programs must have a completed baccalaureate degree
in an appropriate content area; (2) all students admitted must
satisfy minimum entrance requirements; (3) students should enter the
postbaccalaureate programs as members of a cohort, beginning
enrollment in the summer session prior to the regular academic years;
(4) students should devote the academic year to specific education
courses and clinical experiences in elementary and/or secondary
settings; (5) students should compete licensure requirements at the
end of the first summer session following the regular academic year;
and (6) students should not receive the master's degree at the
conclusion of the initial pre-service training program. Additional
coursework and applied classroom research should be required for the
M.Ed. program. This paper clarifies the rationale for use of specific
admissions procedures, discusses admission guidelines used for the
pilot programs, and describes student-related data collected in the
admissions process. (JD)

UNIVERSITY OF MINNESOTA

POSTBACCALAUREATE TEACHER CANDIDATE SELECTION:

An Admissions Perspective

by

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INTRODUCTION

The University of Minnesota College of Education began formal discussion about revision of its teacher licensure programs during the fall of 1985. A special subcommittee met bimonthly throughout the year to discuss issues related to teacher education. Through the efforts of that team, a pilot venture in pre-service teacher preparation took form.

By Fall of 1986, the College decided to formally revise its teacher education programs consistent with the agenda proposed by the Holmes Group. Primary directives considered in program restructuring were:

1. The replacement of undergraduate teacher preparation programs with graduate curricula;
2. A strengthened liberal education and subject area specialization within the baccalaureate degree;
3. Commitment to increased numbers of minority candidates recruited into teaching (Tomorrow's Teachers, 1986).

The above elements were further coalesced into a set of guidelines concerning postbaccalaureate programs. These guidelines included:

1. Students admitted into the programs must have a completed baccalaureate degree in an appropriate content area.
2. All students admitted must satisfy minimum entrance requirements.
3. Students should enter the postbaccalaureate programs as members of a cohort, beginning enrollment in the summer

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session prior to the regular academic year.
4. Students should devote the academic year to specific
education courses and clinical experiences in elementary
and/or secondary school settings.
5. Students should complete licensure requirements at the
end of the first summer session following the regular
academic year.
6. Students should not receive the master's degree at the
conclusion of the initial pre-service training program.
Additional coursework and applied classroom research
should be required (for completion of the M.Ed. program).

Pilot programs in postbaccalaureate teacher preparation were

implemented in social studies (SocSt) and second languages and

cultures (SLC) education beginning Summer 1987.

The foci of the remainder of this paper are: clarification

of the rationale for use of specific admissions procedure,

discussion of admission guidelines used for the pilot programs,

and description of student-related data collected in the

admissions process.

RATIONALE FOR ADMISSION PROCEDURES

Much of the Holmes Group effort for reshaping teacher

education falls under the rubric of "making teacher education

intellectually sound" (Tomorrow's Teachers, 1986, p. 5). However,

that same agenda has been criticized for its paucity of

definition in characterizing the pre-admission educational

experience, delineating admission criteria, and specifying

outcome goals for teacher education (Murray, 1986; Nussel, 1986;

Soder, 1986; Wallace, 1986). As a result, the College of

Education established as its outcome goal the preparation of

effective teachers as critically reflective practitioners based

on a prototype developed by Howey and Strom (1987).

The following are attributes of effective teachers as

defined by the College of Education:

1. Personal Characteristics
   a. Strong verbal and general abilities
   b. Reasoning ability
   c. Ability to deal with ambiguity
   d. Affinity for working with students
   e. Moral orientation that includes empathy,
      fairness, and respect for others
   f. Sense of personal efficacy
   g. Sense of commitment, mission, and excitement
   h. Ability to make on-the-spot decisions as well
      as long range planning skills
   i. Credibility because of experiential background

2. Basic Knowledge and Skills
   a. Well-grounded subject area knowledge
   b. Basic communication skills in oral, written
      and numerology
   c. Basic general education that shows evidence of
      a knowledge about people, cultures, and
      epistemology

3. Pedagogical Knowledge and Skills
   a. Principles and practices of teaching including
      a basic understanding of the knowledge base
      related to effective, humane teaching, effective
      schooling, and effective pedagogical skills
   b. Communication skills related to teaching such as
      effective oral presentation and an ability to
      establish reciprocal interpersonal relationships
   c. Basic understanding of the education-related
      research in the social and behavioral sciences
      with special emphasis on human development and
      ways of knowing
   d. Observational and interpretive skills needed to
      reflect on instruction
   e. Assessment of students including the development of
      instruments and the interpretation of the
      results for both personally developed
      instruments and standardized tests
   f. Assessment and instructional strategies to
      teach students from a diverse background and
      with special needs (Glenn, 1987).

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Using the critically reflective practitioner model, the Education Student Affairs Office (ESAO) developed a proposal explicating admission criteria for the postbaccalaureate teacher education program (Hersrud, 1986). The purposes of this proposal were: 1) providing an objective and consistent means of selecting candidates in competitive admissions programs; 2) including factors beyond scholastic aptitude and achievement in making admissions decisions; 3) developing a characteristic profile of students admitted into pilot programs; 4) establishing a knowledge base for students' exploration of personal and/or psychological characteristics which impact development as a career professional; 5) formulating a data base for determining the efficacy of these selected variables in predicting both program performance and, eventually, teaching success; and 6) determing the utility of these piloted procedures in establishing College-wide admissions policies.

The aforementioned purposes evolved from ESAO's attempt to determine how consonant admission criteria are with current conceptions of the teacher and teaching, and the personal qualities which it requires for success (Howey & Strom, 1987). These criteria, while recognizing that students will not display all attributes of the critically reflective practitioner at the time of admission, seek to go beyond the historical dimensions of selection policies and practices.

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ADMISSION GUIDELINES (See Appendix A for Admissions Guidelines)

Applicants to the pilot programs must have an earned baccalaureate degree which includes a major in the subject they intend to teach. Evidence of strong previous academic performance must be indicated through an overall grade point average (GPA) of at least 2.80 on a 4.00 scale; the minimum major GPA required is 3.00. Recognition of an applicant's improvement in academic performance is provided through the consideration of recent GPA when appropriate. Candidates should provide indication of ability to make consistent progress in their education through the attainment of a minimal .75 coefficient of successful course completion,

Basic proficiency in reading, writing, and mathematics is to be evidenced through the attainment of at least minimal scores on the Pre-Professional Skills Test. However, since the establishment of this criterion, the Minnesota State Legislature has prohibited the inclusion of the aforementioned test scores in admissions decision-making.

Aptitude for continued academic achievement is demonstrated by meeting minimum performance standards on the Miller Analogies Test (MAT). Due to the experimental nature of the postbaccalaureate programs, a "cut-off" score for the MAT is not yet established, but may be determined on the basis of data

collected through the use of these guidelines.

Verification of education-related experience is provided through submission of a work/volunteer experience summary and related references. The references indicate the types and amounts of education-related experience, and candidates' demonstration of personal attributes associated with effective and critically reflective teachers. Finally, all applicants must complete an admission referral interview which is structured around completion of a self-evaluative personal data form.*

All elements contained within the admissions guidelines are assigned specific point values. Resulting applicant profiles are used only to assist faculty/ESAO admissions committees in making final selections for inclusion in the postbaccalaureate program cohorts, and are not included in the discussion of data collected in this study.

PURPOSES OF THIS STUDY

The major purpose of this project is to provide a data base from which to conduct further inquiry on initiatives for research pertinent to emerging knowledge about the education of teachers. Results of the study are intended to advance the College of Education's understanding of its current admission criteria and

*Program-specific criteria for second languages and cultures education include demonstration of language proficiency and experience with the target language/culture.

procedures along three dimensions:

1) relationship to specified outcome goals
2) efficacy in assessing psychological characteristics pertinent to development as a teacher
3) appropriateness as measures and processes for candidate selection.

Data sources for the project consisted of official transcripts, standardized test results, self-evaluative personal data forms, demographic surveys developed by the Minnesota Higher Education Coordinating Board (MHECB) and the Minnesota Association of Colleges for Teacher Education (MACTE), admission referral interviews conducted by ESAO personnel, and work/volunteer experience summaries and related references (See Appendix B for sample data collection materials). Results were summarized for each student in the postbaccalaureate cadre. Findings were analyzed across programs as well as within programs and along gender lines.

