

PLANNING INSTRUMENT FOR GEORGIA 2000 STANDARDS (2007 Revision)
Georgia Professional Standards Commission

As an integral part of its approval process, institutions seeking approval are required to complete an institutional report (IR) that describes how the professional education unit is meeting the GEORGIA 2000 Standards (2007 Revision). This report is the BOE team's introduction to the institution and its professional education unit and preparation programs. It is the source of initial judgments about how adequately standards and elements of the standards have been addressed. It is also the source of initial judgments by the BOE team as to the quality of the professional education unit's conceptual framework. BOE members should receive the IR and catalogs electronically approximately 60 days prior to the on-site review.

Directions: BOE team members and BOE chair(s) should complete this instrument as they read the institutional report and review exhibits prior to the on-site. Using the indicators for conceptual frameworks and the rubrics for the standards, the instrument allows you to note questions to be pursued and evidence to check during the on-site review. It also allows you to keep notes that can be transferred to the written BOE report. It is designed to focus team discussions on the standards and determine additional data needed during the BOE team work sessions. It should also help the BOE team plan what information needs to be sought through interviews. **Therefore, it is critical that ALL BOE team members complete the instrument before the first team.**

The following outline describes the sections that BOE team members should expect to find in the institutional report:

I. Overview of the Institution. This section sets the context of the review. It should clearly state the mission of the institution and of the professional education unit. It should also describe the characteristics of the professional education unit, identify and describe any branch campuses and any other off-campus sites, and provide any other information that may help the BOE team understand the professional education unit (e.g., residential or commuter, religious affiliation, characteristics of student body).

This section should also describe all preparation programs offered by the professional education unit that prepare individuals for work in K-12 schools. It should include the following information for each preparation program:

- preparation program name, award level, program level, required hours, number of students currently enrolled;
- the status of preparation program reviews by specialty organizations (SPAs).

Professional education units are asked to present this preparation program data in tabular form. (Course syllabi and the more complete preparation program descriptions that may have been prepared for state program approval, as well as preparation program reviews by specialty organizations, where applicable, should be on file in the exhibit room or with electronic evidence)

II. Conceptual Framework. This section provides an overview of the professional education unit's conceptual framework(s). It should help BOE team members understand how the conceptual framework is integrated into the professional education unit's preparation programs and practices. The overview should include a description of the framework(s), its development, and, for a **continuing approval visit, changes since the previous visit. Changes in the conceptual framework should be related to updates in the professional education unit, profession, and/or state standards and assessments.** The description of the framework(s) should address each area listed under the Evidence of the Conceptual Framework(s) throughout the standards. The Evidence includes shared vision, coherence, professional commitments and dispositions, commitment to diversity, technology, and candidate proficiencies aligned with professional and state standards.

In the far right column for "pre-visit rating," you should rate how adequately each area of evidence the conceptual framework is being addressed based on the information available prior to the on-site review.

3 = very thoroughly

2 = adequately

1= in limited ways

0=not at all

III. Evidence for meeting each standard. This section should help BOE team members understand how the professional education unit meets the GEORGIA 2000 Standards (2007 Revision). The professional education unit should discuss the types of evidence that it has amassed to demonstrate that it is meeting each of the eight standards. The professional education unit that is undergoing **developmental approval review** is required to address the eight standards in detail, responding to each Element of the Standard found in the rubrics in the GEORGIA 2000 Standards (2007 Revision). The professional education unit that is undergoing **continuing approval review** is required to address the first two standards in detail, responding to each Element of the Standard, and may address the latter six standards in a more holistic manner.

In the far right column for "pre-visit rating," you should rate how adequately each element of the standard is being addressed based on the information available prior to the on-site review or the electronic review process.

3 = Target

2 = Acceptable

1 = Unacceptable

0 = Data are not available for making an initial judgment

The evidence should represent the established and implemented policies, procedures, activities, instruments, etc. of the professional education unit and its preparation programs. This section of the Institutional Report should have eight sub-sections:

- Standard 1 - Candidate Skills, Knowledge, and Dispositions
- Standard 2 - Assessment System and Unit Evaluation
- Standard 3 - Field Experiences and Clinical Practice
- Standard 4 - Diversity
- Standard 5 - Faculty Qualifications, Performance, and Development
- Standard 6 - Professional Education Unit Governance and Resources
- Standard 7 - Meets requirements and standards specified in Rule 505-3-.01
- Standard 8 - Meets program content standards specified in Rule 505-3, sections 04-88.

