

**Recommended Exhibits List for a
GaPSC Developmental Review of a New Unit**
July 2010

The exhibits below are critical for BOE team members to review before and during the on-site visit. Please note that the quality of these exhibits will determine their degree of utility for teams. While this list covers most of the exhibits needed by teams, it is not exhaustive. Institutions may provide additional materials based on institutional context, but as much as possible, institutions should limit their exhibits to those indicated below. The BOE team may ask the institution for additional information.

Exhibits should be organized by each element of a standard to assist Board of Examiners (BOE) teams in finding the evidence. GaPSC's expectation is that most exhibits will be available to BOE teams electronically. The institutional report may include links to key electronic exhibits and other evidence. In some instances, one exhibit may address more than one element, or be related to more than one standard. Creating links to the exhibit in more than one place is the best way to address this situation. It is also important to ensure that links take the user to the intended documents or pages in a long document. It is a common mistake in creating web pages to mislabel links. To ensure that links are accurate, browse the web site periodically with this in mind.

The GaPSC will give BOE team members access to the program reports through the Program Reporting System (PRS).

General Background and Conceptual Framework

| Exhibits |
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| 1. Preconditions Report, indicating that all preconditions were met |
| 2. Unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies |
| 3. A copy of the unit's notice soliciting third-party testimony |
| 4. Syllabi for professional education courses |
| 5. Conceptual Framework(s) Documents |
| 6. Table showing alignment of state, professional, and institutional standards |

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

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

| Elements | Exhibits |
|--|--|
| 1a. Content knowledge for teacher Candidates | 1. Key assessments and scoring guides that faculty will use to assess candidate learning against standards and the outcomes identified in the unit’s conceptual framework. |
| | 2. Proposed instrument(s) to follow-up graduates on demonstration of content knowledge |
| | 3. Proposed instrument(s) to solicit employer feedback on graduates level of content knowledge |
| 1b. Pedagogical content knowledge and skills for teacher candidates | 4. Items 1, 2, & 3 above related to pedagogical content knowledge and skills of initial teacher candidates |
| 1c. Professional and pedagogical knowledge and skills for teacher candidates | 5. Items 1, 2, & 3 above related to professional and pedagogical knowledge and skills for teacher candidates |
| 1d. Student learning for teacher candidates | 6. Items 1,2, & 3 above related to student learning for teacher candidates |
| 1e. Knowledge and skills for other school professionals | 7. Items 1,2, &3 above related to knowledge and skills for other school professionals |
| 1f. Student learning for other school professionals | 8. Items 1, 2, & 3 above related to student learning for other school professionals |
| 1g. Professional dispositions for all candidates | 9. List of candidate dispositions, including fairness and the belief that all students can learn |
| | 10. Assessments proposed to be used to determine dispositions |
| | 11. Items 1, 2, & 3 above related to professional dispositions for all candidates |

Standard 2: Assessment System and Unit Evaluation

The unit proposes an assessment system that will collect and analyze data on applicant qualifications candidate and graduate performance, and unit operations that will evaluate and improve the performance of candidates, the unit, and its programs.

| Elements | Exhibits |
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| 2a. Assessment system | 1. Document describing the unit's assessment system in detail, including the proposed assessment of candidate performance and the proposed evaluations of unit operations |
| | 2. Samples of formative and summative key assessments proposed for use to ensure candidates are ready to progress through the program and enter the profession |
| | 3. List of key assessments proposed for use at transition points (a) at entry to programs, (b) prior to the student teaching/internship, (c) at completion of the student teaching/internship, and (d) at program completion |
| | 4. Minutes of meetings on the development and refinement of the proposed assessment system and the proposed use of data |
| | 5. Proposed procedures for ensuring that key assessments and unit operations are fair, accurate, consistent, and free of bias |
| 2b. Data collection, analysis and evaluation | 6. Proposed policies and procedures that will ensure that data are regularly collected, compiled, aggregated, summarized, analyzed, and an explanation as to how they will be used to make improvements |
| | 7. Unit or institutional policies for handling student complaints |
| | 8. Description of information technology proposed for use to manage performance data |
| 2c. Use of data for program improvement | 9. Proposed schedule for when the unit will analyze data to make changes |

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 professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

| Elements | Exhibits |
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| 3a. Collaboration between unit and school partners | 1. Memoranda of understanding, minutes from meetings, etc. to document proposed partnerships with schools |
| 3b. Design, implementation and evaluation of field experiences and clinical practice | 2. List of criteria for the proposed selection of school-based clinical faculty (e.g., cooperating teachers, internship supervisors) |
| | 3. Proposed list of professional development opportunities and requirements for school-based clinical faculty |
| | 4. Descriptions of proposed field experiences in programs for initial teacher candidates and other school professionals |
| | 5. Descriptions of clinical practice in programs for initial teacher candidates and other school professionals |
| | 6. Student teaching handbook |
| | 7. Proposed assessments and scoring rubrics/criteria used in field experiences for initial teacher candidates and other school professionals |
| | 8. Proposed assessments and scoring rubrics/criteria used in clinical practice for initial candidates and other school professionals |
| | 9. Proposed agendas of meetings with cooperating teachers and internship supervisors |
| 3c. Candidates' development and demonstration of knowledge, skills, and professional dispositions to help all students learn | 10. Proposed assessments to measure candidates entering and exiting field experiences (Cross-reference with Standard 1 as appropriate) |