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FINDINGS

STUDENT DEMOGRAPHICS

Twenty teacher candidates were admitted into the postbaccalaureate pilot programs for 1987-88. Nine students, six females and three males, were admitted to the SLC program. Eleven students, six females and five males, were admitted to the SocSt program. Gender balance in the total postbaccalaureate population is eleven females and nine males. Of the twenty

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INSERT TABLE 1-A ABOUT HERE

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students enrolled, the mean age is 28.9 years; SocSt candidates averaged 29.5 years and the SLC cohort 28.3 (TABLE I-A). There are three minority background students, making up 15% of the cohort (TABLE 1-B).

INSERT TABLE I-B ABOUT HERE

Analysis of cohort demographic data indicated that ninety percent of the student cadre graduated from public secondary schools; only two (10%) graduated from private, church-related

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institutions (TABLE I-C). This initial level of education wa

INSERT TABLE I-C ABOUT HERE

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completed in various community settings: 50% in suburban
communities, 30% in rural settings, and 20% attended school in
large urban communities (TABLE I-D).

INSERT TABLE I-D ABOUT HERE

The baccalaureate experience of 70% of these students
occurred at a major university (TABLE I-F) in a large urban
setting; 30% graduated from private, church-affiliated colleges
located either in large urban settings or rural communities
(TABLE I-E). Three students (15% of the population) hold
completed master's degrees.

Previous occupational training completed by members of the
cohort falls into four categories (TABLE I-G): managerial and
professional specialities (45%); technical, sales and
administrative support(25%); service occupations (25%); and
employment as an operator, fabricator, or laborer (05%).

INSERT TABLE I-G ABOUT HERE

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PARENTAL DEMOGRAPHICS

Information gathered on parental demographics revealed that fifty percent of the students' fathers terminated their formal education after completing high school; of the remaining half,

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INSERT TABLE II-A ABOUT HERE

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four fathers (20%) have earned baccalaureate degrees, while six (30%) hold postbaccalaureate degrees (TABLE II-A). Sixty percent of the candidates' fathers are employed in managerial or professional specialties (TABLE II-B). Other paternal occupations included technical, sales, and administrative support (1); service occupation (1); precision production, craft and repair (1); and farming, forestery, and fishing (3).

INSERT TABLE II-B ABOUT HERE

Completion of secondary school marked the educational attainment of 55% of the mothers; baccalaureate degrees were

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INSERT TABLE II-C ABOUT HERE

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earned by 30%, and 15% of the maternal parents hold postbaccalaureate degrees (TABLE II-C). Fourteen mothers (70%) are engaged in service occupations, the remaining 30% are

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employed in managerial or professional specialties (TABLE II-D).

INSERT TABLE II-D ABOUT HERE

CAREER SELECTION

In responding to question one on the Personal Data Form,
"What are your reasons for entering teaching?" (TABLE III-A),
students most frequently cited items related to the opportunity
for positive student impact as motivating factors in their
decision (45.3%). Included within this category of responses
were sharing knowledge (18.9%), productive interpersonal contact
with young people (11.3%), student development (07.55%), and
service to others (07.55%).

INSERT TABLE III-A ABOUT HERE

The second major group of motivations, personal attitudes
and beliefs, accounted for 41.5% of candidates' responses. In
this area, external influences of experience and other
individuals, assumptions about opportunities for self-
fulfillment, desire to remain in an academic environment, and
time compatibility served as the impetus for career selection.
Opportunity to utilize characteristics and behaviors such as
creativity and previous education were identified as factors in
the guiding force behind the remaining 13.2% of responses related

to career choice.

Ten students (50%) reported that no one influenced their decision to enter the teaching profession (TABLE III-B). Six students (30%) revealed that a former teacher had a major impact on their decision for wanting to be a teacher. The remaining four students (20%) indicated that they were influenced by a friend (3) or someone other than a relative (1).

INSERT TABLE III-B ABOUT HERE

Analysis of recency of students' decision to enter teaching data revealed that 40% of the students made their decision to enter teaching within the last 7-12 months (TABLE III-C). Four students (20%) decided to enter teaching 4-6 months prior to application to the post-baccalaureate programs. Of the remaining five students, recency of decision was spread over three time periods; 1-2 years ago (1), 2-3 years ago (3), and 4-5 years ago (1).

INSERT TABLE VIII-C ABOUT HERE

CAREER PROJECTIONS

In considering their futures in teaching 41.4% of the total cohort relied on their attitudes and beliefs to establish

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professional goals (TABLE IV-A). To them, "being the best teacher I can be" (34.5%) and returning a sense of pride to the profession (06.9%) were important. Achievement in areas of instructional activity (20.7%), student impact (17.2%), professionalism (03.4%), classroom administration (06.9%) defined other areas of career aspiration.

INSERT TABLE IV-A ABOUT HERE

Indication of a specific community setting in which they would like to teach is scattered among five categories: six students (30%) expressed no preference, six (30%) selected urban communities; six (30%) indicated a preference for suburban environments, and two (10%) chose rural locations (TABLE IV-B).

INSERT TABLE IV-B ABOUT HERE

Fifty-five percent of the cohort expressed an additional preference for teaching in a public school; 30% indicated no preference for type of school; 10% chose private; non-church related institutions; and 05% indicated a desire to teach in a private, church related setting (TABLE IV-C). Three to five years was the most frequent response to projected length of time

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INSERT TABLE IV-C ABOUT HERE

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students want to teach in any one major field (30%), followed by six to ten years duration (25%); the remaining 45% scattered across eleven to twenty year projections for teaching in one subject area (TABLE IV-D).

INSERT TABLE IV-D ABOUT HERE

Perceived rewards of teaching indicated by candidates fell into three major categories (TABLE IV-E): attitudes and beliefs (25.5%), student impact (57.5%) and, characteristics and

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ENTER TABLE IV-E ABOUT HERE

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behaviors (17%). Predominant concerns about teaching were related to applicants' own attitudes and beliefs (24.0%), classroom administration (20.9%), and carrying out instructional activity (16.%).

INSERT TABLE IV-F ABOUT HERE

IMAGES OF SELF AND TEACHING

Candidates' evaluations of their own personal strengths were highest in the area of characteristics and behaviors (68.2%).

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Within this broad category were included patience, human

relations skills, supportiveness, and understanding (TABLE V-A).

Other personal strengths identified included attitudes and

beliefs (16.7%), communication (13.6%), and instructional

activity (01.5%).

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INSERT TABLE V-A ABOUT HERE

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Personal characteristics and behaviors (42.3) were perceived

as the personal area that needed the most strengthening.

Responses in this category related to critically reflective

teaching included empathy, human relations, creativity,

adaptability, and decision making (TABLE V-B). Other perceived

areas that needed strengthening were classroom administration

(15.4), attitudes and beliefs (07.7%), content mastery (07.7%),

communication (05.1%), and student impact (05.1%)

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INSERT TABLE V-B ABOUT HERE

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Postbaccalaureate students' perceptions of the

characteristics of good teachers were predominated by personal

attributes (64.6%) such as empathy, patience, supportiveness,

sense of humor, honesty, respect for students, creativity,

openness, and interest in students (TABLE V-C). Of less primacy

in applicants' images of good teachers were the categories of

basic knowledge and skills (19%) and pedagogical knowledge and

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skills (16.4%).

INSERT TABLE V-C ABOUT HERE

ACADEMIC ACHIEVEMENT CHARACTERISTICS

The mean overall GPA for the twenty students admitted to the postbaccalaureate programs was 3.35 (TABLE VI). The nine SLC candidates had a mean overall GPA of 3.23 at admission, while the mean GPA for the eleven SocSt applicants was 3.44. Overall GPA's for the entire student cohort ranged from a low of 2.84 to a high of 3.94.

INSERT TABLE VI ABOUT HERE

A major area GPA was calculated for nineteen of the twenty applicants admitted; one student, a SLC candidate majoring in English as a Second Language, did not require a major GPA. The mean major GPA for the nineteen students was 3.49; by program area the mean major GPA's for SLC and SocSt were 3.36 and 3.59 respectively. Major GPA's across the entire postbaccalaureate population ranged from a low of 2.94 to a high of 4.00.

The mean completion coefficient (CC) for enrollees from the combined programs was .96; this same .96 CC was achieved by students in both SLC and SocSt. Completion coefficients indicate

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the rate at which students have sucessfully completed, with a grade of D or better, all coursework for which they have previously registered. The CC is negatively affected by N, W, I, or F grades.

APTITUDE CHARACTERISTICS

Results from the Miller's Analogies Test (MAT) revealed that 57.6 was the mean raw score earned by the 1987-88 student cadre. SLC students had a mean raw score of 56.88, while SocSt students recorded a 58.18 mean raw score (TABLE VII).