Conceptual Framework(s). A conceptual framework(s) establishes the shared vision for a professional education unit's efforts in preparing educators to work in P-12 schools. It provides direction for preparation programs, courses, teaching, candidate performance, scholarship, service, and professional education unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the professional education unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the professional education unit's intellectual philosophy, which distinguishes graduates of one institution from those of another.

	Page in IR	Questions to pursue on-site	Evidence to check on-site	Previsit Rating
Shared Vision. The professional education unit's conceptual framework(s) describes the vision and purpose of a professional education unit's efforts in preparing educators to work in P-12 schools. It is well articulated, knowledge-based, and consistent with the institution's mission.				
Coherence. The professional education unit's conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's preparation program.				
Professional Commitments and Dispositions. The professional education unit's conceptual framework(s) clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.				
Commitment to Diversity. The professional education unit's conceptual framework(s) reflects the professional education unit's commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.				

<p>Commitment to Technology. The professional education unit's conceptual framework(s) reflects the professional education unit's commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.</p>				
<p>Candidate Proficiencies Aligned with Professional and State Standards. The professional education unit's conceptual framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.</p>				

General Impressions and Comments Related to the Conceptual Framework(s):

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Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

<i>Standard 1</i> Elements	Unacceptable	Acceptable	Target	
1a. Content Knowledge for Teacher Candidates	<p>Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than eighty percent of the professional education unit's program completers pass the content examinations required by the Professional Standards Commission for certification.</p> <p>Candidates in advanced programs for teachers do not have an in-depth knowledge of the content that they teach.</p>	<p>Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the professional education unit's program completers pass the academic content examinations required by the Professional Standards Commission for certification.</p> <p>Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.</p>	<p>Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the academic content examinations required by the Professional Standards Commission for certification.</p> <p>Candidates in advanced programs for teachers are recognized experts in the content that they teach.</p>	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

Standard 1 Elements	Unacceptable	Acceptable	Target	
1b. Pedagogical Content Knowledge and Skills for Teacher Candidates	<p>Teacher candidates do not understand the relationship of content and content specific pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn.</p> <p>Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content specific pedagogy; they are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.</p>	<p>Teacher candidates understand the relationship of content and content specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology.</p> <p>Candidates in advanced programs for teachers demonstrate an in depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning; and are to clearly explain the choices they make in their practice.</p>	<p>Teacher candidates reflect a thorough understanding of the relationship content specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content matter that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrate technology appropriately.</p> <p>Candidates in advanced programs for teachers have expertise in pedagogical content knowledge, and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn.</p>	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<p>Ic. Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p>	<p>Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They lack knowledge of school, family, and community contexts and they are unable to develop learning experiences that draw on students' prior experiences. They do not reflect on their work nor do they use current research to inform their practice. They are unable to explain major schools of thought about schooling, teaching, and learning.</p> <p>Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged with the professional community to develop meaningful learning experiences.</p>	<p>Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate.</p> <p>Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice, and for the profession.</p>	<p>Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate student learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues.</p> <p>Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.</p>	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

<i>Standard 1 Elements</i>	Unacceptable	Acceptable	Target	
1d. Student Learning for Teacher Candidates	<p>Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.</p> <p>Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning. They do not use classroom performance data to make decisions about teaching strategies. They do not use community resources to support student learning.</p>	<p>Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.</p> <p>Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.</p>	<p>Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.</p> <p>Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.</p>	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

Ie. Knowledge and Skills For Other School Professionals	Candidates for other professional school roles have not mastered the knowledge that undergrids their fields and is delineated in professional, state, and institutional standards. They are not able to use data, research or technology. They do not understand the cultural contexts of the school(s) in which they provide professional services.	Candidates for other professional school roles have adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services.	Candidates for other professional school roles have an in-depth understanding in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
Standard 1 Elements	Unacceptable	Acceptable	Target	
If. Student Learning for Other School Professionals	Candidates for other professional school roles cannot facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.	Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.	Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

<i>Standard 1 Elements</i>	Unacceptable	Acceptable	Target	
1g. Professional Dispositions for All Candidates	Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these dispositions in their work with students, families, and communities.	Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.	Candidate work with students, families, colleagues and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 2. Assessment System and Unit Evaluation

The professional education unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the professional education unit and its preparation programs.

