

Georgia Professional Standards Commission

Question Guide for BOE Reviewers

Standard 1 Candidate Skills, Knowledge, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel 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.

Elements	Questions	Sources of Evidence
General	What standards and assessments provide the expectations for candidate performance within the unit and its programs?	
	What evidence demonstrates that candidates in each program offered have the appropriate knowledge, skills, and dispositions outlined in professional, state, and institutional standards (reflected by the unit's conceptual framework)?	
	How do candidates perform on assessments at critical points, (e.g. admissions, entry to student teaching, completion of student teaching, and program completions)during their preparation? What do internal and external data (unit assessments, state licensing exams, etc.) indicate about candidate competence?	
Content Knowledge for Teacher Candidates	How does the unit know candidates are able to articulate the important principles and concepts of their fields? What types of assessment (e.g. portfolios, student teaching, tests, GPAs) are used? How do candidates perform on these assessments?	
	What tests do the institution and state use to determine content knowledge? When are these tests administered? What do results of state licensure tests suggest about content knowledge? (Provide summary of scores.)	
	What were the results of specialized professional association of state program reviews? Did follow up by the BOE confirm these findings? What changes have resulted in response to weaknesses identified in the national or state program review?	

	What do interviews and surveys of cooperating teachers and school administrators indicate about the content knowledge of candidates and graduates?	
	What do interviews and follow-up surveys of candidates indicate about their preparation in the content area?	
Content Knowledge for other Professional School Personnel	How does the unit know candidates preparing for roles other than teaching are able to articulate the important principles and concepts of their fields? What types of assessment (e.g. portfolios, internships, tests, GPAs, research projects) are used? How do candidates perform on these assessments?	
	What were the results of specialized professional association or state program reviews? Did follow up by the BOE team confirm these findings? What changes have resulted in response weaknesses identified in the national or state program review?	
	What do interviews and surveys of internship supervisors and school administrators indicate about content knowledge of candidates and graduates?	
	What do interviews and follow-up surveys of candidates and graduates indicate about their preparation in the content area?	
	What tests do the institution and state used to determine content knowledge? When are these tests administered? What do results of state licensure tests suggest about content knowledge/ (Provide a summary of scores.)	
Pedagogical Content Knowledge for Teacher Candidates	How and when is pedagogical content knowledge assessed?	
	What data suggest candidates know how to use instructional technologies appropriate to the content being taught?	
	What do interviews or surveys of cooperating teachers and school administrators indicate about the pedagogical content knowledge of candidates and graduates?	
	What do interviews and follow-up surveys of candidates and graduates indicate about their preparation for pedagogical content knowledge?	

Professional and Pedagogical Knowledge and Skills for Teacher Candidates	How have the INTASC and national professional standards (e.g., NCTM and NAEYC) been incorporated into the assessments on professional and pedagogical knowledge and skills for teachers?	
	What do interviews or surveys of cooperating teachers and school administrators indicate about the professional and pedagogical knowledge of candidates?	
	What do interviews and follow-up surveys of candidates and graduates indicate about their preparation related to professional and pedagogical knowledge and skills?	
Professional and Pedagogical Knowledge and Skills for Other School Personnel	How have the national professional standards (e.g. ISLLC/ELCC, NASP, ASHA, and CACREP) been incorporated into the assessments on professional and pedagogical knowledge and skills for other school personnel?	
	What do interviews or surveys of internship supervisors and school administrators indicated about the professional knowledge of candidates?	
	What do interviews and follow-up surveys of candidates and graduates indicated about their preparation related to professional knowledge and skills?	
Dispositions for All Candidates	What dispositions does the unit expect its candidates to have developed by completion of the program? How do these differ across programs?	
	How are candidates informed about the dispositions they should develop?	
	How are dispositions assessed?	
	What evidence indicated candidates are knowledgeable about, and can demonstrate, the professional dispositions delineated in state, professional, and institutional standards?	
	What do interviews or surveys of cooperating teachers, internship supervisors, and school administrators indicate about candidates' dispositions?	
	What do interviews and follow-up surveys of candidates and graduates indicate about their development of dispositions expected by the profession?	