INSERT TABLE VII ABOUT HERE

EDUCATION-RELATED EXPERIENCE   (See Appendix C)

Work Experience Summary

Candidates were asked to provide evidence of hours worked or volunteered in a classroom or education-related setting. The Work Experience Summary requested categorized responses as follows:

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Category A: Employment in Classroom
Category B: Volunteer in Classroom
Category C: Employment in Education-Related Area
Category D: Volunteer in Education-Related Area
Category E: Work in Any Occupation.
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Canadidates listed in chronological order their three most recent employment and/or volunteer experiences in each of the five categories. Applicants were not expected to have experience in each category. Employment experiences were those for which the student was paid, and volunteer experiences were those experiences in which the candidate's time was donated without financial renumeration. All experiencs within Categories A, B, C, and D included direct student/youth experience. Other types of experiences were assigned to Category E.

Nineteen of the twenty postbaccalaureate candidates (95%) submitted documentation of education-related experience; one social studies applicant did not provide such information. Three students (15.8%), two in SLC and one in SocSt, reported experiences in all five categories. Two applicants (10.5%), both SocSt majors, indicated no work or volunteer experience in a classroom or education-related setting. One SocSt student (05%) reported no prior work/volunteer experience in any category. In four of the five categories (A, B, D, and E) SLC candidates averaged more employment and/or volunteer hours than did SocSt applicants. In Category C, one SocSt student accumulated over 19,000 employment hours in an education-related setting, which accounted for SocSt applicants' higher average hours in this category.

It may be hypothesized that the discrepancy in employment/volunteer hours between SLC and SocSt applicants is linked to admission criteria. SLC students are specifically

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asked to: 1) describe any contact they may have had with their
target culture, and 2) demonstrate proficiency in their major
language. This information is part of the SLC candidate's
admission profile and impacts their admission decision. As a
result, when employment/volunteer experiences were analyzed for
Categories A-D, the percentage of SLC candidates with experience
in each category exceeded that accumulated by SocSt applicants
(Figure 1).

Figure 1

Work/Volunteer	SLC		SS	
Experience Category	%	N	%	N
Category A	78	7	30	3
Category B	78	7	40	4
Category C	67	6	50	5
Category D	89	8	50	5

Work Experience Reference

Verification of applicants' education-related
work/volunteer experience was obtained through use of the Work
Experience Reference, a pencil and paper questionnaire which
summarizes supervisors' perceptions of pre-service candidates'
experiences in classroom or education-related sett js. These
references are comprised of two major sections, each divided into
sub-sections. Section one, a twenty-eight item work experience

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summary indicated the types and amounts of experiences accumulated: involvement in instruction-related activity (5 items); opportunity for interaction (6 items); participation in observation (5 items); use of instructional technology (4 items); involvement in instructional activity (9 items, 4 related to group size and 5 related to applicants' level of responsibility). Section two, and eighteen item attribute summary, demonstrated the consistency with which traits basic to reflective teaching were displayed by candidates: communication/thinking skills (6 items); interaction skills (6 items); and personal characteristics (6 items). A five-point Likert scale was used for responses: 1=never; 2=rarely; 3=occasionally; 4=fairly often; 5=frequently; 0=not observed. An overall reference score was determined, and subscores were calculated for both sections of the reference questionnaire.

Results of the questionnaire were available for seventeen of the twenty members of the postbaccalaureate cohort. Within the SocSt program one member has not yet submitted references, and another two students had no classroom or education-related experience from which references could be obtained.

Within the work experience summary, the highest rated category was involvement in instructional activity (TABLE IX-A). The mean response of 2.74 (N=19) indicated that teacher candidates were at least "occasionally" involved in planning, carrying out and evaluating instruction. Eight of the individuals for whom references were available had engaged in

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instructional activities "rarely" or "occasionally" (2.68 mean).
Student/client groups interacted with in the course of these
activities ranged in size from one through fifteen.

The lowest rated area in the work experience summary was use
of instructional technology (video, xerox, computer, projector),
which had a mean rating of .84, "never" having been used. Seven
of eight SocSt applicants had opportunity to gain such
experience, in contrast to only one SLC candidate having that
same opportunity.

More intermediate ratings were accorded involvement in
instruction-related activity (1.92 mean), opportunity for
interaction (2.11 mean), and participation in observation (1.68
mean). Of these ratings only the opportunity for interaction
falls between "rarely" and "occasionally"; the other two means
are between "never" and "rarely".

INSERT TABLE IX-A ABOUT HERE

Analysis of attribute summary responses showed that
supervisors' perceptions of the frequency of pre-service teacher
candidates' demonstration of reflective teaching characteristics
were uniformly high, ranking between "fairly often" and
"frequently" (TABLE IX-B). Using a five point scale, mean
ratings for communication/thinking skills, interaction skills,
and personal characteristics were 4.21, 4.26, and 4.37
respectively.

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              INSERT TABLE IX-B ABOUT HERE

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SUMMARY

This paper has identified and examined admission criteria
used in the selection of candidates to piloted postbaccalaureate
teacher preparation programs. In the process an embryonic data
base, descriptive in nature, has been established. As was
previously stated, formal interpretation should be withheld until
the data base can be expanded. Within ESAO's continued response
to the College of Education iniative for the development of
postbaccalaureate teacher education are several imperatives for
continued research.   In the near future it is envisioned that
the data base will be expanded in two ways: 1) collection and
analysis of cumulative data gathered from succeeding
postbaccalaureate cohorts, and 2) incorporation of data gathered
from formal procedures used to identify personal/psychological
characteristics of applicants.

It has been stressed that teacher candidate selection and
evaluation must be reflective of both outcome goals of the
program and the complex developmental process of becoming a
teacher (Applegate, 1987; Davis & Zaret, 1984). In taking a
goal-related and developmental perspective, admissions criteria
must incorporate both gate-keeping and diagnostic functions.

More rigorous academic achievement standards for admission into
postbaccalaureate teacher education allow formulation of a new
set of questions relevant to effective teacher education. These
questions include, but are not limited to:

What student variables are salient to the admissions
decision?

What student variables impact development as a teacher?

What is the relationship between admissions criteria
and outcome goals specified by the College of Education?

How does this data base correlate with the existing
body of knowledge conceptualizing reflective teaching?

What is the efficacy of a diagnostic assessment center
which will inform students' exploration of themselves as
emerging professionals?

Knowledge of admission variables' relationship to development as
a career professional can generate a more complete vision of
teacher education, impacting not only admissions, but
corresponding programmatic and evaluative considerations.

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APPENDIX A

Admission Guidelines
for the
Postbaccalaureate Programs

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PILOT VERSION
ADMISSION GUIDELINES
1987-1988

POST-BACCALAUREATE PROGRAM
FOR TEACHER EDUCATION

IN
SOCIAL STUDIES
AND
SECOND LANGUAGES AND CULTURES

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March, 1987

INTRODUCTION

Rationale for the use of an algorithm for evaluation of applications for admission to the various teacher certification programs is based on five elements:

1) objective and consistent evaluation of applications,
2) support of difficult decisions in competitive admission programs,
3) inclusion of factors other than academic achievement and aptitide in making admission decisions, and
4) diagnostic screening of applications in relation to the attributes of teachers as <u>reflective practitioners</u> as defined by the College of Education Development Team.
5) collection of data on pre-service student variables which may moderate desired outcomes of teacher education.

The admissions process begins with applicants' requests for information describing the post-baccalaureate pilot programs for teacher education in social studies and second languages and cultures. Education Student Affairs Office (ESAO) personnel respond by forwarding the materials identified as PBA forms #1-2, which are found in the Appendix to these Admission Guidelines.

Once an application is received by ESAO, prospective students are required to complete the admissions procedures described in PBA forms #11-15. Data gathered from the application and the follow-up admissions process is summarized on the Admission Profile (PBA #18-19) for each program. The basis for that summarization is found in the following admissions criteria and their related rating scales.

+++ COLLEGE-WIDE CRITERIA +++

ACADEMIC ACHIEVEMENT FACTORS

1) OVERALL GPA   The College has established a 2.80 overall GPA in previous undergraduate study as a baseline criteria for admission; individuals not meeting this criteria will not be considered as part of the applicant pool.

Points	GPA Range	Points	GPA Range
30	3.97-4.00	15	3.37-3.40
29	3.93-3.96	14	3.33-3.36
28	3.89-3.92	13	3.29-3.32
27	3.85-3.88	12	3.25-3.28
26	3.81-3.84	11	3.21-3.24
25	3.77-3.80	10	3.17-3.20
24	3.73-3.76	9	3.13-3.16
23	3.64-3.72	8	3.09-3.12
22	3.65-3.68	7	3.05-3.08
21	3.61-3.64	6	3.01-3.04
20	3.57-3.60	5	2.97-3.00
19	3.53-3.56	4	2.93-2.96
18	3.49-3.52	3	2.89-2.92
17	3.45-3.48	2	2.85-2.88
16	3.41-3.44	1	2.80-2.84

.04 GPA range for points 2-20, .05 GPA range for point 1; established to make scaling as equal as posssible for GPA's calculated to hundreths of a point.