Standard 2 Elements	Unacceptable	Acceptable	Target	
2a. Assessment System	The professional education unit has not involved its professional community in the development of its assessment system. The professional education unit's assessment system is limited in its capacity to monitor candidate performance, professional education unit operations, and its preparation programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of preparation programs are not based on a single or few assessments. The professional education unit has not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and professional education unit.	The professional education unit has an assessment system that reflects the conceptual framework(s) and professional and state standards and is regularly evaluated by its professional community. The professional education unit's system includes a comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve professional education unit's operations and preparation programs. Decisions about candidate performance are based on multiple assessments made at admission into preparation programs, appropriate transition points, and preparation program completion. The professional education unit takes effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and professional education unit operations	The professional education unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. The professional education unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before preparation program completion and in practice after completion of preparation programs. Data show a strong relationship of performance assessments to candidate success throughout their preparation programs and later in classrooms or schools. The professional education unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and professional education unit operations. It also makes changes in its practices consistent with the results of these studies.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 2</i> Elements	Unacceptable	Acceptable	Target	
2b. Data Collection, Analysis, and Evaluation	The professional education unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the professional education unit's operations, its preparation programs, or candidates. The professional education unit cannot disaggregate candidate assessment data when candidates are in alternative route, off-campus, and distance learning preparation programs. The professional education unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The professional education unit does not use appropriate information technologies to maintain its assessment system. The professional education unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, professional education unit operations, and preparation program quality.	The professional education unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, and competence of graduates, professional education unit operations, and preparation program quality. Using multiple assessments from internal and external sources, the professional education unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, preparation program quality, and professional education unit operations. The professional education unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The professional education unit maintains a record of formal candidate complaints and documentation of their resolution. The professional education unit maintains its assessment system through the use of information technologies appropriate to the size of the professional education unit and institution.	The professional education unit provides regular and comprehensive data on preparation program quality, professional education unit operations, and candidate performance at each stage of a preparation programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through preparation programs. These data are disaggregated by preparation program when candidates are in alternative route, off-campus, and distance learning preparation programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, preparation program quality, and professional education unit operations. The professional education unit has a system for effectively maintaining records of formal candidate complaints and their resolution. The professional education unit is developing and testing different information technologies to improve its assessment system.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 2 Elements</i>	Unacceptable	Acceptable	Target	
2c.Use of Data for Preparation Program Improvement	The professional education unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, preparation programs, and clinical experiences. The professional education unit fails to make changes in its courses, preparation programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Faculty do not have access to candidate assessment data and /or data systems. Candidates and faculty are not regularly provided formative feedback based on the professional education unit's performance assessments.	The professional education unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, preparation programs, and clinical experiences. The professional education unit analyzes preparation program evaluation and performance assessment data to initiate changes in preparation programs and professional education unit operations. Faculty have access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty respectively to help them reflect on improve their performance and preparation programs.	The professional education unit has fully developed evaluations, revising both the underlying data systems and analytic techniques as necessary. The professional education unit not only makes changes based on the data,, but also systematically studies the effects of any changes to assure that the preparation program are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 3. Field Experiences and Clinical Practice

