

## PSC Evidence for Approval Review List

	Elements	Acceptable Performance	Possible Sources of Evidence Supporting Acceptable Performance	Specific Examples
<b>I. Candidate Performance</b>  <b>Standard 1. Candidate Knowledge, Skills, and Dispositions</b>	Content knowledge for teacher candidates (initial and continuing preparation of teachers)	Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. <b>Eighty percent or more of the unit's program completers pass the academic content examinations, PRAXIS II.</b>	<ul style="list-style-type: none"> <li>Summaries of assessments of candidates, including those at (a) entry, (b) critical stages in candidates' development, and (c) prior to program completion</li> <li>Candidate proficiencies expected upon completion of programs and samples of candidate work</li> </ul>	<ul style="list-style-type: none"> <li>List of Candidate Placements</li> <li>Evaluation of Placements</li> <li>Goals &amp; Objectives of Placements</li> <li>Graduate surveys</li> <li>Employer surveys</li> <li>Degree Audit System</li> <li>Praxis I and II</li> </ul>
	Content knowledge for other professional school personnel	Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards. <b>Eighty percent or more of the unit's program completers pass the content examinations, PRAXIS II.</b>	<ul style="list-style-type: none"> <li>Follow-up studies of graduates</li> <li>Data on performance of graduates</li> <li>Reports from national specialty organizations or PSC content review panels</li> </ul>	<ul style="list-style-type: none"> <li>On-site observation during candidate teaching</li> <li>In class-mini lesson plans</li> <li>Written essay</li> </ul>
	Pedagogical content knowledge for teacher candidates (initial and continuing preparation of teachers)	Teacher candidates 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 candidates learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.	<ul style="list-style-type: none"> <li>Program review reports</li> <li>Most recent institutional report and program reports, and BOE findings</li> <li>External assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans w/ rubric</li> <li>Use of Technology in plans</li> <li>Teacher work sample including student work</li> <li>Portfolios w/ rubric</li> <li>Videotapes</li> <li>Mini-lessons w/rubric</li> <li>Observation</li> <li>Interviews</li> </ul>
	Professional and pedagogical knowledge and skills for teacher candidates (initial and continuing preparation of teachers)	Teacher candidates can apply 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 experiences of students to develop meaningful learning experiences.	<ul style="list-style-type: none"> <li>Expected dispositions proficiencies and assessments</li> <li>Current candidate transcripts</li> <li>Current candidate advisor folders</li> <li>Schedule of classes (2 academic years)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Notes from parent conferences</li> <li>Videotaped candidate lessons</li> <li>Observation</li> <li>Required coursework</li> </ul>
	Professional knowledge and skills for other school personnel	Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.		<ul style="list-style-type: none"> <li>Records of observation of candidates</li> <li>Videotapes of candidates</li> <li>Resource use worksheet</li> </ul>

	Dispositions for all candidates	Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.		<ul style="list-style-type: none"> <li>• Syllabi</li> <li>• Observation</li> <li>• Work samples</li> </ul>
	Student learning for teacher candidates (initial and continuing preparation of teachers)	Teacher candidate's focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental level and prior experience.		<ul style="list-style-type: none"> <li>• Work samples</li> <li>• Lesson Plans</li> <li>• Candidate test scores</li> <li>• Tests or other assessments</li> <li>• Advisee folders/schedules</li> </ul>
	Student learning for other professional school personnel	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.		<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Observation</li> </ul>
<b>Standard 2: Assessment System and Unit Evaluation</b>	Assessment System	The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and to manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points and at program completion. Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.	<ul style="list-style-type: none"> <li>• Assessment system plans</li> <li>• Sample assessment measures used to ensure that candidates are ready to progress through the program and enter the profession and perform as professional educators</li> <li>• Unit evaluations</li> <li>• Results of assessments and evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Specific assessment plans</li> <li>• Sample evaluation forms</li> <li>• Summary report from evaluations</li> <li>• Examples of improvements</li> <li>• Professional Development</li> <li>• Admission Data</li> <li>• Candidate Teacher application</li> </ul>