2) __MAJOR GPA__

Points	GPA Range	Points	GPA Range
30	3.98-4.00	15	3.53-3.55
29	3.95-3.97	14	3.49-3.52
28	3.92-3.94	13	3.46-3.49
27	3.89-3.91	12	3.42-3.45
26	3.86-3.88	11	3.34-3.42
25	3.83-3.85	10	3.35-3.38
24	3.80-3.82	9	3.31-3.34
23	3.77-3.79	8	3.28-3.31
22	3.74-3.76	7	3.24-3.27
21	3.71-3.73	6	3.20-3.23
20	3.68-3.70	5	3.16-3.19
19	3.65-3.67	4	3.12-3.15
18	3.62-3.64	3	3.08-3.11
17	3.59-3.61	2	3.04-3.07
16	3.56-3.58	1	3.00-3.03

.04 GPA range for 1-14, .03 GPA range for 15-30 established to make scaling as equal as possible for GPA's calculated to hundreths of a point. (Specific content for the various social science majors is indicated on the Social Studies Major GPA Worksheet, PBA #4-10.)

3) __RECENT GPA__ The intent of this scale is to give objective recognition of improvements in academic performance; it will also reflect the opposite. Recent GPA includes the last 30 quarter credits of grades, which must have been earned within the past two academic years, and is triggered when a student has "stopped out" of school for at least 3 years and then returns.

Points	GPA Range	Points	GPA Range
10	3.89-4.00	5	3.29-3.40
9	3.77-3.88	4	3.17-3.28
8	3.65-3.76	3	3.05-3.16
7	3.53-3.64	2	2.93-3.05
6	3.41-3.52	1	2.80-2.92

.12 GPA range for points 3-10, .13 GPA range for points 1-2; established to make scaling as equal as possible on GPA's calculated to a hundredth of a point.

4) COMPLETION COEFFICIENT (CC)

This is the rate at which students are successfully completing, with a grade of D or better, all coursework for which they have registered. The CC is affected by W, I, N, or F grades. Rationale for inclusion of the CC in evaluation of applications is to provide a "check" for student progress, and to compensate for the tendency of some students to withdraw from or fail to complete courses in which they anticipate receiving a grade which will lower their GPA. The minimum rate of course completion accepted by the College is .75; if the CC is below this level applicants will not be admitted.

Points	CC Range	Points	CC Range
10	.99-1.00	5	.87-.89
9	.97- .98	4	.84-.86
8	.95- .96	3	.81-.83
7	.93- .94	2	.78-.80
6	.90- .92	1	.75-.77

.02 CC range for points 7-10, .03 CC range for points 1-6; established to make scaling as equal as possible for CC's calculated to a hundredth of a point.

PROFICIENCY FACTORS

5) PRE-PROFESSIONAL SKILLS TEST (PPST)

1985 legislation required the Minesota Board of Teaching to assess reading, writing, and mathematical skills for persons applying for initial licensure. The College of Education requires applicants to complete the PPST as part of the admissions process. Scoring is based on the assumption that individuals with a completed baccalaureate degree should be able to obtain the minimum passing scores established by the Minnesota Board of Teaching.

Points	PPST Score
0	Minimum score or above in all three areas
	173 reading
	172 writing
	169 mathematics
-5	minimum score in two areas
-10	minimum score in one area
-15	minimum score in no area

APTITUDE FACTORS

6) **MILLER ANALOGIES TEST (MAT), Graduate Form**

Points	Raw Score Range	Percentile Range
20	81-100	90-99
15	71-80	75-89
10	58-70	49-74
5	46-57	24-48
0	0-45	1-23

This scoring format was developed in consultation with Dr. Robert Schreiner, Director of Graduate Studies for Curriculum and Instruction, and Sharon Strom, Institutional Research Office. Testing Referrals are made to University Counseling Services using for PBA #2.

EDUCATION-RELATED EXPERIENCE FACTORS

7) **WORK/VOLUNTEER EXPERIENCE SUMMARY**

Work and/or volunteer experience should be obtained in a school or related facility that provides the applicant an opportunity to evaluate his or her potential for working with children or adolescents in classroom settings. Examples of appropriate experiences are: classroom aide, tutor, Scout leader, day care aide, coach, recreation leader, Sunday School teacher. Education-related experience is reported on form PBA #13. Total work experience points calculated on that form are converted for use in the Admissions Profile according to the table below. The applicant is allowed a maximum of 20 points for work or volunteer experience or combined work and volunteer experience.

Points	Experience Hour Conversion Range
20	61-69
15	46-60
10	31-45
5	16-30
0	1-15

8) WORK/VOLUNTEER EXPERIENCE REFERENCES

Two Likert-scaled references submitted by applicants' work/volunteer supervisors provide two kinds of information. The first indicates specific kinds of education-related experience obtained in the work/volunteer setting. The second kind of information is related to attributes characteristic of the critically reflective practitioner. Applicants are provided with Work Experience Reference forms (PBA #15) and explanatory cover letters (PBA #14) to forward to work/volunteer supervisors.

Points	Reference Score Range	Points	Reference Score Range
20	438-460	10	208-230
19	415-437	9	185-207
18	392-414	8	162-184
17	369-391	7	139-161
16	346-368	6	116-138
15	323-345	5	43-115
14	300-322	4	70-92
13	277-299	3	47-69
12	254-276	2	24-46
11	231-253	1	1-23

23 point reference score range for each scale level 1-20.

+++ PROGRAM-SPECIFIC FACTORS +++ (Maximum 20 points)
SECOND LANGUAGES AND CULTURES

9) MODERN LANGUAGE ASSOCIATION (MLA) PROFICIENCY

Applicants for the various second language majors <u>are not</u> eligible for admission unless they earn passing scores in the MLA Proficiency Examinations for listening, speaking, and reading skills in the target language. Persons applying for Minnesota teching licensure in a second language amust have obtained MLA Proficiency scores of either good or superior.

10) **TARGET CULTURE CONTRACT**

The basis for measurement of target culture contact is found
in question three of the Personal Data Form, Second Languages and
Cultures Post-Baccalaureate Program for Teacher Education (PBA
#17) . "Describe specifically any contact you may have had with
speakers of the target language (for ESL teachers, any contact
with non-native speakers of English). Include opportunities both
in the U.S. and abroad. Be specific about varieties of contact;
including formal/informal and education-related/non-education
related, and all applicable activities. Please state not only
the type of experience but also its duration, intensity, and when
and where it took place. For example, working as a tutor for
junior high Hispanic students (type) for three months (duration),
two hours a week (intensity) at Chula Vista Junior High (where)
in 1984 (when)."

Points

20	1 year residency or 1 academic year of study
15	6 months residency or 1 semester of study
10	Summer or 3 months travel, residence, or study, or 1 quarter of study
5	Anything less

+++PROCESS REQUIREMENTS+++

These requirements are not awarded point values in the
admissions profile, but are ESAO requirements for completion of
the admissions process. Both the Personal Data Form (PBA #16 &
17), and the Admissions Referral Interview provide information
about the applicants' motivations for selecting teaching as a
career, their images of what today's classrooms are like, what
they view as personally rewarding or frustrating in teaching, and
how they define "good teachers". Within the process, applicants
are also asked to to self-evaluate their personal strengths and
weaknesses. Future analysis of this data will provide an initial
answer to the question of its efficacy in predicting program and
teaching success and survival.
Points accumulated for each admission criteria are
summarized on the Admission Profile (social studies, PBA #18;
second languages and cultures, PBA #19). Completed Profiles
serve as an objective basis for rank-ordering applicants
according to the total points each has earned. Based on this
ranking, final admissions decisions are made by a committee
comprised of program faculty and an ESAO representative.
While the scale provides a quantitative support for decision-
making, it does not eliminate the need for accurate professional
judgement in the admissions process. Issues raised in the
evaluation of an applicant's file may result in a faculty

interview requesting explanation of low rates of course completion, the content of the personal data statement, or specific behaviors or attitudes displayed during the admissions referral interview.

Forms PBA #20-25 are used to process admission decisions and communicate results of those decisions to individual applicants.