Student Learning for Teacher Candidates	How is the unit assessing a candidate's ability to help ALL students learn? When do these assessments occur?	
	What do data indicate about teacher candidates' ability to adequately assess student learning and develop meaningful learning experiences for all students?	
	What evidence, if any, demonstrates that candidates have a positive effect on student learning?	
Student Learning for Other School Personnel	How is the unit assessing a candidate's ability to create environments supportive of student learning by ALL students? When do these assessments occur?	
	What do data indicate about the ability of candidates for other school roles to create positive learning environments in schools?	
	What does evidence show about candidates' knowledge of developmental levels of P-12 students and the diversity of students, families, and communities?	
	What assessments indicate that candidates for other school roles are familiar with the social, cultural, and policy contexts in which they practice? How do candidates perform on these assessments?	

Standard 2 Assessment System and Unit Evaluation

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

Elements	Questions	Sources of Evidence
Assessment System	How was the assessment system designed/implemented? Who participated in the design/implementation?	
	How do assessments reflect the conceptual framework?	
	How are assessments used to monitor candidate performance and to determine that candidates develop the knowledge, skills, and dispositions required by the profession, state, and institution?	
	What differences exist between assessments for initial teacher preparation and advanced programs?	

	What assessments and evaluations are used to manage and improve the operations and programs of the unit?	
	How is candidate performance assessed? What types of assessments are used (e.g., portfolios, videos, licensing exams, etc.)?	
	At what points during their programs are candidates assessed? Do admission/exit requirements ensure quality candidates at entrance and competency at exit? Do assessments at various points ensure that candidates have the appropriate skills and dispositions to continue in their programs.	
	How does the unit test and judge the quality and credibility of assessments?	
Date Collection, Analysis, and Evaluation	What information does the unit collect regularly and systematically? How often are these data collected. From who are data collected?	
	What types of assessments and evaluations does the unit use to improve the unit and its programs and candidate performance (e.g. surveys of candidates, graduates, faculty, local school personnel; test data, etc?)	
	How are data collected summarized and analyzed by the unit? What technologies are used to maintain the unit's assessment system?	
Use of Data for Program Improvement	What evidence suggests that data are used to initiate changes in courses, programs, and clinical experiences when appropriate? What changes have occurred?	
	How are assessment data shared with candidates and faculty? How are these data used by candidates and faculty to improve their performance?	

Standard 3 Field Experiences and Clinical Practice

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

Elements	Questions	Sources of Evidence
Collaboration between Unit and School Partners	How are field experiences and clinical practice designed, delivered, and evaluated? Who participates in the design, delivery, and evaluation of the unit's field and clinical experiences? In what ways do the partners participate?	
	How are the partners involved in determining student teacher and internship placements?	
Design, Implementation, and Evaluation of Field Experiences and Clinical Practices	In what kinds of field experiences do candidates in teaching and other education fields participate? How many hours of field experiences are required prior to clinical practice?	
	How do field experiences and clinical practice reflect the unit's conceptual framework?	
	How do clinical practice and field experiences help candidates develop the knowledge, skills and dispositions expected in state, professional, and institutional standards? How do the field and clinical experiences help candidates demonstrate the outcomes outlines in the conceptual framework?	
	What systemic opportunities do candidates have to use technology as an instructional tool during field experiences or clinical practice?	
	How long is the clinical practice of teachers and other school personnel?	
	How are clinical faculty chosen? What criteria are used? What preparation or professional development do they receive to prepare them for roles as clinical supervisors?	
Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn	What are the entry and exit criteria for clinical practice for both teachers and other school personnel? How many candidates are eligible for clinical practice. How many complete successfully?	

	How are candidates assessed and by whom during field experiences and clinical practice?	
	How is time for reflection and feedback incorporated into the field experiences and clinical practice?	
	What do assessments indicate about candidate's mastery of knowledge, skills, and dispositions delineated in professional, state, and institutional standards?	
	What systemic opportunities do candidates have to work with diverse populations?	
	What field experiences are required for license teachers working on an advanced degree?	
	What field experiences and clinical practice are required for candidates preparing for new roles?	

Standard 4 Diversity

The unit designs, implements, and evaluated 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.

Elements	Questions	Sources of Evidence
Design, Implementation, and Evaluation of Curriculum and Experiences	What knowledge, skills, and dispositions related to diversity are candidates expected to develop? How are these expectations aligned with the unit's commitment to diversity outlined in the conceptual framework? Who has been involved in this process?	
	What courses and experiences enable candidates to develop awareness of the importance of diversity in teaching and learning?	
	What required courses and experiences enable candidates to develop the knowledge, skills, and dispositions to adapt instruction and services to diverse populations?	
	What do assessments indicate about candidates' knowledge, skills, and dispositions to help all students learn?	
Experiences Working with Diverse Faculty	What opportunities do candidates have to interact with higher education and school faculty of diverse backgrounds?	

