



Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

2016 Technical Assistance Workshop

Overview of 2016 Approval Standards & PRS-II

April 19, 2016

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GaPSC Mission

**To build the best prepared,
most qualified, and most
ethical education workforce in
the nation.**



Essential Questions of Program Approval

- Is the Educator Preparation Provider preparing quality candidates who can be effective educators?
- How do we know?

Provider Ensures





Culture of Evidence

- Effective system of data collection and monitoring
- Participation and feedback of appropriate stakeholders
- Focus on the results of quantitative and qualitative measures to plan, make decisions, and allocate resources
- Use evidence of completer impact on P-12 student learning to increase the effectiveness of preparation programs



Culture of Evidence

- Analyze evidence and show the strongest evidence that standards are Met
- Evidence should be sufficient to show how the standard is Met
- Flexibility in providing the evidence that best tells your unique context



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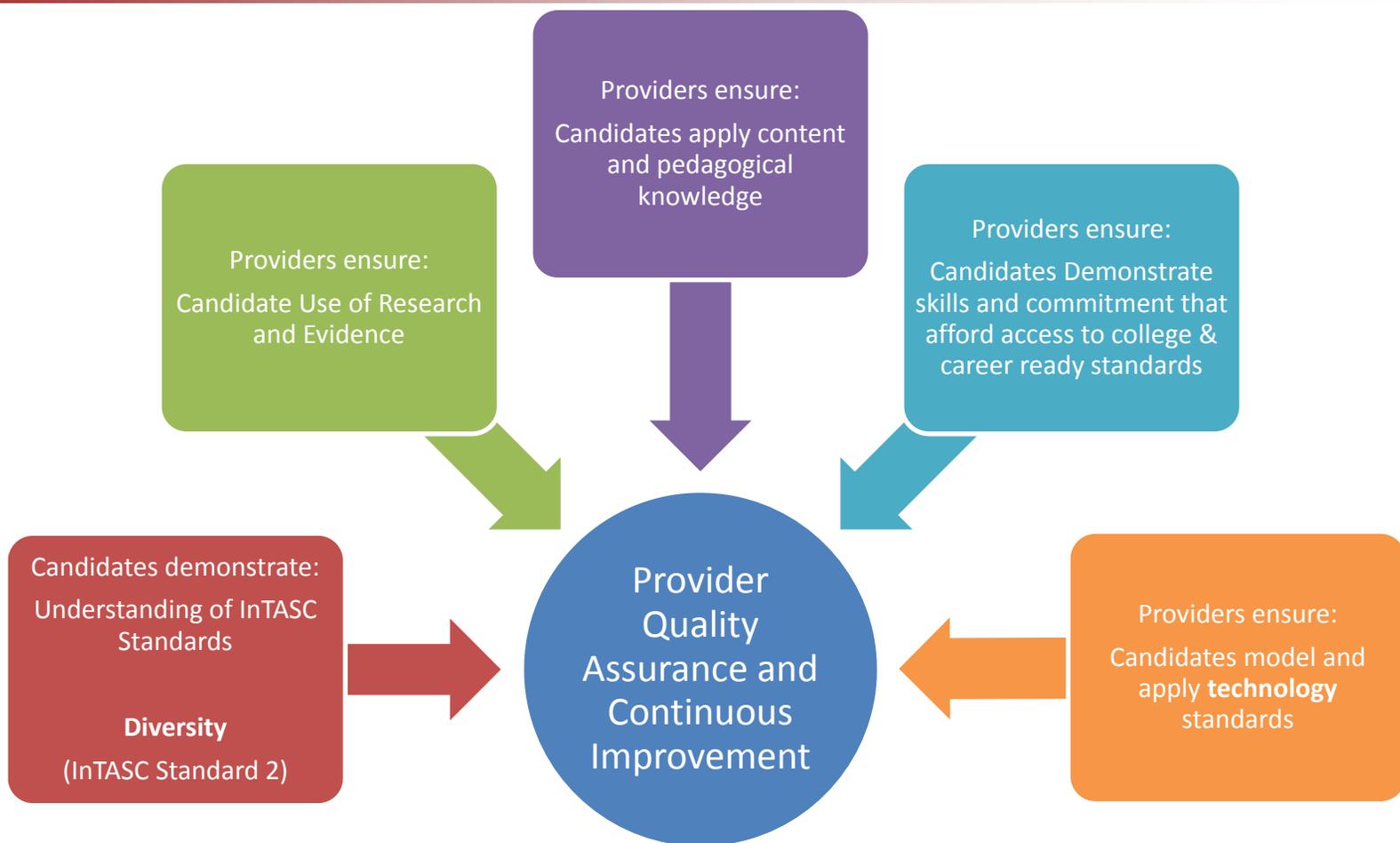
Standard 1

