



**Georgia Professional Standards Commission
EPP Readiness Framework:
Demonstrating Capacity to Undergo a Review**

Readiness Element 1

The institution/agency recognizes an educator preparation provider (EPP) that has responsibility and authority for the preparation of teachers and other school professionals, and identifies an EPP head such as a dean, director, or chair.

- 1.1 A letter from the chief executive officer (1) that designates the EPP as having primary authority and responsibility for the preparation of educators and (2) identifies the person who has been assigned the authority and responsibility for the EPP's overall administration and operations.
- 1.2 A job description for the head of the EPP.
- 1.3 A letter of support from the appropriate governing body (e.g., Board of Regents, Board of Trustees, School Board, or Board of Control).
- 1.4 A chart or narrative that lists all professional education programs planned for the preparation of educators (including any non-traditional programs). The chart or narrative report should depict (a) the degree or award levels for each program; (b) the administration location for each program, for example: School of Education, Department of Music; RESA/LEA Professional Learning Programs, and (c) the structure or structures through which the EPP implements its oversight of all current and planned programs. If the EPP's plans include preparation programs at other sites, a separate chart or narrative should be prepared for each location.
- 1.5 An organizational chart that depicts the EPP and indicates the EPP's relationship to other administrative units within the organization.
- 1.6 The current accreditation letter and/or report indicating institutional accreditation status.

Readiness Element 2

The EPP has a well-developed framework that establishes the shared vision for an EPP's efforts in preparing educators to work in P-12 schools and provides direction for preparation programs, courses, teaching, candidate performance, scholarship, service, and EPP accountability.

- 2.1 A brief overview of the vision and mission of the institution/agency.
- 2.2 A brief overview of the shared beliefs of the EPP.
- 2.3 A description of the knowledge bases, including theories, research, wisdom of practice, and education policies that support the EPP's shared beliefs.
- 2.4 The candidate proficiencies related to expected knowledge, skills, and professional dispositions/attributes, including proficiencies associated with diversity and technology. These are aligned with the expectations in professional, state, and institutional standards.
- 2.5 A summarized description of the EPP's quality assurance system, which includes descriptions of:
 - a. the transition points;
 - b. key assessments;
 - c. process for assuring the EPP's assessments are fair, accurate, consistent, and free from bias;
 - d. plan for monitoring individual candidate performance, including a system for handling candidates who have not met EPP expectations;
 - e. plan for evaluating EPP operations;
 - f. system for summarizing candidate performance on assessments conducted for admission into programs; and
 - g. a system for summarizing candidate performance at exit.

Readiness Element 3

Written policies and procedures guide the operations of the EPP and include published criteria for admission to and exit from all initial educator preparation programs.

- 3.1 Electronic links connect to EPP policies and procedures such as policy manuals, the program catalog, student teaching/internship handbook, and faculty handbook.
- 3.2 Electronic links connect to public listings of the requirements for entry to, retention in, and completion of educator preparation programs, including any non-traditional, distance learning, and off-campus programs.

Readiness Element 4

Mutually beneficial partnerships have been established and protocols are in place to support these partnerships.

4.1 Support from external groups (e.g., school districts) and internal groups (e.g., those within the institution/agency who work with the partners) is well articulated and documented.

4.2 Sample partnership agreements between partners, including evidence that external partners will co-select mentor teachers and share complete data.

4.3 Evidence that partners/stakeholders, including internal partners (e.g., arts/sciences faculty, endorsement coordinators) participated in (or plan for involving partners in) creation of key assessments, handbooks, and clinical practice and field experiences.

Readiness Element 5

Institutions/agencies eligible for regional accreditation are accredited without probation or an equivalent status by the appropriate accrediting agency recognized by the U.S. Department of Education. Institutions/agencies not eligible for accreditation have a clean audit, appropriate business plan, and effective organizational practices similar to an accredited institution.

5.1 Any institution/agency eligible for regional accreditation must be accredited prior to submission of GaPSC-preconditions. Submit the current accreditation letter and/or report indicating institutional accreditation status.

OR

5.2a Agencies ineligible for regional accreditation will submit documents explaining their inability to earn regional accreditation and responses to the following questions:

- i. What security measures are taken by the EPP to ensure the security and integrity of student records?
- ii. What documentation does the EPP have to demonstrate that facilities are safe, secure, and healthy?
- iii. What are the EPP's policies that ensure the availability of information about governing board members, faculty, and administrators?
- iv. What are the EPP's policies related to requirements for degrees, certificates, and graduation; fees and other financial obligations of students; conflicts of interest; and non-discrimination and sexual harassment?
- v. Are the EPP's support services sufficiently staffed by qualified personnel?
- vi. What are the EPP's policies related to faculty tenure, grievance, and discipline?

vii. What are the policies related to academic and intellectual freedoms?

5.2 b Providers ineligible to receive regional accreditation must also submit:

- i. Clean independent audits of a full set of financial statements of the legal entity seeking approval to offer educator preparation programs for the three years prior to submission of the 'Intent to Seek GaPSC Approval Form and Date Preference Form.' The audits should meet the standards of the American Institute of Certified Public Accountants or other appropriate accounting standards generally accepted in the U.S.
- ii. The legal entity's 990 Form (for non-profits) or corporate income tax returns (for for-profits) for the past year.
- iii. A business plan that focuses on the EPP seeking GaPSC approval. The business plan should include:
 - 1) A business model that briefly describes the services to be delivered, the area to be served, the current and projected number of candidates, recruitment activities, a description of faculty, tuition costs, a budget narrative, etc.;
 - 2) The most current approved budget;
 - 3) Revenue and expense projections for the next two years, including funding streams, the length and percentage of funding from foundation grants, appropriated governmental funds, tuition, funds from elsewhere in the legal entity or its affiliates; costs of facility, payroll, maintenance, etc.;
 - 4) A one to two page narrative describing revenue and expenditure projections for the next 3 years;
 - 5) A one to two page narrative describing the relationship between the EPP and the legal entity seeking approval to offer the educator preparation programs; and
 - 6) If tuition based, the tuition refund policy should the educator preparation programs be discontinued.
- iv. Annual tax statements for three years.