	<p>Data collection, analysis and evaluation</p>	<p>The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolutions. These data are regularly and systematically compiled, summarized and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.</p>		<ul style="list-style-type: none"> <li>• Sample report and interpretations</li> <li>• PRAXIS II results</li> <li>• Current candidate and graduate surveys</li> <li>• Observation</li> <li>• Reflection Sheets</li> <li>• Sample student work with feedback</li> <li>• Summary Praxis Assessment data</li> <li>• Course evaluations summaries</li> <li>• Focus groups summaries</li> <li>• Advisory committees minutes</li> </ul>
	<p>Use of data for program improvement</p>	<p>The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively to help them reflect on their performance and improve it.</p>		<ul style="list-style-type: none"> <li>• Faculty Merit Reviews</li> <li>• Course evaluations</li> <li>• Principal and supervising teacher evaluation of candidates</li> <li>• Faculty Evaluations (Tables)</li> <li>• Evidence why change made from assessment</li> <li>• Methods information shared</li> </ul>
<p><b>II. Unit Capacity</b>  <b>Standard 3: Field Experiences and Clinical Practice</b></p>	<p>Collaboration between unit and school partners</p>	<p>The 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 unit and its school partners jointly determine the specific placement of candidate teachers and interns for other professional roles to provide appropriate learning experiences.</p>	<ul style="list-style-type: none"> <li>• Descriptions of the field experiences and field placements that demonstrate diversity of setting</li> <li>• Candidate work samples</li> <li>• Faculty evaluations of candidates</li> <li>• Summary results of candidate assessments upon entering and exiting field experiences</li> <li>• Internship/candidate teaching assessment instruments</li> <li>• Candidate teaching handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Report of each school's demographics</li> <li>• Report of community demographics</li> <li>• Report summarizing entrance and exit evaluations results</li> <li>• Placement reports</li> <li>• Agreements</li> <li>• Placement by grade level</li> <li>• Sample Handbook of Supervising Teacher</li> <li>• Procedures for assigning candidate teachers</li> <li>• Candidate teacher placement procedure</li> <li>• Cooperative teacher selection procedures</li> </ul>

	<p>Design, implementation, and evaluation of field experiences and clinical practice</p>	<p>Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.</p>		<ul style="list-style-type: none"> <li>• Field Experience Handbook</li> <li>• Candidate Teaching Handbook</li> <li>• Candidate Observation</li> <li>• Lesson plan samples</li> <li>• Knowledge of resource list</li> <li>• Skills worksheet</li> <li>• Work samples of technology</li> <li>• Portfolios of work</li> <li>• Assessment of field experiences and candidate teacher forms and actual changes that have been made because of assessment /evaluation</li> <li>• Procedures for selecting Cooperative teachers and their assignment</li> <li>• Samples of feedback</li> <li>• Exit Interview</li> <li>• Assignments</li> <li>• Teacher Education handbook</li> <li>• Policy Manual</li> </ul>
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	<p>Candidates' development and demonstration of knowledge, skills, and dispositions to help all students learn</p>	<p>Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university 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. 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>		<ul style="list-style-type: none"> <li>• Praxis II</li> <li>• Sample assessment forms</li> <li>• Peer Coaching-Reports</li> <li>• New, Current and graduate surveys</li> <li>• Sample Reflection Sheet-Journal</li> <li>• Candidate evaluation of placements</li> <li>• Faculty evaluation of candidate placement</li> <li>• List of entry criteria</li> <li>• List of exit criteria</li> <li>• Samples of links to professional standards</li> <li>• Sample of lesson plan change for different types of learners</li> </ul>
<p>Standard 4: Diversity</p>	<p>Design, implementation, and evaluation of curriculum and experiences</p>	<p>The unit clearly articulates the proficiencies that candidates are expected to develop during their professional 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 value 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.</p>	<ul style="list-style-type: none"> <li>• Curriculum components that address diversity issues</li> <li>• Assessments of proficiencies related to diversity</li> <li>• Unit policies, practices, and procedures that facilitate experiences with diverse candidates</li> <li>• Unit policies, practices, and procedures that facilitate experiences with diverse faculty Unit policies, practices, and procedures that facilitate diverse field experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabi reflecting component of diversity issues</li> <li>• Assessment of candidates knowledge and understanding of diversity</li> <li>• Policy and Procedures manual</li> <li>• Sample opportunities for candidates to interact with diverse students, faculty and administrators</li> <li>• Teaching samples</li> <li>• Lesson Plans adjustments</li> <li>• Case studies</li> <li>• Feedback samples</li> </ul>
	<p>Experiences working with diverse faculty</p>	<p>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 make to increase or maintain faculty diversity.</p>		<ul style="list-style-type: none"> <li>• Institution's Affirmative Action Plan</li> <li>• Observation</li> <li>• Professional development</li> <li>• School and community demographics</li> <li>• Sample work with feedback</li> <li>• Recent Search documentation including advertising</li> <li>• Institutional recruitment plan</li> </ul>

