

8-2013

## Maintaining the Boundaries: Teacher Education Program Admission Criteria for Screening Quality Candidates

Diane Taylor

Follow this and additional works at: <https://dc.swosu.edu/aij>



Part of the [Health and Medical Administration Commons](#), [Higher Education Administration Commons](#),  
and the [Public Administration Commons](#)

---

### Recommended Citation

Taylor, Diane (2013) "Maintaining the Boundaries: Teacher Education Program Admission Criteria for Screening Quality Candidates," *Administrative Issues Journal*: Vol. 3: Iss. 3, Article 14.  
Available at: <https://dc.swosu.edu/aij/vol3/iss3/14>

This Article is brought to you for free and open access by the Journals at SWOSU Digital Commons. It has been accepted for inclusion in Administrative Issues Journal by an authorized editor of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact [phillip.fitzsimmons@swosu.edu](mailto:phillip.fitzsimmons@swosu.edu).

# Maintaining the Boundaries: Teacher Education Program Admission Criteria for Screening Quality Candidates

Dr. Diane Taylor  
Tarleton State University

*University – based teacher education programs are currently under attack by the general public for producing non-effective teachers. In order to combat the perception of the “disintegration of teacher preparation” (Baines 2010), Teacher Preparation Programs need to demonstrate to the public the rigor of their screening measures and admissions criteria as a beginning to demonstrating program rigor. This presentation will detail one university’s efforts to collect and analyze admission criteria to Teacher Education Programs in universities across the state.*

University – based teacher education programs are currently under attack by the public for producing non-effective teachers. In order to combat the perception of the “disintegration of teacher preparation” (Baines 2010), Teacher Preparation Programs need to demonstrate to the public the rigor of their screening measures and admissions criteria as a beginning to demonstrating program rigor. In addition, the field of education also deals with the general public attitude that teaching is not a profession and therefore anyone can do it. In order for education to be viewed through the same lens as other equivalent professions, University TEP’s must act with similar standards as organizations the public deems to be professions.

This study presupposes the idea that teachers need to be proficient in content knowledge, pedagogical knowledge, pedagogical skills, and have positive attitudes towards teaching (Casey & Childs, 2007). Given this idea, screening measures and admission criteria to teacher preparation programs should focus on these four areas, however, current research indicates teacher preparation programs have a variety of screening measures and admissions criteria that focus on varying of aspects of quality teachers (Casey & Childs, 2007, Cohen-Schotanus et al., 2006, Helm, 2006, Uno, Blackwell, & Leonardson, 2001).

As university-based teacher education programs continue to come under fire, it becomes increasingly important to maintain the boundaries on who is qualified to become a teacher. Holding high standards of admission to teacher education programs requires a coherent plan for admitting candidates (Fallon & Ackley, 2003, Salvatori 2001, Truell & Woolsley, 2008), which, in turn, requires universities to evaluate current admissions requirements. This study examined Texas university-based teacher preparation program screening measures and admission criteria, illuminating measures and criteria that either address or neglect to address the candidates’ content knowledge, pedagogical knowledge, pedagogical skills, and attitudes towards teaching. The paper will detail the results of the research and the analysis of data.

During presentation of research, authors will discuss with participants trends revealed in the study and solicit input regarding research findings.

## References

- Baines, L.A. (2010). The disintegration of teacher preparation. *Educational HORIZONS*, Spring, 153 – 163.
- Casey, C. E., & Childs, R. A. (2007). Teacher education admissions criteria and what beginning teachers need to know to be successful teachers. *Canadian Journal of Educational Administration and Policy*, 67, 4 – 24.
- Cohen-Schotanus et al. (2006). The predictive validity of grade point average scores in a partial lottery medical school admissions system. *Medical Education*, 40, 1012 – 1019.
- Fallon, M., & Ackley, B. (2003, April). Standards for admission to teacher education programs. Paper presented at the annual meeting of American Education Association, Chicago, IL. Retrieved from ERIC database. (ED4777753)
- Helm, C. M. (2006, Jan/Feb). Teacher dispositions as predictors of good teaching. *The Clearing House*, 117 – 119.
- Salvatori, P. (2001). Reliability and validity of admissions tools used to select students for the health professions. *Advances in Health Sciences Education*, 6, 159 – 175.
- Truell, A., & Woosly S. (2008). Admissions Criteria and other variables as predictors of business student graduation. *College Student Journal*, 42(2), 348 – 356. Retrieved from Education Research Complete database.
- Uno, T., Blackwell, T. R., & Leonardson, G. (2001). Admissions criteria of undergraduate teacher preparation. *Education*, 101(4), 315 – 321.
- Vaughn, M., & Everhart, B. (2005). A process of analysis of predictors on an assessment continuum of licensure candidates' success in K-12 classrooms. *Research for Educational Reform*, 10(1), 3 – 15.