

The Predictability of Success for Minority Students Entering an Educator Preparation Program

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Rationale

- Changing admission requirements to be in compliance with the State
 - THEA
 - TSI
- Critical analysis of data to determine the impact of implementing TSI
- Discussion of TSI requirements and the effect on TExES scores

Scope of the Research

The discussion will include strategies for working with minority students in Educator Preparation Programs.

- Action research was utilized to review the profiles of approximately 150 students admitted to the Educator Preparation Program at a Historically Black College and University over a period of 5 years;
- Data reviewed included scores on THEA and the pathway to meeting the TSI status;
- Grade Point Average
- Ethnicity
- Gender
- Relationship to scores on the licensing examination based on the certification area.

THEA

- THEA READING - 250
- THEA MATH - 230
- THEA WRITING - 220

- **THEA Writing** was a significant predictor of the score on the English Language Arts & Reading, Social Studies, Science and Fine Arts, Health & Physical Education sections of the Core Subjects exam
- **THEA Reading** was a significant predictor of the score on the PPR and other Content exams (not including Core Subjects)

- **THEA Math** was a significant predictor of the score on the English Language Arts & Reading section of the core subjects exam and PPR
- **Admission GPA, THEA Reading, THEA Writing and THEA Math** together were significant predictors of the scores on the English Language Arts & Reading, Math, Social Studies and Science sections of the Core Subjects exam, other Content Exams and the PPR

TSI STATUS

- TSI Exempt (I)
 - TSI Initial pass (II)
 - TSI Complete (III)
 - TSI Complete Transfer (IV)
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- **TSI status** (I, II, III and IV) were not found to be a predictor for any of the content areas on the Core Subjects Exam, other Content exams and the PPR

Admission GPA

Requirement – 3.0

- Grade Point Average was not a significant predictor for any of the content areas of the Core Subjects exam, other Content exams and the PPR
- Rationale: Grade Point Average was a significant predictor with a combination of THEA Reading, THEA Writing and THEA Math on Core Subjects ELAR, Math, Social Studies and Science, other Content exams and the PPR

Gender

- Gender was a significant predictor on the English Language Arts & Reading, Math and Social Studies areas on the Core Subjects exam and the PPR with females performing better

Ethnicity

- Ethnicity was not a significant predictor for any of the areas on the Core Subjects exam
- Ethnicity was a significant predictor on the other Content exams with Hispanics performing better
- Ethnicity was a significant predictor on the PPR exams with African-Americans performing better



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