APPENDIX B

Sample Data Collection Materials

EDUCATION STUDENT AFFAIRS

PERSONAL DATA FORM
SOCIAL STUDIES POST-BACCALAUREATE
TEACHER EDUCATION PROGRAM

NAME _____ DATE _____

Please confine your answers to the space provided. RETURN completed form to: Rene' Hersrud, ESAO, 1425 University Avenue S.E., Minneapolis, MN 55414 ON OR BEFORE MAY 22, 1987. IF YOU HAVE ALREADY COMPLETED AN ADMISSIONS INTERVIEW PLEASE ANSWER ONLY QUESTIONS 3 AND 4.

1. What are your reasons for choosing teaching as a career?

2. Describe your reasons for choosing to teach social studies.

3. Briefly describe any steps you have taken to prepare yourself for teaching.

4. What will you like best about teaching?

Communications/Recruitment
Admissions (Undergraduate, M.Ed., Adult Special)
Registration/Student Progress
Student Organizations
Placement

Education Student Affairs Office
College of Education
University of Minnesota
1425 University Avenue SE
Minneapolis, Minnesota 55414

5. What will you like least?

6. State your long and short-term professional goals.

7. What do you see as your greatest personal strengths?

8. What areas within yourself would you like to strengthen?

9. What do you think are the characteristics of a good teacher?

EDUCATION STUDENT AFFAIRS

Pilot version
PBA #17
rh 3/87

PERSONAL DATA FORM
SECOND LANGUAGES AND CULTURES
POST-BACCALAUREATE TEACHER EDUCATION PROGRAM

NAME _____ DATE _____

Please confine your answers to the space provided. RETURN completed form to: Rene' Hersrud, ESAO, 1425 University Avenue S.E., Minneapolis, MN 55414 ON OR BEFORE MAY 22, 1987. IF YOU HAVE ALREADY COMPLETED AN ADMISSIONS INTERVIEW PLEASE ANSWER ONLY QUESTIONS 3 AND 4.

1. What are your reasons for choosing teaching as a career?

2. Briefly describe any steps you have taken to prepare yourself for teaching.

*3. Describe specifically any contact you may have had with speakers of the target language (for ESL teachers, any contact with non-native speakers of English). Include opportunities both in the U.S. and abroad. Be specific about varieties of contact; including formal/informal and education-related/non-education related, and all applicable activities. Please state not only the type of experience but also its duration, intensity, and when and where it took place. For example, working as a tutor for junior high Hispanic students (type) for three months (duration), two hours a week (intensity) at Chula Vista Junior High (where) in 1984 (when).

*4   Describe your reasons for choosing the specific second language you wish to teach.

5. What will you like best about teaching?

6. What will you like least?

7. State your long and short-term professional goals.

8. What do you see as your greatest personal strengths?

9. What areas within yourself would you like to strengthen?

10. What do you think are the characteristics of a good teacher?

EDUCATION STUDENT AFFAIRS

Work Experience Summary
Post-baccalaureate Admission

Name _____   Date _____

Major _____

Using the form below, list in chronological order your three most recent work/volunteer experiences in each of the categories indicated. Applicants are not expected to have experience in each category.

You will be asked about two types of experiences. By _employment experience_, we mean work for which you received pay. _Volunteer experience_ includes those activities in which you donated time without financial compensation.

All experiences in categories A,B,C, and D should include direct student/youth contact. Other types of experience belong in Category E. Each work/volunteer experience is to be listed in one category only.

For current work/volunteer experiences project the total number of hours you will be working/volunteering through June 1 of this year.

Place of Employment/ Volunteer Experience	From Mo/Yr	To Mo/Yr	Hours Per/Wk	Total Hours	Age of Student	Your Duties
Category A: Employment in classroom (tutoring, aide, etc.)						
Category B: Volunteer in classroom (WISE, tutoring, etc.)						
Category C: Employment in education-related area (playground supervision, coaching, park and recreation, summer camps, etc.)						
Category D: Volunteer in education-related area (Sunday School, museum guide, etc.)						
Category E: Work in any occupation (babysitting, sales, etc.)						

Proceed to next page to determine the point value of your employment and/or volunteer experience.

Communications/Recruitment
Admissions (Undergraduate, M.Ed., Adult Special)
Registration/Student Progress
Student Organizations
Placement

Education Student Affairs Office
College of Education
University of Minnesota
1425 University Avenue SE
Minneapolis, Minnesota 55414

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Guidelines for Converting Work Experience Hours to Point Values

1. Determine the total number of hours worked for each category on the preceding page and list the totals below:

        Category A _____   Category D _____

        Category B _____   Category E _____

        Category C _____

2. Convert the total hours listed in each category above to point values using the table below:

Employment/Volunteer Experience Hours Conversion Table

Hours Employed/Volunteered	Categories					
	A	B	C	D	E	
10-80	2	2	2	1	0	Basic Points
81-200	4	3	3	2	1	
201-449	6	5	5	4	2	
450-699	8	7	7	6	3	
700-960	10	9	9	8	5	
961-1919	5	4	3	2	0	Bonus Points
1920-2880	10	8	6	4	0	

3. List the points earned in item two in the summary below. If your employment or volunteer experience in any category (item one) is 961 hours or more, add the number of bonus points indicated for that category. For example if you earned 1000 hours in category C you are entitled to 9 basic points plus 3 bonus points for a total of 12 points. A maximum number of bonus points is allowed for each category.

Work Experience Point Summary

Category	Basic Points	Bonus Points	Total Points
A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____
E	_____	_____	_____

TOTAL WORK EXPERIENCE POINTS   _____

EDUCATION STUDENT AFFAIRS

Work Experience Reference
Post-Baccalaureate Admission

Pilot version
PBA #15
rh 3/87

<u>APPLICANT</u>: Please complete the following lines and deliver this form to a person who has supervised you on a work or volunteer experience as described in categories A through E on the accompanying Work Experience Summary. Please provide your supervisor with a stamped envelope addressed to: Admissions Clerk, 1425 University Avenue S.E., Mpls., MN 55414.

Applicant's Name (Please print or type)_____

Position Held in This Situation_____

To insure the confidentiality of this letter, I waive my rights to inspect it. However, I understand that I may refuse to waive these rights without prejudice to my application.

_____ I waive my rights.   _____ I do not waive my rights.

Signature_____

<u>SUPERVISOR</u>: This reference form is made up of two sections, a Work Experience Summary and an Attribute Summary. Instructions for completing each section are provided at the beginning of that section. Please circle the number that best reflects your perception of the applicants work experience and personal attributes while s/he was working for you. The number <u>1</u> represents the lowest rating and the number <u>5</u> represents the highest rating. If you have not had the opportunity to observe a particular activity or characteristic please circle 0 (not observed).

<u>WORK EXPERIENCE SUMMARY</u>: Please rate the applicant on the basis of how frequently s/he was engaged in each activity. Ratings range from 0 to 5: 0 = not observed, 1 = never, 2 = rarely, 3 = occasionally, 4 = fairly often, 5 = frequently

Involvement in Instruction-Related Activity

How Often Were These Activities Performed

_____ Prepared teaching materials   0 1 2 3 4 5

_____ Checked papers   0 1 2 3 4 5

_____ Monitored lunchroom, playground, study hall   0 1 2 3 4 5

_____ Supervised extra-curricular activity   0 1 2 3 4 5

_____ Participated in lesson planning   0 1 2 3 4 5

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Opportunity for Interaction

_____ Teachers   0 1 2 3 4 5

_____ Staff   0 1 2 3 4 5

_____ Parents   0 1 2 3 4 5

_____ Administration/Board   0 1 2 3 4 5

_____ Community Representatives   0 1 2 3 4 5

_____ Students   0 1 2 3 4 5

Participation in Observation

_____ Classroom routine, procedures   0 1 2 3 4 5

_____ Case conferences/staffing   0 1 2 3 4 5

_____ Parent conferences   0 1 2 3 4 5

_____ Teacher behaviors   0 1 2 3 4 5

_____ Student behaviors   0 1 2 3 4 5

Use of Instructional Technology

_____ Video   0 1 2 3 4 5

_____ Xerox   0 1 2 3 4 5

_____ Computer   0 1 2 3 4 5

_____ Projector   0 1 2 3 4 5

Involvement in Instructional Activity

Group Size

_____ One on one   0 1 2 3 4 5

_____ 5 or fewer   0 1 2 3 4 5

_____ 6 to 15   0 1 2 3 4 5

_____ Full class   0 1 2 3 4 5

Level of Responsibility	How Often Were These Activities Performed
_____ Assisted in pre-planned activity	0 1 2 3 4 5
_____ Carried out pre-planned activity	0 1 2 3 4 5
_____ Planned and implemented activity	0 1 2 3 4 5
_____ Evaluated activity	0 1 2 3 4 5

Comments:

ATTRIBUTE SUMMARY: Please rate the applicant on the basis of the consistency with which s/he displayed each of the following attributes considered important to effective and humane teaching. Ratings range from 0 to 5: 0 = not observed, 1 = never, 2 = rarely, 3 = occasionally, 4 = fairly often, 5 = frequently.

