

2.11 Is knowledgeable in literacy, math, and all content areas in which s/he is preparing to teach.

Basic	Developing	Proficient	Advanced
Student is not developing knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by course grades and/or scores on tests of knowledge in the content area(s)	Student is developing knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by course grades and/or scores on tests of knowledge in the content area(s)	Student has developed knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by course grades and/or scores on the PLACE area exam in appropriate content area(s)	Student has developed exceptional knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by course grades and/or scores on the PLACE area exam in appropriate content area(s)
Student is not developing knowledge appropriate for a beginning teacher in all content areas in literacy, as evidenced by course grades, scores on tests of reading and writing, and evaluation of writing samples	Student is developing knowledge appropriate for a beginning teacher in all content areas in literacy, as evidenced by course grades, scores on tests of reading and writing, and evaluation of writing samples	Student has developed knowledge appropriate for a beginning teacher in literacy, as evidenced by course grades, scores on tests of reading and writing, and evaluation of writing samples	Student has developed exceptional knowledge appropriate for a beginning teacher in literacy, as evidenced by course grades, scores on tests of reading and writing, and evaluation of writing samples
Student is not developing knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by course grades and/or scores on tests of knowledge in the content area(s)	Student is developing knowledge appropriate for a beginning teacher in mathematics, as evidenced by course grades and/or scores on tests of knowledge in the content area(s)	Student has developed knowledge appropriate for a beginning teacher in mathematics, as evidenced by course grades	Student has developed exceptional knowledge appropriate for a beginning teacher in mathematics, as evidenced by course grades

Operationalization/Criteria:

Guidelines for Admission to Education:

Content Area	Required Materials for Evaluation	Indicators of Proficiency
General knowledge	Scores on norm-referenced test Academic Profile* Transcripts from all institutions attended	2.6 Cumulative GPA overall GPA of 2.5 will be accepted for students admitting in Spring and Summer 2001) For transfer students, the entering GPA is cumulative and calculated based on all courses attempted in higher education. The student's GPA becomes the USC cumulative GPA after the student has been admitted to USC and completed one semester (12 hours). Courses taken after admission at other institutions may be accepted for credit and for requirements, but not counted in the overall GPA.
Mathematics	Transcript verifying completion of required course in mathematics Scores on Basic Skills Test in Math**	Grade of B or better in MATH 109 or grade of C in 121, 124, 126; students completing both MATH 109 and MATH 156 with grades of C or better would also meet the requirement.
Literacy	Writing Transcript verifying completion of ENG 101 and ENG 102 Recommendation forms of faculty in content areas, education, and K-12 teacher Writing samples: lesson plans, research paper, reflections	Grades of C or better Program Evaluation Inventory will be used to evaluate writing samples in the portfolio
Writing and Critical Reading	Scores on Basic Skills Test in Reading and Writing*	

Content Area	Required Materials for Evaluation	Indicators of Proficiency
Writing and Critical Reading	Spontaneous Sample	Program Evaluation Inventory will be used to evaluate writing sample
Speaking	Transcript verifying completion of SPCOM 103 Or form specifying passing of oral proficiency Recommendation Forms	Grade of B or better
Content Areas of Responsibility	Transcripts from all institutions attended Recommendation of faculty in major area	(Grade of C or better in all courses is a requirement for admission to student teaching)

*Specific assessments and passing scores to be established in Summer 2001

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Guidelines for Admission to Student Teaching: *To be developed*

Established policies:

1. Student must complete all coursework in major, minor, and general education, and all courses required for licensure must be C or better.
2. Student must pass PLACE exam in his/her area of responsibility
3. Student must have recommendation of faculty in his/her content area of responsibility.

Guidelines for Program Completion/Student Teaching:

See evaluation inventory for 2.10