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

| Elements | Exhibits |
|--|--|
| 4a. Design, implementation, and evaluation of curriculum and experiences | 1. Curriculum components that address diversity issues (This might be a matrix that shows diversity components in proposed required courses.) |
| | 2. List of proficiencies related to diversity that candidates are expected to develop |
| | 3. Proposed assessment instruments and scoring guides related to diversity (Cross-reference with Standard 1 as appropriate.) |
| 4b. Experiences working with diverse faculty | 4. Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups |
| | 5. Demographics on diversity of faculty including but not limited to race/ethnicity and gender |
| | 6. Policies and practices for recruiting and retaining a diverse faculty |
| 4c. Experiences working with diverse candidates | 7. Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse group |
| | 8. Policies and practices for recruiting and retaining diverse candidates |
| 4d. Experiences working with diverse students in P-12 schools | 9. Unit policies, practices, and/or procedures that facilitate experiences with students from diverse groups |
| | 10. Demographics of the student population in the proposed schools in which candidates will be placed, including but not limited to race/ethnicity, gender, socioeconomic status, English language learners and students with disabilities |

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.

| Elements | Exhibits |
|---|--|
| 5a. Qualified faculty | 1. Summary of faculty qualifications and assignments |
| 5b. Modeling best professional practices | 2. Summary of instructional strategies, including the use of technology, that faculty propose to use. |
| | 3. Description of the proposed candidate evaluation of faculty teaching |
| 5c. Modeling best professional practices in scholarship | 4. Samples and summary of faculty scholarly activities |
| 5d. Modeling best professional practices in service | 5. Summary of projects completed by faculty in service and/or collaboration with professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.) |
| 5e. Unit evaluation of professional education faculty performance | 6. Promotion and tenure policies and Procedures |
| | 7. Samples of faculty evaluation forms |
| 5f. Unit facilitation of professional development | 8. Unit proposed professional development activities |
| | 9. Unit policies related to professional development |

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 | Exhibits |
|---|--|
| 6a. Unit leadership and authority | 1. Policies on governance and operations of the unit |
| | 2. Descriptions of the unit governance structure, including organization charts |
| | 3. Minutes of meetings of unit governance committees |
| | 4. Unit policies on student services such as counseling and advising |
| | 5. Recruiting and admission policies |
| | 6. Academic calendars, catalogues, unit publications, grading policies, and unit advertising |
| 6b. Unit budget | 7. Unit budget, with provisions for assessment and technology |
| | 8. Budgets of comparable units with clinical components on campus or similar units at other campuses |
| 6c. Personnel | 9. Faculty workload policies |
| | 10. List of faculty by full-time and part-time status |
| | 11. List of support personnel in unit |
| 6d. Unit facilities | 12. List of facilities, including computer labs and curriculum resource centers |
| 6e. Unit resources including technology | 13. Description of resources related to the unit assessment system and the use of information technology by faculty and candidates |
| | 14. Description of library resources, including electronic resources |
| | 15. Description of resources for distance learning |

Standard 7: Georgia Specific Requirements for Professional Education Units and Preparation Programs: Requirements and Standards Specified in rule 505-3-.01

The professional education unit ensures that all preparation programs meet all applicable requirements of Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs, Education Personnel Preparation Rules and Procedures.

| Element | Evidence |
|---|--|
| 7a. Admissions Requirements | 1. Official documents with admissions requirements posted (e.g., catalogues, websites, advisement sheets) |
| 7b. Reading Methods (i.e., in Early Childhood, Middle Grades, and the special education fields of General Curriculum, Adapted Curriculum and General Curriculum/Early Childhood Education (P-5) | 2. Syllabi, advisement sheets, program of study |
| 7c. Identification and Education of children with Special Needs | 3. Syllabi, advisement sheets, program of study |
| 7d. Use, application, and Integration of Instructional Technology | 4. Documentation to show candidates have demonstrated technology proficiencies |
| 7e. Georgia P-12 Curriculum | 5. Alignment matrices with courses and the GACE content test |
| 7f. Professional Ethical Standards and Requirements for Certification and Employment | 6. Forms that students sign acknowledging receipt of information regarding ethical standards and certification information |
| 7h. Field Experiences Appropriate to the Grade Level and Field of Certification Sought | 7. Description of record keeping mechanism to ensure that candidates complete field experiences appropriate to the grade level and field of certification sought |

Standard 8: Content Requirements for Educator Preparation Programs

Alignment with PSC-Adopted Program content Standards

| Element | Exhibit |
|---|--|
| 8a. Candidates in all programs demonstrate competence on the appropriate program-specific content standards adopted by the Georgia Professional Standards Commission. | 1. Alignment charts showing coursework, clinical and field experiences where candidates will be able to demonstrate competence on the appropriate program-specific content standards |