The professional education unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 3 Elements	Unacceptable	Acceptable	Target	
3a. Collaboration Between Professional Education Unit and School Partners	The professional education unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them. The professional education unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.	The professional education unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The professional education unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and professional education unit share expertise to support candidates' learning in field experiences and clinical practice.	Both professional education unit and school-based faculty are involved in designing, implementing, and evaluating the professional education unit's conceptual framework and the school program; they each participate in the professional education unit's and the school partners' professional development activities and instructional programs for candidates and for children. The professional education unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 3 Elements</i>	Unacceptable	Acceptable	Target
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice	<p>Candidates do not meet entry or exit criteria for clinical practice. Field experiences are not linked to the development of proficiencies delineated in professional, state, and institutional standards. Field experiences and clinical practice do not reflect the professional education unit's conceptual framework and do not help candidates develop the competencies delineated in standards. Clinical practice does not provide opportunities to use information technology to support teaching and learning. Candidate coursework is not fully integrated into the clinical setting. Clinical practice is not long or intensive enough for candidates to develop or demonstrate their ability to take full responsibility for the roles for which they are preparing. Criteria for school faculty are not known. School faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do not provide regular and continuing support for student teachers and other interns.</p> <p>Candidates in advanced preparation programs for teachers do not participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, or reflect on their practice.</p> <p>Candidates in preparation programs for other school professionals do not participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. The field experiences and clinical practice for these programs do not involve the analysis of data, the use of technology and current research, or the application of knowledge related to students, families, and communities.</p>	<p>Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the professional education unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers and other professional educators, as well as learners in the school setting. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors. Clinical faculty, which include both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and professional education unit standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing,</p>	<p>Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the professional education unit's conceptual framework(s) into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology and engaging in service learning.</p> <p>Candidates in advanced preparation programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research.</p> <p>Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically-based, involve the use of research and technology, and have real-world application in the candidates' field placement setting.</p>

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		<p>group discussion, email, and the use of other technology.</p> <p>Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.</p> <p>Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.</p>		
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 3 Elements	Unacceptable	Acceptable	Target
<p>3c. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn</p>	<p>Assessments before admission to and used during clinical practice are not linked to candidate competencies delineated in professional, state, and institutional standards. Assessments do not examine candidates' effect on student learning. Assessments of candidate performance are not conducted jointly by candidates, and clinical faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. Candidates do not work with students with exceptionalities or with students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in their field experiences or clinical practice.</p>	<p>Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards. Identified in the professional education unit's conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates' performance and affect on student learning. Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to P-12 learning. They begin a process of continues assessment, reflection, and action directed at supporting P-12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.</p>	<p>Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards and have a positive effect on student learning. Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each other's practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools.</p>

Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

Standard 4. Diversity

The professional education unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 4 Elements	Unacceptable	Acceptable	Target	
4a. Design, Implementation, and Evaluation of Curriculum and Experiences	The professional education unit is not clear about the proficiencies related to diversity that candidates should develop during their preparation programs. The curriculum and field experiences for the preparation of educators are not designed to prepare candidates to work effectively with diverse populations, including persons with exceptionalities. Candidates do not have an understanding of the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not provide data on candidates' ability to help all students learn.	The professional education unit clearly articulates the proficiencies that candidates are expected to develop during their preparation program. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.	Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from the students' own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation. Candidates and faculty review assessment data that provide information about candidates' ability to work with all students and develop a plan for improving their practice in this area.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

Deleted: 8/28/2008

<i>Standard 4 Elements</i>	Unacceptable	Acceptable	Target	
4b. Experiences Working with Diverse Faculty	Candidates have limited or no interactions in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Professional education and school faculty have limited knowledge and experiences related to diversity. The professional education unit is not seeking faculty from diverse cultural backgrounds to increase faculty diversity.	Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.	Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty in other units, and school faculty who represent diverse ethnic, racial, gender, language, exceptionality, and religious groups. Faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 4 Elements	Unacceptable	Acceptable	Target	
4c. Experiences Working with Diverse Candidates	Candidates do not interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus or in schools. Professional education unit activities for candidates are not designed to encourage and support the involvement of candidates from diverse backgrounds. The professional education unit is not seeking to increase the diversity of its candidates.	Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.	Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field, experiences, and clinical practice.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 4 Elements	Unacceptable	Acceptable	Target	
4d. Experiences Working with Diverse Students in P-12 Schools	Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field, experiences, and clinical practice.	Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field, experiences, and clinical practice. Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.	Extensive and substantive field experiences and clinical practice are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

