

Program Progression by Transition Point aligned to InTASC

InTASC Levels	Transition Point 1 Admission to the program	Transition Point 2 Before clinical practice	Transition Point 3 During clinical practice	Transition Point 4 After completing the program
Learner and Learning (1.1.5a)		<p>Grades from Content knowledge courses and Methodologies courses</p> <p>Candidates must have Completed five foundations of education courses EDFU 3001 (Human Growth and Development I), EDFU 3002 (Human Growth and Development II), EDFU 3017 (Evaluation of Students Learning), EDFU 3007 (Social Foundations of Education), and EDFU 4019 (Philosophical Foundations of Education), and also TEED 4018 (Use of microcomputer in the classroom) with a grade point average of 2.75 or better.</p>	<p>Candidates are expected to satisfactory complete the 6-hour credit, 225 school hours of clinical practice in K-3 or 4-6 grades in public schools.</p> <p>Assessments: Student teacher competencies formative evaluation Instrument</p> <p>Student Teacher Work Sample</p> <p>Special Academic and Community Impact Project</p>	<p>Pedagogical Situation Essay - PCMAS</p> <p>Candidates fulfill the requirements for the Teacher Preparation Program when they complete 68 credits.</p>
Content (1.1.5b)		<p>Field Experience (Methodology Courses)</p> <p>Effective Classroom Planning</p>	<p>Candidates are expected to satisfactory complete the 6-hour credit, 225 school hours of clinical practice in K-3 or 4-6 grades in public schools.</p> <p>Student teacher competencies formative evaluation Instrument (Clinical Practice)</p> <p>Student Teacher Work Sample</p>	<p>State Test -PCMAS</p> <p>Candidates must satisfactorily be assessed with Clinical Practice instruments: Instrument of Formative Evaluation (IEF in Spanish), the Teacher Candidate Work Sample (MTEM in Spanish), and a Special Academic and Community Project to</p>

		(Clinical Practice)	demonstrate content knowledge, applied knowledge of human development and learning, sensibility to diversity, pedagogical content knowledge skills, community relations and reflective habits on the effectiveness of their practice.
Instructional Practice (1.2.1, 1.2.3)		Candidates are expected to satisfactorily complete the 6-hour credit, 225 school hours of clinical practice in K-3 or 4-6 grades in public schools. Student teacher competencies formative evaluation Instrument Student Teacher Work Sample	
Professional Responsibility (1.1.6)	GPA at Admission	Special Academic Impact Project (Clinical Practice)	Program Completers Survey Cooperative Teacher's and Director's Survey