Content & Pedagogical Knowledge



Standard 1:

Content and Pedagogical Knowledge



Content and Pedagogical Knowledge

2008 Standards	2016 Standards
Candidates know the content that they plan to teach	Provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline
Teacher candidates understand the relationship of content and content-specific pedagogy	Candidates demonstrate an understanding of the 10 InTASC standards
Teacher candidates can apply the professional and pedagogical knowledge and skills	Providers ensure that candidates apply content and pedagogical knowledge
Teacher candidates focus on student learning.	Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards
Candidates are familiar with the professional dispositions	Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession



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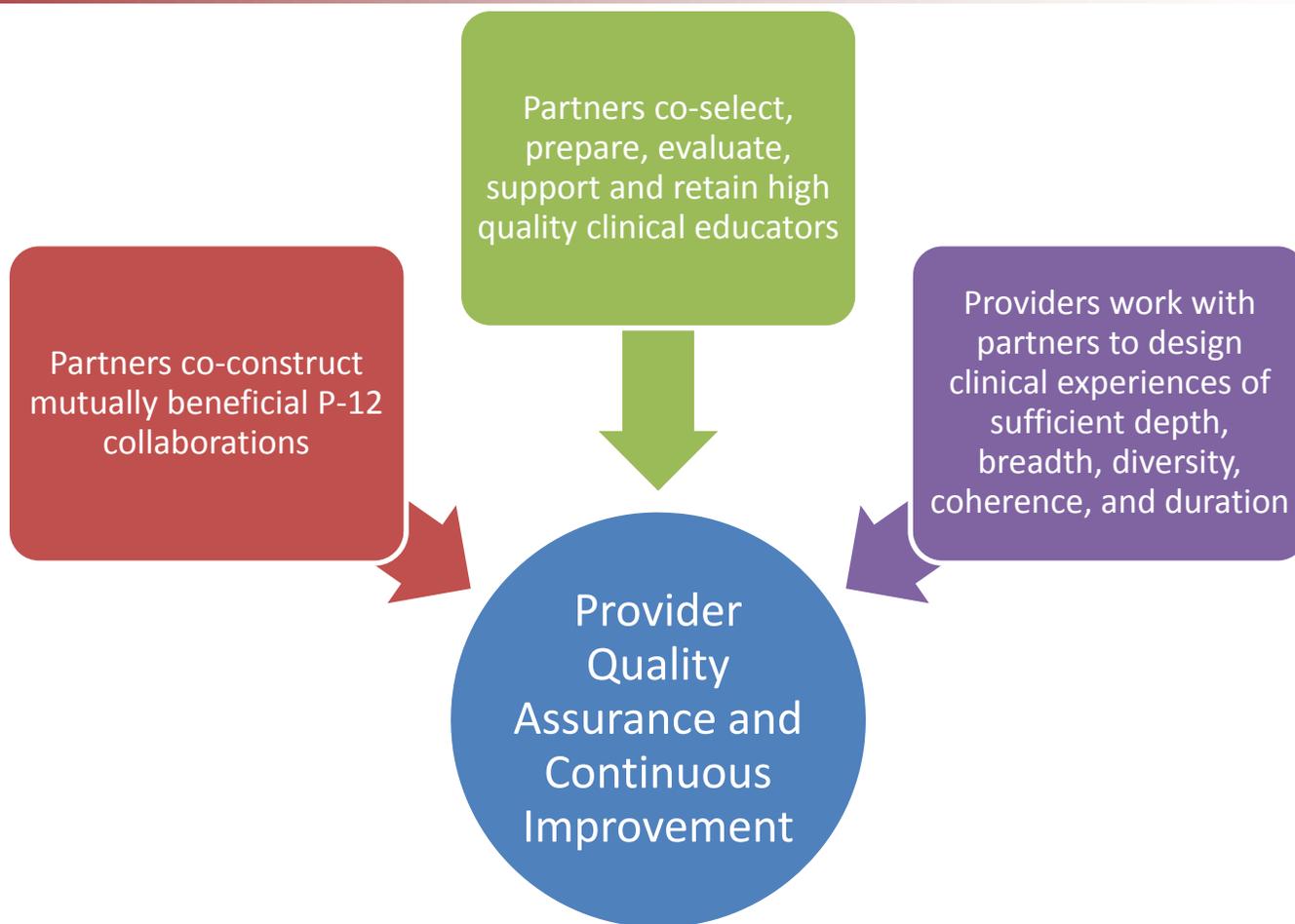
Standard 2

