



Ken Wagner, Ph.D.
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Shepard Building
255 Westminster Street
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Educator Preparation Minimum Admissions Requirements

December 2018

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 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 held basic skills requirements since 2009, and has increased the minimum expectations over time. At this time, RIDE is maintaining the requirements for the 2019-20 cohort year. In addition, recognizing that basic skills assessments are but one piece of a larger admissions application, RIDE encourages providers to review and improve all measures used to determine applicant readiness.

Providers have always had the option of establishing conditional acceptance policies that allow a candidate who does not meet individual minimum admissions requirements set by RIDE if the candidate demonstrates potential to succeed in the program in other ways. However, as of October 2018, only two providers have approved conditional acceptance policies. RIDE encourages all providers seeking to establish clear, rigorous, alternate criteria for admission to develop thoughtful conditional acceptance policies and submit them for approval.

The guidance on the following page does not include any changes since RIDE released the last version of this guidance in 2017. RIDE and preparation providers should use this version of the document moving forward.

Great Teachers and Leaders for All Students



Telephone (401)222-4600 **Fax** (401)222-6178 **TTY** (800)745-5555 **Voice** (800)745-6575 **Website:** www.ride.ri.gov

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

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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.

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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.

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