<i>Standard 5 Elements</i>	Unacceptable	Acceptable	Target	
5a. Qualified Faculty	A large proportion of professional education faculty do not have earned doctorates. The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had professional experiences in school settings.	Professional education faculty at the institution have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.	Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. All clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.	
Program Areas	Questions to pursue on-site	Evidence to check on-site	Notes for BOE Report	Previsit Rating

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Standard 5 Elements	Unacceptable	Acceptable	Target	
5b. Modeling Best Professional Practices in Teaching	Faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. Faculty seldom model the use of information technology in their own teaching. Few faculty assess their own effectiveness as teachers. Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.	Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the professional education unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.	Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the professional education unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 5 Elements</i>	Unacceptable	Acceptable	Target	
5c. Modeling Best Professional Practices in Scholarship	Few professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing educators to work in schools.	Professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their institutions.	Professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
<i>Standard 5 Elements</i>	Unacceptable	Acceptable	Target	
5d. Modeling Best Professional Practices in Service	Few professional education faculty are actively involved in service activities for the college or university. Faculty are providing limited or no services to schools at a level expected by the profession. Few if any of the faculty are actively engaged in professional associations or provide education-related services at the local, state, national, or international levels.	Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and professional education unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.	Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 5 Elements</i>	Unacceptable	Acceptable	Target	
5e. Collaboration	Collaboration between professional education faculty and faculty in other college or university units does not exist or is very limited. Collaboration between professional education faculty and school colleagues is limited to supervision of field experiences and student teaching.	Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.	Faculty are actively engaged as a community of learners regarding the conceptual framework and scholarship of the classroom. They develop relationships, programs, and projects with colleagues in P-12 schools and faculty in other units of the institution to develop and refine knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
<i>Standard 5 Elements</i>	Unacceptable	Acceptable	Target	
5f. Professional Education Unit Evaluation of Professional Education Faculty Performance	The professional education unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice.	The professional education unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship, and service of professional education unit faculty.	The professional education unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 5 Elements</i>	Unacceptable	Acceptable	Target	
5g. Professional Education Unit Facilitation of Professional Development	Professional development is not related to faculty evaluations. The professional education unit does not encourage faculty to engage in professional development activities.	Based upon needs identified in faculty evaluations, the professional education unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.	The professional education unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced professional education unit faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 6. Professional Education Unit Governance and Resources

The professional education unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Standard 6 Elements	Unacceptable	Acceptable	Target	
6a. Professional Education Unit Leadership and Authority	Professional education unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The professional education unit does not effectively manage or coordinate all programs so the candidates meet standards. The professional education unit does not effectively engage cooperating P-12 teachers and other practicing educators in preparation program design, implementation, and evaluation. The professional education unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date. The professional education unit does not ensure that candidates have access to student services such as advising or counseling. The professional education unit is not recognized as a leader on campus or within the educational community.	The professional education unit has the leadership and authority to plan, deliver, and operate coherent preparation programs of study. The professional education unit effectively manages or coordinates all preparation programs so that their candidates are prepared to meet standards. The professional education unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The professional education unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in preparation program design, implementation, and evaluation of the professional education unit and its preparation programs. The professional education unit provides a mechanism and facilitates collaboration between professional education unit faculty and faculty in other units of the institution involved in the preparation of professional educators.	The professional education unit provides the leadership for effectively coordinating all preparation programs at the institution designed to prepare education professionals to work in P-12 schools. The professional education unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The professional education unit ensures that candidates have access to student services such as advising and counseling. The professional education unit and other faculty collaborate with P-12 practitioners in preparation program design, delivery, and evaluation of the professional education unit and its preparation programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the professional education unit as a leader. The professional education unit provides professional development on effective teaching for faculty in other units of the institution.	
Program Areas	Questions to pursue on	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 6 Elements</i>	Unacceptable	Acceptable	Target	
6b. Professional Education Unit Budget	Budgetary allocations to the professional education unit, either in total or in comparison with other units on campus or similar professional education units at other campuses do not support programs at levels necessary for candidates to meet standards.	The professional education unit receives sufficient budgetary allocations at least proportional to other units on campus or similar professional education units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.	Professional education unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the professional education unit to P-12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the professional education unit and its school partners.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 6 Elements	Unacceptable	Acceptable	Target	
6c. Professional Education Unit Personnel	Professional education unit workload policies, including on-line course delivery, do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P-12 collaboration, and service. Faculty loads for teaching on campus and on-line generally exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member. The professional education unit's use of part-time faculty and graduate assistants contributes to the lack of preparation program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development, including training in the use of technology, are limited, leading to an adverse effect on preparation program quality.	Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each fulltime equivalent faculty member. The professional education unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that preparation program coherence and integrity are assured. The professional education unit provides an adequate number of support personnel so the programs can prepare candidates to meet standards. The professional education unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.	Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include on-line course delivery in determining faculty load. The professional education unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen preparation programs, including the preparation of teaching assistants. Clinical faculty are included in the professional education unit as valued colleagues in preparing educators. Professional education unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The professional education unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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<i>Standard 6 Elements</i>	Unacceptable	Acceptable	Target	
6d. Professional Education Unit Facilities	Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.	The professional education unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.	The professional education unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
<i>Standard 6 Elements</i>	Unacceptable	Acceptable	Target	
6e. Professional Education Unit Resources including Technology	Allocations of resources across preparation programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and implementing the professional education unit's assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information.	The professional education unit allocates resources across preparation programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the professional education unit's assessment plan. The professional education unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access to both sufficient and current library and curricular resources and electronic information.	The professional education unit aggressively and successfully secures resources to support high-quality and exemplary preparation programs and projects to ensure that candidates meet standards. The development and implementation of the professional education unit's assessment system is well funded. The professional education unit serves as an information technology resource in education beyond the education programs - to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular and electronic information resources that not only serve the professional education unit, but a broader constituency.	
Program Areas	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 7. Requirements and Standards Specified in Rule 505-3-.01