Clinical Partnerships & Practice



Standard 2:

Clinical Partnerships & Practice



Clinical Partnerships and Practice

2008 Standards (Standard 3)	2016 Standards (Standard 2)
The professional education unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice	Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation
Field experiences facilitate candidates' development as professional educators	The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development
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.	Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn.	Provider ensures that...candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.



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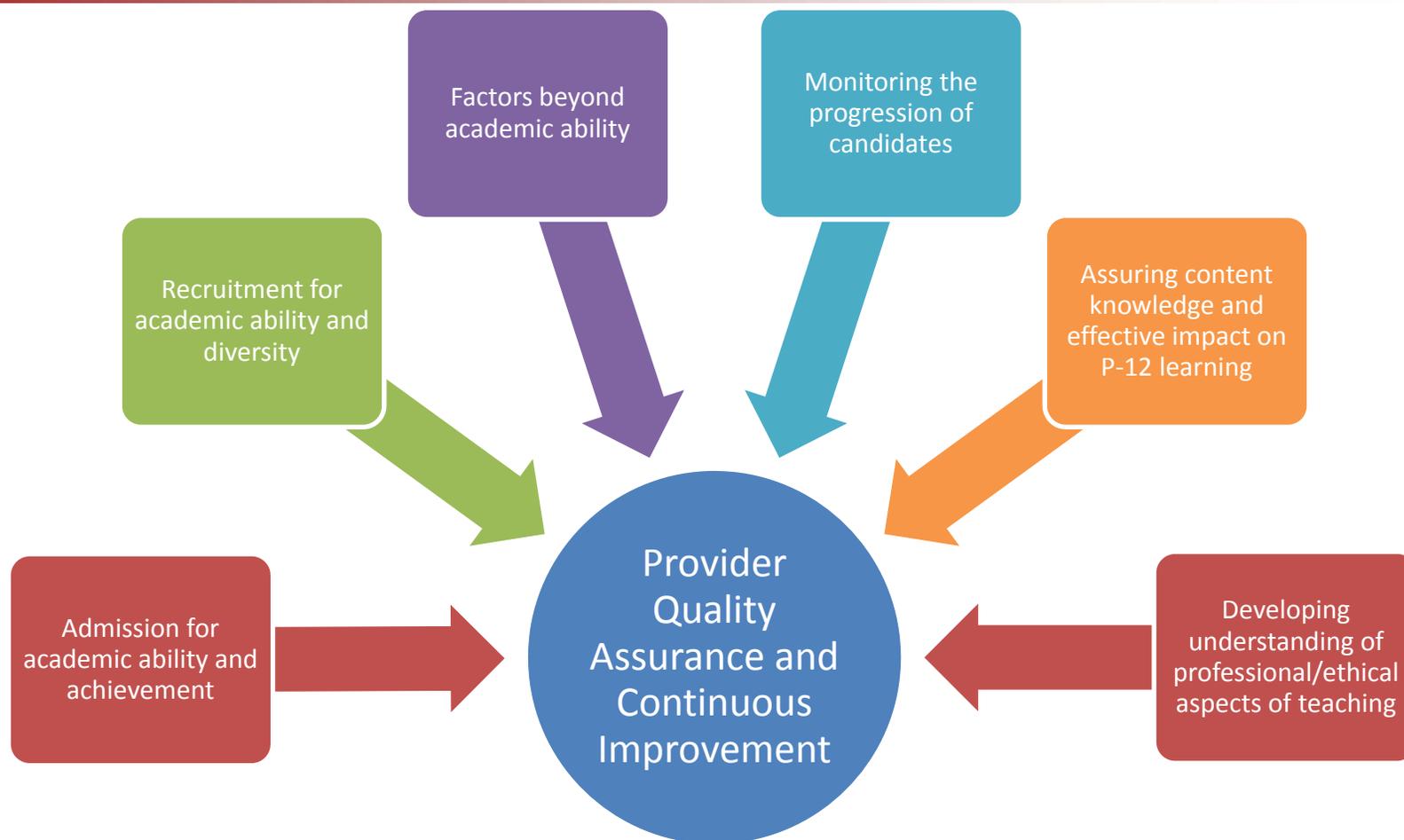
Standard 3