Communication/Thinking Skills	Frequency of Attributes Displayed
_____ Can organize ideas, plans	0 1 2 3 4 5
_____ Can see alternatives	0 1 2 3 4 5
_____ Can make decisions	0 1 2 3 4 5
_____ Can see underlying principles/rationale for activities	0 1 2 3 4 5
_____ Can correct own spelling, sentence structure in written communication	0 1 2 3 4 5
_____ Can verbally express ideas with clarity and precision	0 1 2 3 4 5

Interaction Skills

_____ Has ability to take perspective, see things from another point of view	0 1 2 3 4 5
_____ Can listen to another's ideas/feeling	0 1 2 3 4 5
_____ Likes working with people	0 1 2 3 4 5
_____ Establishes rapport, "reaches" others	0 1 2 3 4 5

	Frequency Of Attributes Displayed
_____ Shows fairness, respect, empathy	0 1 2 3 4 5
_____ Manages groups successfully	0 1 2 3 4 5

Personal Characteristics

_____ Is reliable	0 1 2 3 4 5
_____ Is self-motivated, committed	0 1 2 3 4 5
_____ Can evaluate own behavior, performance	0 1 2 3 4 5
_____ Can accept responsibility for own actions	0 1 2 3 4 5
_____ Has a positive image of self	0 1 2 3 4 5
_____ Is flexible	0 1 2 3 4 5

Comments:

_____

For Education Student Affairs Office use only.

Work Experience Points Subtotal _____

Attribute Points Subtotal _____

TOTAL Work Experience Reference Points _____

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APPENDIX C

Frequency Distributions
of
Data Collected

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TABLE I-A
FREQUENCY DISTRIBUTION
OF AGE
BY PROGRAM AND GENDER

Age	SLC		SocSt		Total	
	M	F	M	F	M	F
20-22	0	0	0	0	0	0
23-25	2	3	3	0	5	3
26-30	0	2	1	2	1	4
31-40	1	0	1	3	2	3
40+	0	1	0	1	0	2
Subtotal	3	6	5	6	8	12
Total	9		11		20	

TABLE I-B
FREQUENCY DISTRIBUTION
OF RACE/ETHNIC GROUP
BY PROGRAM AND GENDER

Race/Ethnic Group	SLC		SocSt			Total	
	M	F	M	F		M	F
Asian	0	0	1	0		1	0
Black	0	0	1	0		1	0
Hispanic	0	1	0	0		0	1
Caucasian	3	5	3	6		6	11
Subtotal	3	6	5	6		8	12
Total	9		11			20	

TABLE I-C
FREQUENCY DISTRIBUTION
OF TYPES OF HIGH SCHOOLS ATTENDED
BY PROGRAM AND GENDER

Type of High School	SLC		SorSt		Total	
	M	F	M	F	M	F
Public	2	6	4	6	6	12
Private Church Related	1	0	1	0	2	0
Subtotal	3	6	5	6	8	12
Total	9		11		20	

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TABLE I-D
FREQUENCY DISTRIBUTION
OF HIGH SCHOOL COMMUNITY SETTINGS
BY PROGRAM AND GENDER

Community Setting	SLC		SocSt		Total	
	M	F	M	F	M	F
Major Urban	0	1	0	1	0	2
Urban	0	1	0	1	0	2
Suburban	3	2	3	2	6	4
Rural	0	2	2	2	2	4
Subtotal	3	6	5	6	8	12
Total	9		11		20	

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TABLE I-E
FREQUENCY DISTRIBUTION
OF TYPE OF COLLEGE ATTENDED
BY PROGRAM AND GENDER

College	SLC M	SLC F	SocSt M	SocSt F	Total M	Total F
Public	1	5	4	4	5	9
Private Church Related	2	1	1	2	3	3
Subtotal	3	6	5	6	8	12
Total	9		11		20	

TABLE I-F
FREQUENCY DISTRIBUTION
OF COLLEGE COMMUNITY SETTINGS
BY PROGRAM AND GENDER

Community Setting	SLC		SocSt		Total	
	M	F	M	F	M	F
Major Urban	1	3	3	6	4	9
Urban	0	2	0	0	C	2
Suburban	1	0	2	0	3	0
Rural	1	1	0	0	1	1
Subtotal	3	6	5	6	8	12
Total	9		11		20	

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TABLE I-G
FREQUENCY DISTRIBUTION
OF OTHER OCCUPATIONS FOR WHICH STUDENTS
RECEIVED TRAINING
BY PROGRAM AND GENDER

Occupation	SLC		SocSt		Total	
	M	F	M	F	M	F
Managerial & Professional	1	4	2	2	3	6
Technical, Sales & Admn. Support	1	2	0	2	1	4
Service Occupation	1	0	3	1	4	1
Operator, Fabricator & Laborer	0	0	0	1	0	1
Subtotal	3	6	5	6	8	12
Total	9		11		20	

TABLE II-A
FREQUENCY DISTRIBUTION
OF FATHERS' EDUCATIONAL LEVEL
BY PROGRAM AND GENDER

Educational Level	SLC		SocSt		Total	
	M	F	M	F	M	F
High School	1	3	3	3	4	6
Baccalaureate	0	2	1	1	1	3
Postbaccalaureate	2	1	1	2	3	3
Subtotal	3	6	5	6	8	12
Total	9		11		20	

TABLE II-B
FREQUENCY DISTRIBUTION
OF OCCUPATION OF FATHER
BY PROGRAM AND GENDER

Occupation	SLC		SocSt		Total	
	M	F	M	F	M	F
Managerial & Professional	2	4	3	3	5	7
Technical, Sales & Admin. Support	1	0	0	0	1	0
Service Occupation	0	0	0	1	0	1
Precision Production, Craft & Repair	0	1	0	0	0	1
Farming, Forestry & Fishing	0	1	1	1	1	2
Don't Know	0	0	1	1	1	1
Subtotal	3	6	5	6	8	12
Total	9		11		20	

TABLE II-C
FREQUENCY DISTRIBUTION
OF MOTHERS' EDUCATIONAL LEVEL
BY PROGRAM AND GENDER

Educational Level	SLC		SocSt			Total	
	M	F	M	F		M	F
High School	1	3	3	4		4	7
Baccalaureate	1	3	0	2		1	5
Postbaccalaureate	1	0	2	0		3	0
Subtotal	3	6	5	6		8	12
Total	9		11			20	

x

TABLE II-D
FREQUENCY DISTRIBUTION
OF OCCUPATION OF MOTHER
BY PROGRAM AND GENDER

Occupation	SLC		SocSt			Total	
	M	F	M	F		M	F
Managerial & Professional	1	2	2	1		3	3
Service Occupation	2	4	3	5		5	9
Subtotal	3	6	5	6		8	12
Total	9		11			20	

TABLE III-A
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
MOTIVATIONS FOR CHOOSING TEACHING AS A CAREER
BY PROGRAM AND GENDER
(Career Selection)

Response Category Subcategories	SLC		SocSt		% Response For Category
	M	F	M	F	
Characteristics/Behaviors					
Creativity	0	1	2	1	
Utilize education	1	0	1	1	
Subtotal	1	1	3	2	13.2%
Attitudes/Beliefs					
Continuation	1	0	0	0	
Influence of others	0	2	1	2	
Influence of experience	1	4	0	4	
Self-fulfillment	0	0	1	4	
Time compatibility	0	0	2	0	
Subtotal	2	6	4	10	41.5%
Student Impact					
Interpersonal contact	1	0	4	1	
Service	0	1	1	2	
Sharing knowledge	2	2	4	2	
Student development	0	1	1	2	
Subtotal	3	4	10	7	45.3%
Program Subtotals	17		36		
Total			53		100%

TABLE III-B
FREQUENCY DISTRIBUTION
OF TYPES OF INDIVIDUALS
INFLUENCING STUDENTS' DECISIONS
TO ENTER TEACHING
BY PROGRAM AND GENDER

Individual	SLC		SocSt		Total	
	M	F	M	F	M	F
Teacher	0	3	2	1	2	4
Friend	1	1	0	1	1	2
Other (not a relative)	1	0	0	0	1	0
None	1	2	3	4	4	6
Subtotal	3	6	5	6	8	12
Total	9		11		20	