	What knowledge and experiences do unit and clinical faculty have with diverse candidates and P-12 students?	
	What diverse groups are represented in the institution's faculty, unit faculty, and school faculty?	
	What efforts does the unit make to recruit diverse higher education and school faculty?	
Experiences Working with Diverse Candidates	What opportunities do candidates have to interact with higher education and school faculty of diverse backgrounds?	
	What knowledge and experiences do unit and clinical faculty have with diverse candidates and P-12 students?	
	What diverse groups are represented in the institutions faculty, unit faculty, and school faculty?	
	What effort does the unit make to recruit diverse higher education and school faculty?	
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	What knowledge and experiences do unit and clinical faculty have with diverse candidates and P-12 students?	
	What diverse groups are represented in the institution's faculty, unit faculty, and school faculty?	
	What efforts does the unit make to recruit diverse higher education and school faculty?	
Experiences Working with Diverse Candidates	What opportunities do candidates have to interact with candidates of diverse backgrounds on campus or through technology, exchange programs with other institutions, etc.	
	What diversity is represented by candidates in the unit?	
	What efforts does the unit make to recruit diverse candidates/	
Experiences Working with Diverse Students in P-12 Schools	What diverse groups are represented by the P-12 students in the settings in which candidates participate in field experiences and clinical practice?	
	How do field experiences and/or clinical practice help candidates develop and practice the knowledge, skills and dispositions to work with diverse P-12 students? What feedback and reflection about working with diverse students are incorporated into these experiences?	

Standard 5 Faculty Qualifications

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 systemically evaluated faculty performance and facilitates professional development..

Elements	Questions	Sources of Evidence
Qualified Faculty	What are the qualifications of the higher education (full-time and part-time) and school faculty that are appropriate to their assignments (e.g., earned degrees, experience, expertise, engagement in scholarship and service, etc.)?	
	How does the unit know school faculty members are licensed in the areas they are supervising. How are experienced are school faculty?	
	What are the contemporary professional experiences in school settings of the higher education clinical faculty? What percentage of the clinical faculty have these experiences?	
Modeling Best Professional Practices in Teaching	How does the unit know faculty have a thorough understanding of the content they teach?	
	How does instruction reflect the conceptual framework and current research and developments in their fields? How do faculty show they value candidate learning?	
	How does faculty teaching encourage the development of reflection, critical thinking, problem solving, and professional dispositions? What types of instructional strategies do faculty use? How do faculty incorporate diversity topics and the use of technology into instruction?	
	How are faculty assessing candidate performance in the courses they teach and experiences they supervise? How do faculty systematically engage in self-assessment of their teaching?	
Modeling Best Professional Practices in Scholarship	What types of scholarly work is expected as part of the institution's mission? In what types of scholarship activities are faculty engaged? How is scholarship related to teaching and learning?	

Modeling Best Professional Practices in Service	What types of service is expected as part of the institution's mission? In what types of service activities are faculty engaged?	
	How are faculty engaged with P-12 education and in professional associations? What education-related services are being provided beyond campus boundaries? What percentage of the faculty are actively involved in these service activities?	
Collaboration	In what ways do unit faculty collaborate with colleagues in P-12 schools, arts and sciences, other units at the institution, and the broader professional community?	
	How has the collaboration led to improving teaching, candidate learning, and teacher education?	
Unit Evaluation of Professional Education Faculty Performance	How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations?	
	How do faculty evaluations reflect the conceptual framework?	
	How well do faculty perform on the unit's evaluations? How are evaluations used to improve teaching, scholarship and service?	
Unit Facilitation of Professional Development	What professional development opportunities are provided for faculty? How often do faculty participate in professional development activities? What percentage of the faculty participate?	
	What professional development activities have related to the conceptual framework, performance assessment, diversity, technology, and other emerging practices?	

Standard 6 Unit Governance and Resources

The 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.

Elements	Questions	Sources of Evidence
Unit Leadership and Authority	What responsibility does the unit have for planning, delivering, and operating programs for the preparation of educators? How does the unit interact with colleagues in other units in ensuring that candidates meet standards?	