Candidate Quality, Recruitment, and Selectivity



Standard 3:

Candidate Quality, Recruitment, and Selectivity



Candidate Quality, Recruitment, Selectivity

2008 Standards	2016 Standards
<p>Candidates admitted to initial preparation programs at the baccalaureate level have a minimum grade point average of 2.5 on a 4.0 scale. (Standard 7)</p>	<p>EPPs shall ensure candidates admitted to GaPSC-approved initial preparation programs at the baccalaureate level or higher have a minimum GPA of 2.5 on a 4.0 scale. The provider shall ensure that the average GPA of each admitted cohort (at the provider level) is 3.0 or higher</p>
<p>Decisions about candidate performance are based on multiple assessments made at admission into preparation programs, appropriate transition points, and preparation program completion. (Standard 2)</p>	<p>The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion.</p>
<p>Candidates are provided with information about professional ethical standards, the Georgia Code of Ethics for Educators, criminal background check, and clearance for certification and employment. (Standard 7)</p>	<p>Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.</p>
<p>Affirmation of the value of diversity is shown through good-faith efforts the professional education unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups. (Standard 4)</p>	<p>The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission.</p>



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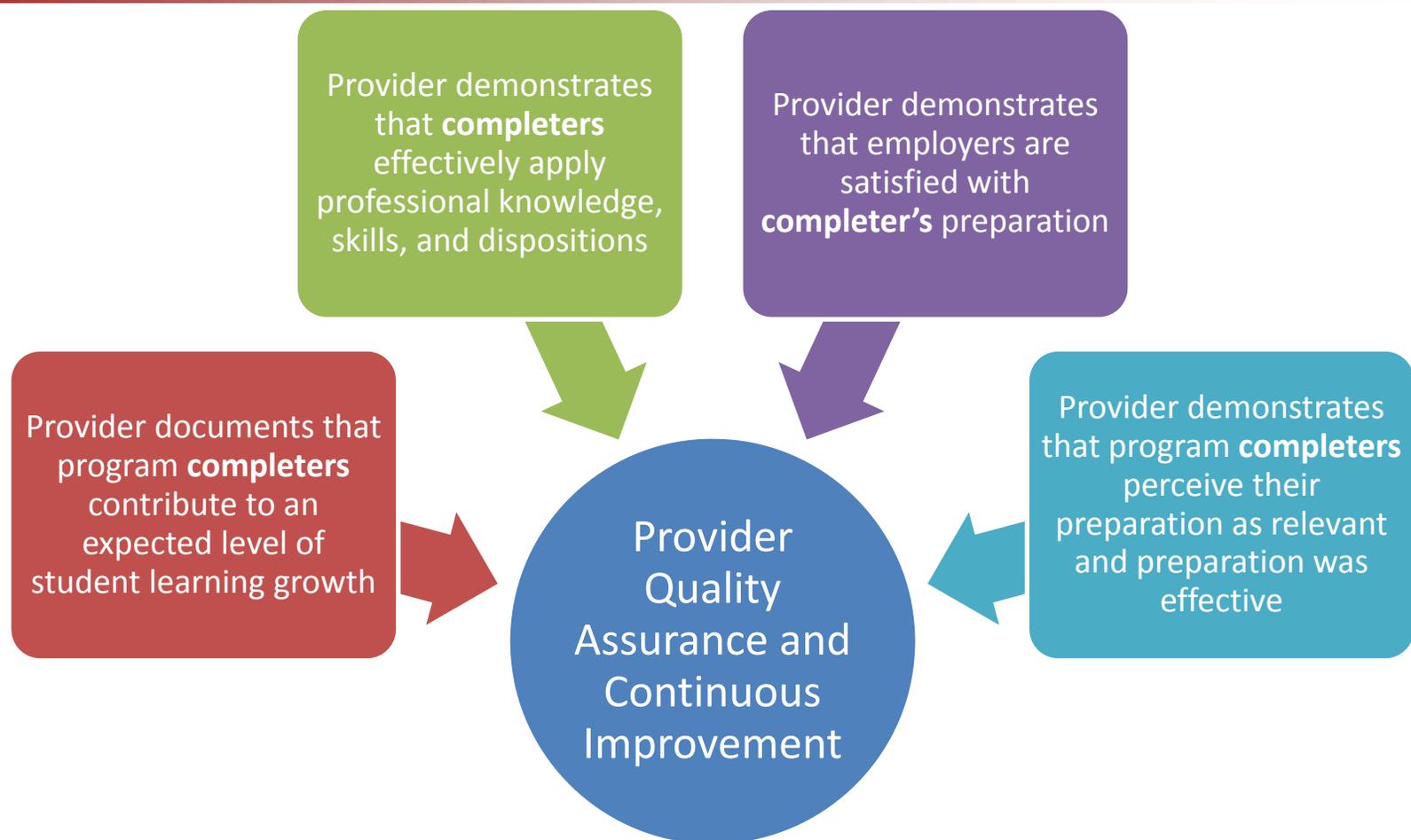
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Standard 4 Program Impact