TABLE III-C
FREQUENCY DISTRIBUTION
OF RECENCY OF STUDENTS' DECISIONS
TO ENTER TEACHER PREPARATION PROGRAM
BY PROGRAM AND GENDER

Recency	SLC		SocSt			Total	
	M	F	M	F		M	F
4 to 6 months ago	0	2	1	1		1	3
7 to 12 months ago	0	2	2	4		2	6
1 to 2 years ago	3	0	0	1		0	1
2 to 3 years ago	0	2	1	0		1	2
4 to 5 years ago	0	0	1	0		1	0
Subtotal	3	6	5	6		8	12
Total	9		11			20	

TABLE IV-A
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
PROFESSIONAL GOALS
BY PROGRAM AND GENDER
(Career Projection)

Response Category Subcategories	SLC		SocSt		% Response For Category
	M	F	M	F	
Attitudes/Beliefs					
being best teacher I can	3	5	1	1	
return pride to teaching	0	1	0	1	
Subtotal	3	6	1	2	41.4%
Content Mastery					
graduate study	1	1	0	0	
research	0	1	0	0	
Subtotal	1	2	0	0	10.4%
Instructional Activity					
develop curriculum	0	0	2	2	
cross-cultural programs	1	0	0	0	
language camps	1	0	0	0	
Subtotal	2	0	2	2	20.7%
Student Impact					
enthusiasm for learning	0	0	1	1	
role model	0	0	1	0	
acceptance of self/other	0	0	0	1	
strengthen liberal ed	0	0	0	1	
Subtotal	0	0	2	3	17.2%
Classroom Administration					
develop edn'l policy	0	1	0	0	
Subtotal	0	1	0	0	3.4%
Professionalism					
develop other interests	1	0	0	0	
develop social resp.	0	0	0	1	
Subtotal	1	0	0	1	6.9%
Program Subtotals	15		14		
Total		29			100%

TABLE IV-B
FREQUENCY DISTRIBUTION
OF COMMUNITY SETTINGS IN WHICH
STUDENTS WOULD PREFER TO TEACH
BY PROGRAM AND GENDER

Community Setting	SLC		SocSt		Total	
	M	F	M	F	M	F
Major Urban	0	1	0	1	0	2
Urban	1	1	1	1	2	2
Suburban	1	1	3	1	4	2
Rural	0	1	0	1	0	2
No Preference	1	2	1	2	2	4
Subtotal	3	6	5	6	8	12
Total	9		11		20	

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TABLE IV-C
FREQUENCY DISTRIBUTION
OF THE KIND OF SCHOOL
IN WHICH STUDENTS WOULD LIKE TO TEACH
BY PROGRAM AND GENDER

School	SLC		SocSt		Total	
	M	F	M	F	M	F
Public	1	4	4	2	5	6
Private Church Related	0	0	0	1	0	1
Private Not Church Rel.	1	1	0	0	1	0
No Preference	1	1	1	3	2	4
Subtotal	3	6	5	6	8	12
Total	9		11		20	

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TABLE IV-D
FREQUENCY DISTRIBUTION
OF LENGTH OF TIME
INTENDED TO TEACH IN
ANY MAJOR FIELD
BY PROGRAM AND GENDER

Time	SLC		SocSt		Total	
	M	F	M	F	M	F
3 to 5 years	1	2	0	3	1	5
6 to 10 years	1	2	1	1	2	3
11 to 15 years	0	0	1	2	1	2
16 to 20 years	0	0	3	0	3	0
More than 20 years	1	2	0	0	1	2
Subtotal	3	6	5	6	8	12
Total	9		11		20	

TABLE IV-E
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
PRESUMED REWARDS OF TEACHING
BY PROGRAM AND GENDER

Response Category Subcategories	SLC		SocSt		% Response For Category
	M	F	M	F	
Characteristics/Behaviors					
Creativity, lrng. process	1	1	0	3	
Academic environment	1	1	0	1	
Subtotal	2	2	0	4	17.0%
Attitudes/Beliefs					
Share what I know	2	1	1	1	
Share what I love	0	2	0	1	
Advancement, growth	0	1	1	0	
Time compatability	0	0	0	1	
Students' acceptance	0	0	0	1	
Subtotal	2	4	2	4	25.5%
Student Impact					
Student interest	1	1	1	2	
Student development	0	2	0	2	
Student achievement	0	0	1	0	
Interpersonal contact	1	5	3	2	
Positive influence	0	0	2	1	
Societal contribution	0	0	2	0	
Accept diversity	0	0	0	1	
Subtotal	2	8	9	8	57.5%

Program Subtotals	21	26	
Total		47	100%

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TABLE IV-F
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
PRESUMED CONCERNS ABOUT TEACHING
BY PROGRAM AND GENDER

Response Category Subcategories	SLC		SocSt		% Response For Category
	M	F	M	F	
Characteristics/Behaviors					
Carrying school home	1	0	1	1	
Subtotal	1	0	1	1	12.0%
Attitudes/Beliefs					
Leaving students	1	0	1	0	
Unmotivated students	0	1	0	2	
Disrespectful students	0	0	0	1	
First mistakes	0	0	1	0	
Subtotal	1	1	2	3	24.0%
Instructional Activity					
Grading	1	2	0	0	
Unable to see results	0	0	1	0	
Subtotal	1	2	1	0	16.0%
Resource Usage					
Poor resources	0	0	0	1	
Subtotal	0	0	0	1	4.0%
Student Impact					
Not "reaching" students	1	0	1	0	
Subtotal	1	0	1	0	8.0%
Classroom Administration					
Large class size	1	0	0	0	
Discipline	0	1	0	2	
Administrative tasks	0	1	0	0	
Subtotal	1	2	0	2	20.0%
Professionalism					
Value conflicts	0	1	0	0	
Poor job market	0	0	1	0	
Subtotal	0	1	1	0	8.0%
Other					
Don't know	0	0	1	0	
Situation specific	0	1	0	0	
Subtotal	0	1	1	0	8.0%
Program Subtotals	12		13		
Total		25			100%

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TABLE V-A
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
EVALUATION OF PERSONAL STRENGTHS
BY PROGRAM AND GENDER

Response Category Subcategories	SLC		SocSt		% Response For Category
	M	F	M	F	
Characteristics/Behaviors					
Patience	2	1	2	0	
Empathy	0	1	0	0	
Compassion	0	0	0	2	
Caring	1	1	0	0	
Supporting, encouraging	0	0	0	2	
Approachability	0	0	0	1	
Reliability	0	4	0	0	
Decision-making	0	1	1	0	
Time management	1	0	0	0	
Creativity	0	1	0	2	
Human relations	1	1	0	0	
Objectivity	1	0	0	1	
Self-motivated	1	1	0	0	
Humor	0	1	0	1	
Serious-minded	0	1	0	0	
Persistent	1	0	0	1	
Retain child in self	1	1	0	0	
Adaptability	0	1	1	1	
Self-knowledge	0	0	0	1	
Intelligence	0	0	0	2	
Varied experience	0	0	0	1	
Honesty, integrity	0	0	1	1	
Subtotal	9	15	5	16	67.2%
Attitudes/Beliefs					
Want to work with people	1	1	0	1	
Value education	1	1	1	0	
Respect for individuals	0	0	0	1	
Respect for diversity	0	1	0	0	
Faith	0	1	0	0	
Work ethic	0	1	0	0	
Altruistic values	0	0	0	1	
Subtotal	2	5	1	3	16.4%
Communication					
Communication	0	2	4	1	
Listening	1	0	1	0	
Subtotal	1	2	5	1	13.4%
Instructional Activity					
Teaching skills	1	0	1	0	
Subtotal	1	0	1	0	3.0%
Program Subtotals	35		32		
Total			67		100%

TABLE V-B
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
EVALUATION OF PERSONAL AREAS TO BE STRENGTHENED
BY PROGRAM AND GENDER

Response Category Subcategories	SLC		SocSt		% Response For Category
	M	F	M	F	
Characteristics/Behaviors					
Patience	0	ı	0	1	
Assertiveness	1	1	2	0	
Objectivity	0	0	0	1	
Time management	1	3	0	0	
Dealing with own feelings	1	1	0	0	
Introspection	0	1	0	0	
Use of personal strengths	1	1	1	0	
Grooming	0	1	0	0	
Leadership	0	0	0	1	
Asking for help	2	1	0	1	
Risk-taking	0	0	0	1	
Subtotal	6	10	3	5	60.0%
Attitudes/Beliefs					
Accepting self/others	0	1	0	0	
Sensitive to youth	1	0	0	0	
Self-confidence	0	0	0	1	
Subtotal	1	1	0	1	7.5%
Communication					
Listening	0	1	0	1	
Subtotal	0	1	0	1	5.0%
Content Mastery					
Knowledge of subject	0	1	1	1	
Subtotal	0	1	1	1	7.5%
Student Impact					
Exposure to diversity	0	0	0	1	
Student motivation	0	0	1	0	
Subtotal	0	0	1	1	5.0%
Classroom Administration					
Discipline techniques	0	0	1	1	
Conflict management	0	1	0	1	
Classroom experience	0	0	0	2	
Subtotal	0	1	1	4	15.0%
Program Subtotals	20		20		
Total		40			100%