	Through what mechanism(s) are unit programs managed or coordinated?	
	What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?	
Unit Budget	What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units on campus or similar units at other institutions?	
	How adequately does the unit's budget cover both the on-campus and clinical work necessary to prepare educators?	
	How is allocation for materials supporting the preparation of teachers determined?	
Personnel	What is included in the workloads of faculty? What workload activities are addressed in the institution's faculty load policies? What are the actual loads of faculty? How do workloads allow faculty to be engaged effectively in teaching, scholarship, and service? What time within their workloads do faculty have to develop assessments and on-line courses?	
	How many part-time and full-time faculty are employed by the unit in teaching, clinical, support, and administrative roles? How does the unit use graduate assistants? How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?	
	Who are the support personnel in the unit? What services do they provide? Does the unit have an adequate number of them?	
	Does the librarian assigned to assist the unit have the appropriate academic credentials?	
Unit Facilities	How adequate are unit facilities – classrooms, faculty offices, library/media center, and school facilities – to support teaching and learning? How do the unit's facilities support the use of information technology in instruction?	
Unit Resources Including Technology	How does the unit allocate resources to programs in a manner that allows candidates to meet standards? How do external resources (e.g. grants, donations, and special projects) contribute to the development of quality graduates?	

	What information technology resources support faculty and candidates? How do these technologies help candidates achieve the commitments to technology outlined in the conceptual framework? What evidence shows that candidates and faculty actually use these resources?	
	What library and curricular resources exist at the institution? How sufficient and current are these resources? How accessible are resources to candidates through electronic means?	
	What indexing and abstracting services are available to support teacher education?	
	What services are in place to locate/obtain materials not owned by the university?	

Standard 7 Meets requirements and standards specified in Rule 505-3-.01

The unit ensures that all programs meet all of the requirements specified in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND PROGRAMS PREPARING EDUCATION PERSONNEL, Education Personnel Preparation Rules and Procedures.

Elements	Questions	Sources of Evidence
Meets Minimum Admissions Requirements	What are the requirements for admission to the educator preparation programs?	
	Are admissions criteria applied consistently across programs?	
Knowledge of Reading Methods	What evidence demonstrates that candidates in Early Childhood Education, Middle Grades Education, and English Education have the appropriate knowledge and skills to teach students to read?	
	What do interviews or surveys of cooperating teachers and school administrators indicate about the knowledge of candidates with respect to the teaching of reading?	
	What do interviews and follow-up surveys of candidates and graduates indicate about their preparation related to the teaching of	

	reading?	
Knowledge of the Identification and Education of Children with Special Needs	What evidence demonstrates that candidates in have the appropriate knowledge, skills and dispositions to identify and to teach students who have special educational needs?	
	What do interviews or surveys of cooperating teachers and school administrators indicate about the knowledge of candidates with respect to the teaching of children with special needs?	
	What do interviews and follow-up surveys of candidates and graduates indicate about their preparation related to the teaching of children with special needs?	
Proficiency in the Use, Application, and Integration of Instructional Technology	What evidence demonstrates that candidates can appropriately and successfully integrate instructional technology in the classroom?	
	What do interviews or surveys of cooperating teachers and school administrators indicate about the knowledge of candidates with respect to the integration of instructional technology?	
	What do interviews and follow-up surveys of candidates and graduates indicate about their preparation related to the integration of instructional technology?	
Knowledge of Relevant Sections of the Georgia Quality Core Curriculum	What evidence demonstrates that candidates are able to apply knowledge of relevant sections of the Georgia Quality Core curriculum in planning instruction?	
Knowledge of Professional Ethical Standards and Requirements for Certification and Employment	What evidence demonstrates that candidates are aware of and abide by the professional code of ethics for teachers?	
	What evidence demonstrates that candidates are aware that a criminal background check is a requirement for educator certification and employment?	

Standard 8 Meets Program Content Standards Specified in Rule 505-3, Sections 10-59

Elements	Questions	Sources of Evidence
Program Content is Consistent with Appropriate Program-Specific Content Standards	What evidence demonstrates that program content is consistent with program-specific content standards?	
Program Content Includes Content Required by Relevant PRAXIS II Objectives	What evidence demonstrates that program content includes content covered by the relevant PRAXIS II test(s)?	