Standard 4:

Program Impact



Program Impact

2008 Standards	2016 Standards
<p>Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. (Standard 1)</p>	<p>Completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>
<p>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. (Standard 2)</p>	<p>The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation</p>
<p>Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning. (Standard 3)</p>	<p>The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth.</p>
	<p>Provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>



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Standard 5

Provider Quality Assurance & Continuous Improvement



Standard 5:

Provider Quality Assurance & Continuous Improvement



Quality Assurance System

2008 Standards (Standard 2)	2016 Standards (Standard 5)
<p>The unit's system includes a comprehensive and integrated set of assessment and evaluation measures to monitor candidate performance and manage and improve professional education unit's operations and preparation programs.</p>	<p>The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.</p>
<p>The unit has taken 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.</p>	<p>The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.</p>
<p>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.</p>	<p>Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.</p>
<p>The unit analyzes preparation program evaluation and performance assessment data to initiate changes in preparation programs and professional education unit operations.</p>	<p>The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.</p>
<p>The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community.</p>	<p>The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are Georgia Professional Standards Commission involved in program evaluation, improvement, and identification of models of excellence.</p>



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Standard 6

Georgia Requirements for Educator Preparation Programs



Georgia Standard 6:

Georgia Requirements (505-3-.01)

- Admission Requirements
- Reading Methods (Applies only to ECE, MG, Special Ed General Curriculum, Special Ed Adapted Curriculum, and Special Ed General Curriculum/Early Childhood Education)
- Identification and Education of Children with Special Needs
- Georgia P-12 Curriculum, Instruction, and Educator Evaluation
- Professional Ethical Standards and Requirements for Certification and Employment
- Field Experiences Appropriate to the Grade Level and Field of Certification Sought and Clinical Practice
- Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership



Diversity & Technology

- Standard 1 : “All students” is the focus in Standard 1, and InTASC standards that comprise component 1.1 Those characteristics also incorporate references to cultural competence, individual differences, creativity and innovation, and working with families and communities.
- Component 1.5 states that providers are to “ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice.”
- Standard 2: clinical experiences are to have depth, breadth, and diversity in terms of preparing candidates to work with diverse supervisors, peers, and students.
- Component 2.3 describes technology-enhanced learning opportunities as part of clinical experiences.
- Standard 3 requests plans for how providers undertake positive outreach efforts to recruit a more able and diverse candidate pool.
- Standard 3 asks providers to present multiple forms of evidence of candidates’ developing knowledge and skills during preparation, including “the integration of technology in all of these domains.”



PRS-II

- Use of PRS-II
 - Upload evidence
 - Provide narrative about evidence
 - No other evidence room
 - Submit 6-8 months prior to visit