Standard 7 Elements				
7a. Admission Requirements	Candidates admitted to initial preparation programs at the baccalaureate level have a minimum grade point average of 2.5 on a 4.0 scale. Candidates admitted into initial preparation programs at the post baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a PSC-accepted accredited institution.			
	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
Standard 7 Elements				
7b. Reading Methods	Candidates in programs in Early Childhood, Middle Grades, and the special education fields of General Curriculum, Adapted Curriculum General Curriculum/Early Childhood Education.			
	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
Standard 7 Elements				
7c. Identification and Education of Children with Special Needs	Candidates in all teaching fields, the leadership field of Administration and Supervision, and/or the service fields of Media Specialist and School Counseling have completed five or more quarter hours or three or more semester hours, or the equivalent, in the identification and education of children who have special educational needs.			
	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

Standard 7 Elements				
7d. Use, Application, and Integration of Instructional Technology	Candidates have demonstrated proficiency in the use, application, and integration of instructional technology, either by attaining an acceptable score on a PSC-approved test of computer skill competency or by completing a PSC-approved training course or equivalent.			
	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
Standard 7 Elements				
7e. Georgia P-12 Curriculum	Candidates are prepared to implement the appropriate sections of any Georgia mandated curriculum (e.g. Georgia Performance Standards, GPS, Quality Core Curriculum, QCC) in each relevant content area.			
	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
Standard 7 Elements				
7f. Professional Ethical Standards and Requirements for Certification and Employment	Candidates are provided with information about professional ethical standards, criminal background check, and clearance for certification and employment.			
	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

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Standard 7 Elements				
7g. Field Experiences Appropriate to the Grade Level and Field of Certification Sought	Candidates for Early Childhood certification complete field experiences in grades PK-K, 1-3, and 4-5. Candidates for Middle Grades certification shall complete field experiences in grades 4-5 and 6-8. Candidates for P-12 certification shall complete field experiences in grades PK-K, 1-3, 4-5, 6-8, and 9-12. Candidates for certification in secondary fields complete field experiences in their fields of certification in grades 6-8 and 9-12.			
	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating

Standard 8. Alignment with PSC-Adopted Program Content Standards

Standard 8	Questions to pursue	Evidence to check	Notes for BOE Report	Previsit Rating
Meets Program Content Standards Specified in Rule 505-3, Sections 04-88.				