TABLE V-C
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
CHARACTERISTICS OF GOOD TEACHERS
BY PROGRAM AND GENDER

Response Category	SLC		SocSt		% Response For Category
	M	F	M	F	
Personal Characteristics					
Patience	1	2	1	1	
Confidence	0	1	0	0	
Kindness	0	1	0	0	
Respect for students	0	2	1	0	
Interest in students	1	2	2	4	
Humanness, openness	1	0	1	0	
Vulnerability	1	0	0	0	
Supportive	2	0	0	1	
Optimistic	0	1	0	0	
Variety of interests	0	1	0	0	
Enthusiasm	0	1	0	2	
Empathy	0	1	2	3	
Risk-taking	1	0	0	0	
Worthy of respect	0	1	2	0	
Organized	1	0	0	0	
Sense of humor	0	1	0	1	
Fairness	0	0	0	1	
Frankness, honesty	0	0	1	2	
Desire to teach	0	0	1	0	
Likes people	0	0	0	1	
Creativity	0	0	0	2	
Subtotal	8	14	11	18	64.6%
Basic Knowledge/Skills					
Interest in subject	0	2	0	1	
Knowledgable	0	4	0	4	
Clarity of explanations	0	1	0	2	
Communication	0	0	1	0	
Subtotal	0	7	1	7	19.0%
Pedagogical Knowledge/Skills					
Flexible methods	0	1	0	1	
Motivates students	2	3	1	1	
Parental communication	1	0	0	0	
Takes action	0	0	1	0	
Personal philosophy	0	0	1	0	
Relates material/life	0	0	0	1	
Subtotal	3	4	3	3	16.4%
Program Subtotals	36		43		
Total			79		100%

TABLE V-D
FREQUENCY DISTRIBUTION
OF RESPONSES REGARDING
EVALUATION OF PERSONAL AREAS TO BE STRENGTHENED
BY PROGRAM AND GENDER

Response Category Subcategories	SLC		SocSt		% Response For Category
	M	F	M	F	
Characteristics/Behaviors					
Patience	0	1	0	1	
Assertiveness	1	1	2	0	
Objectivity	0	0	0	1	
Time management	1	3	0	0	
Dealing with own feelings	1	1	0	0	
Introspection	0	1	0	0	
Use of personal strengths	1	1	1	0	
Grooming	0	1	0	0	
Leadership	0	0	0	1	
Asking for help	2	1	0	1	
Risk-taking	0	0	0	1	
Subtotal	6	10	3	5	60.0%
Attitudes/Beliefs					
Accepting self/others	0	1	0	0	
Sensitive to youth	1	0	0	0	
Self-confidence	0	0	0	1	
Subtotal	1	1	0	1	7.5%
Communication					
Listening	0	1	0	1	
Subtotal	0	1	0	1	5.0%
Content Mastery					
Knowledge of subject	0	1	1	1	
Subtotal	0	1	1	1	7.5%
Student Impact					
Exposure to diversity	0	0	0	1	
Student motivation	0	0	1	0	
Subtotal	0	0	1	1	5.0%
Classroom Administration					
Discipline techniques	0	0	1	1	
Conflict management	0	1	0	1	
Classroom experience	0	0	0	2	
Subtotal	0	1	1	4	15.0%
Program Subtotals	20		20		
Total			40		100%

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TABLE VI
MEAN GPA CHARACTERISTICS
BY PROGRAM AND GENDER

	SLC		SocSt	
	M($\overline{N=3}$)	F($N=6$)	M($\overline{N=5}$)	F($N=6$)
$\overline{X}$ Overall GPA	3.33	3.19	3.29	3.63
$\overline{X}$ Major GPA	3.41	3.33	3.49	3.71
$\overline{X}$ Overall GPA By Program	3.23		3.44	
$\overline{X}$ Major GPA By Program	3.36		3.59	
Combined $\overline{X}$ Overall GPA		3.35		
Combined $\overline{X}$ Major GPA		3.49		

TABLE VII
MEAN MAT RAW SCORES
BY PROGRAM AND GENDER

	SLC		SocSt	
	M(N=3)	F(N=6)	M(N=5)	F(N=6)
$\overline{X}$ Raw Score	59.33	55.66	51.60	63.66
$\overline{X}$ Raw Score By Program	56.88		58.18	
Combined $\overline{X}$ Raw Score		57.60		

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TABLE VIII-A
EMPLOYMENT IN A CLASSROOM

Hours Employed	SLC		SocSt		% For Category
	M	F	M	F	
0	2	0	3	4	47.3%
10-80	0	2	0	1	15.8%
81-200	(	1	1	0	10.5%
201-449	1	1	0	1	15.8%
1920-2880	0	1	0	0	5.3%
More than 2880	0	1	0	0	5.3%
Subtotal	3	6	4	6	
Total	9		10		100%

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TABLE VIII-B
VOLUNTEER IN CLASSROOM

Hours Volunteered	SLC		SocSt		% For Category
	M	F	M	F	
0	0	3	1	5	47.3%
10-80	1	1	0	0	10.5%
81-200	1	0	0	0	5.3%
201-449	1	1	1	1	21.1%
450-699	0	1	2	0	15.8%
Subtotal	3	6	4	6	
Total	9		10		100%

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TABLE VIII-C
EMPLOYMENT IN EDUCATION-RELATED AREA

Hours Employed	SLC		SocSt		% For Category
	M	F	M	F	
0	0	1	2	3	31.5%
10-80	1	2	0	1	21.1%
81-200	0	1	1	1	15.8%
201-449	2	1	1	0	21.1%
450-699	0	1	0	0	5.3%
700-960	0	0	0	1	5.3%
Subtotal	3	6	4	6	
Total	9		10		100%

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TABLE VIII-D
VOLUNTEER IN EDUCATION-RELATED AREA

Hours Volunteered	SLC		SocSt		% For Category
	M	F	M	F	
0	0	1	2	3	31.5%
10-80	1	2	0	1	21.1%
81-200	0	1	1	1	15.8%
201-449	2	1	1	0	21.1%
450-699	0	1	0	0	5.3%
700-960	0	0	0	1	5.3%
Subtotal	3	6	4	6	
Total	9		10		100%

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TABLE VIII-E
EMPLOYMENT IN ANY OCCUPATION

Hours Employed	SLC		SocSt		% For Category
	M	F	M	F	
0	0	0	0	1	5.3%
201-449	0	1	0	0	5.3%
700-960	0	1		0	10.5%
961-1919	0	1	0	1	10.5%
1920-2880	1	0	0	0	5.3%
More than 2880	2	3	3	4	63.1%
Subtotal	3	6	4	6	
Total	9		10		100%

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TABLE IX-A
MEAN WORK EXPERIENCE REFERENCE SCORES
BY PROGRAM AND GENDER

Work Experience Categories	SLC (N=9)		SocSt (N=10)		$\overline{X}$ For Category
	M	F	M	F	
Instruction related activity	2.00	2.50	1.50	1.17	1.90
Opportunity for interaction	1.67	2.67	2.00	1.83	2.11
Participation in observation	2.00	2.17	1.25	.67	1.68
Use of instructional technology	0	.17	1.00	1.83	.84
Instructional activity	2.67	3.83	1.50	2.33	2.68
Level of responsibility	3.33	2.50	2.50	2.83	2.74
$\overline{X}$ Work Experience:					
Subtotal	1.89	1.94	1.63	1.69	
Total	1.93		1.67		

TABLE IX-B
MEAN ATTRIBUTE SCORES
BY PROGRAM AND GENDER

Attribute Categories	SLC (N=9)		SocSt (N=10)		$\overline{X}$ For Category
	M	F	M	F	
Communication/Thinking Skills	4.00	4.83	3.75	4.00	4.21
Interaction Skills	5.00	4.83	3.75	3.67	4.26
Personal Characteristics	5.00	4.83	3.75	3.89	4.37
$\overline{X}$ Attribute:					
Subtotal	4.67	4.83	3.75	3.89	
Total	4.78		3.83		

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