

ACE Database

Undergraduate Candidate Tracking Form

[Level 1: Prior Context](#)

[Level 2: Interactive Decision Making Context](#)

[Level 3: Decision Making Context](#)

[Level 4: Outcomes Context](#)

Student Name .xxxxx xxxxxxxxxxxx

Advisor: Dr. Johnson

Student ID # xxx-xx-xxxx

Major: EED

Class: SR

Current Grade Point Averages (GPA)

	Credit Hours	Quality Points	GPA
Overall GPA	94	311	3.308
General Studies	51	151	3.00
Teaching Field	24	87	3.63
Professional Studies	19	73	3.86

Program Checklist

Select Major to Get Program Checklist

Level 1: Prior Context

Transition Point #1 -- Admission to Teacher Education Program (TEP)

Pre-entry:

Criteria	Grade/Score	Date
EDU 100	A	2005S
Portfolio		
Interview		

Basic Skills Test (APTT) Date	Applied Math Level Score	Applied Math Status	Applied Math Score Scale	Reading Level Score	Reading Status	Reading Score Scale	Writing Level Score	Writing Status	Writing Score Scale
200505	5	P	66	7	P	73	3	P	86

Entry

Criteria	Grade/Score	Date
EDU 300	A	2004F
Portfolio		
Dispositions		

Admission to TEP		20061121 (YYYYMMDD)
*Note: a grade of Z indicates the student is currently enrolled in the course		

Transition Point #2 -- Pre Admission to Clinical Practice

Level 2 and 3: Interactive Context/Decision Making Context

Level #2 -- Pre Admission to Clinical Practice

Criteria	Test Name (#) / Date	Test Score	Minimum Passing Score	Pass/Fail Status
Praxis II	ELEMENTARY ED: CONTENT KNOWLEDGE (0014) 20060805	167	137	P
Field Observations	Placement	Semester	Hours	Diversity Rating
	Chisholm Elementary School	2006F	20	4
	Catoma Elementary School	2006S	8	2
	Zelia Stephens Early Childhood Center	2007S	24	4
Knowledge Level PSSA Common to All Areas Scores:	Standard Description			Score
04(2)(a) 1(ii)	Scope and sequence of the content area.			3
04(2)(a) 1(iii)	The Alabama Course(s) of Study applicable to his/her teaching field(s) and how his/her teaching field(s) relates to other teaching fields.			2
Content Area PSSA: Click here to view content area PSSAs				
Portfolio				
Interview -- dispositions				

Transition Point #3 -- Exiting Clinical Practice

Level #3 -- Exiting Clinical Practice

Criteria	Grade/Score	Semester Evaluated / Conducted By
Candidate Evaluation by Cooperating Teacher and Univ. Supervisor		
Exit Interview -- dispositions		
Portfolio		
Pre-Post Tests P-12 Students		
Exit Exam -- Philosophy of Education		
Application Level PSSAs Common to All Areas:	Description	Score:

04(2)(b) 1(i)	Physical, social, emotional, language and cognitive development.	4
04(2)(b) 1(ii)	The role of language in learning.	4
04(2)(b) 1(iv)	Levels of readiness in learning and different learning styles.	4
04(2)(b) 1(v)	Multiple learning theories and research-based teaching practices.	4
04(2)(b) 1(vi)	How individual students learn.	4
04(2)(c) 1(i)	How student learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and conditions and that each disability has many ability levels.	4
04(2)(c) 1(iv)	Characteristics of one's own culture and use of language and how they differ from other cultures.	4
04(2)(c) 1(v)	How to teach students whose first language is not English.	4
04(2)(d) 1(ii)	How to select and support the use of instructional and assistive technologies and performance skills.	4
04(2)(d) 1(iii)	Teaching and learning theory.	4
04(2)(d) 1(iv)	Developmentally appropriate teaching practices.	4
04(2)(d) 1(v)	Multiple ways for students to participate in learning activities.	4
04(2)(e) 1(ii)	Factors and situations that promote or diminish intrinsic motivation.	4
04(2)(g) 1(i)	How to determine objectives based on the Alabama Course(s) of Study and the needs and abilities of the students.	3
04(2)(h) 2(iii)	Engage all students in assessing and understanding their own learning and behavior.	4
Content Area PSSAs: Click here to view content area PSSAs		

Level #4 -- Outcomes Context		
Transition Point #4 : Program Completion and Post Graduation		
Criteria	Score	Date
Certification Application		
Alumni Survey (Institutional Research)		
Employers Assessment (Institutional Research)		
PEPE (School-based administrators)		