



## **TEACHER EDUCATION PROGRAM TRANSITION POINTS AND REQUIREMENTS**

For more information, visit MyMHU Teacher Education Resource Page:

<http://my.mhu.edu/course/view.php?id=134>

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Candidates/Students in the Teacher Education Program progress through a series of four transition points. At each point, candidates/students must demonstrate professional and academic knowledge, teaching potential and skills, and the values, ethics, and dispositions appropriate to the Teacher as Progressive Leader.

### **Transition One: Admission into the Teacher Education Program (TEP)**

**Applications for admission into the Teacher Education Program are accepted when the following requirements have been met:**

- Passing scores on or exemption from Praxis CORE tests.
- Successful completion of ED 205 (Introduction to Education), an active Taskstream account, and signed authorization for a criminal background check.
- Submission of TEP Admission Portfolio via Taskstream for faculty approval.
- Submission of a completed application for admission (including dispositions assessment) via Taskstream.
- Cumulative Grade Point Average of at least 2.75.
- Recommendation from the designated Program Coordinator of the academic department.
- Successful formal Teacher Education Program admission interview.
- Teacher Education Council approval.

### **Transition Two: Admission to Student Teaching**

**A candidate for student teaching must have been formally admitted to the Teacher Education Program at least one full semester prior to student teaching and must meet the following requirements.**

- Cumulative Grade Point Average of at least 2.75.
- Successful completion of 90 credit hours including education and methods courses.
- Submission of a completed student teaching application and all related documents prior to the deadline. Signed authorization for a criminal background check.
- Evidence of membership in a professional organization in student's major.
- Successful formal TEP interview and recommendation from the Program Coordinator.
- Continuation of your electronic Portfolio via Taskstream.
- All student teaching applications will be submitted to the Teacher Education Council for their approval.

### **Transition Three: Completion of Student Teaching and all TEP Requirements**

- LEA/IHE Certification of Teaching Capacity Form signed by the school principal, cooperating teacher, and the MHU University Site Supervisor certifying that the student met each of the descriptors identified on the Form and they are recommending the student for licensure.
- Successful completion of all required course work for the degree and/or program requirements with a Cumulative Grade Point Average of at least 2.75.
- Completion and submission of the North Carolina Program Approval Portfolio into your Taskstream account for faculty approval.

### **Transition Four: Program Completion and Licensure Requirements**

- Earned Bachelor Degree and/or completed all program requirements in the area of licensure with a Cumulative Grade Point Average of at least 2.75.
- Passing scores on required ETS Praxis II Tests and/or Pearson Tests for Initial Licensure for Elementary Education, Special Education, Integrated Education, ESL, Health/Physical Education, and Music Education majors.
- Submission of a completed North Carolina Program Approval Portfolio, as required by NCDPI for your licensure area, into your Taskstream account for faculty approval.
- Students are responsible for applying for their teaching licenses online at <https://vo.licensure.ncpublicschools.gov>.

## Transition Points

The Transition Points in PAS identify decision gateways within the teacher education program at which candidates must successfully meet outlined criteria in order to move forward to become eligible for licensure in North Carolina. These transition points monitor the candidate from the point of admission through recommendation for licensure and include the following for the undergraduate and M.A.T. Candidate:

1. Admission to Teacher the Education Program
2. Admission to Clinical Practice
3. Completion of Clinical Practice Teaching
4. Program Completion and Licensure Requirements.

M.Ed. Candidates progress through the following transition points:

1. Admission to the M.Ed. Program
2. Research Initiation
3. Program Completion and Licensure Requirements.

The Transition Points Formal Assessments outline specific criteria intentionally designed to monitor and assess candidates throughout the teacher preparation program. Key EPP assessments are identified in the Transition Points. These transition points work in concert with our Field Experience model to ensure that candidates experience a gradual release of responsibility throughout their clinical experiences in preparation for student teaching.

Table 1 presents a graphic representation of the four phases of transition point assessments of candidates for initial programs.

Table 1 Transition Points for Teacher Candidates: Initial (UG and M.A.T)			
Transition 1	Transition 2	Transition 3	Transition 4
Admission to the Teacher Education Program	Admission to Clinical Experience	Completion of Clinical Practice	Program Completion & Licensure

Table 2 presents a graphic representation of the four phases of transition point assessments of candidates for the advanced program.

Table 2 Transition Points for Teacher Candidates: M. Ed.
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Transition 5	Transition 6	Transition 7
Admission to the M. Ed. Program	Research Initiation	Program Completion & Licensure

The assessment plan takes into consideration multiple decisions made at each level. With multiple assessments in place, the faculty recognized the use of “assessment decision-making” as a vital disposition to model. The EPP is committed to modeling “teacher as decision maker” and understands that “assessment means gathering information about students that can be used to aid teachers in the decision-making process” (Anderson, 2003, p. 4).

The entire Education Department and the Teacher Education Council must approve candidates at Transition 1, Transition 2, and Transition 3. The candidate’s cooperating teacher, university supervisor, program coordinator, and department chair evaluate the completion of clinical practice and candidates are then approved by the Teacher Education Council. At Transition 4 and 7, the Registrar and Licensure Officer recommend the candidate for the degree and/or licensure. This process ensures that candidates meet specific requirements and provide critical evidence, thus scaffolding their preparedness to move to the next level.