	<p>Experiences working with diverse candidates</p>	<p>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.</p>		<ul style="list-style-type: none"> <li>• School placement demographic reports</li> <li>• Observation</li> <li>• Videotapes</li> <li>• Recruitment practices</li> <li>• Committee appointments</li> </ul>
	<p>Experiences working with diverse students in P-12 schools</p>	<p>Field experiences or clinical practice in settings with exceptional populations and student 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.</p>		<ul style="list-style-type: none"> <li>• Peer coaching</li> <li>• Peer and teacher evaluation</li> <li>• Interviews</li> <li>• Journals</li> <li>• Demographic data of classes candidate's teaching in</li> <li>• Sample feedback</li> </ul>
<p><b>Standard 5: Faculty Qualifications, Performance, and Development</b></p>	<p>Qualified Faculty</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Faculty qualifications and assignments</li> <li>• Samples of faculty publications and other scholarly activities</li> <li>• Faculty evaluations</li> <li>• Professional development activities</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Vitae with majors for all FT, PT and Adjunct teaching in program</li> <li>• Faculty Load Reports</li> <li>• Sample of research and publications</li> <li>• Faculty evaluations</li> <li>• Professional development activities</li> </ul>

Modeling best professional practices in teaching	Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the 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.		<ul style="list-style-type: none"> <li>• Course evaluations and summaries</li> <li>• Lesson plans</li> <li>• Observations</li> <li>• Comments on student papers feedback</li> <li>• Interviews</li> <li>• Syllabi reflecting Conceptual Framework</li> <li>• Types of evaluations</li> <li>• Teacher conferencing samples</li> <li>• Faculty websites</li> </ul>
Modeling best professional practices in scholarship	Professional education faculty demonstrates 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.		<ul style="list-style-type: none"> <li>• Sample research</li> <li>• Vitae</li> <li>• List of awards</li> </ul>
Modeling best professional practices in service	Unit faculty provides service to the college or university, school, and broader communities in ways that are consistent with the institution and 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.		<ul style="list-style-type: none"> <li>• Memberships in professional association</li> <li>• Work projects with school systems</li> <li>• Examples of service projects</li> <li>• List of presentations and consultations</li> <li>• Faculty Handbook</li> </ul>
Collaboration	Professional education faculty collaborates 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.		<ul style="list-style-type: none"> <li>• Papers and research</li> <li>• Work examples with P-12 faculty</li> </ul>
Unit evaluation of professional education faculty performance	The 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 unit faculty.		<ul style="list-style-type: none"> <li>• Faculty evaluation sample</li> <li>• Papers-research</li> <li>• Descriptions of on-going research and manuscripts</li> <li>• Activity Reports</li> </ul>
Unit facilitation of professional development	Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.		<ul style="list-style-type: none"> <li>• Professional development activities</li> <li>• Professional development policy</li> <li>• On campus faculty development activities</li> <li>• Funds available</li> </ul>

<b>Standard 6: Unit Governance and Resources</b>	Unit leadership and authority	The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are clearly and consistently described in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The 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 program design, implementation, and evaluation and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.	<ul style="list-style-type: none"> <li>• Unit budget, with provisions for technology</li> <li>• Lists of facilities, including computer labs and curriculum resource centers</li> <li>• Summaries of faculty workload</li> <li>• Faculty development expenditures</li> <li>• Policies on governance and operations of the unit</li> <li>• Descriptions of the unit governance structure, including organization charts</li> <li>• Minutes of meetings of unit governance committees</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty policy and procedures</li> <li>• Organization Chart</li> <li>• Examples of collaboration</li> <li>• Minutes of meetings (faculty and departmental)</li> </ul>
	Unit budget	The unit receives sufficient budgetary allocations at least proportional to other units on campus or similar 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.	<ul style="list-style-type: none"> <li>• Unit Budget (past, present and future year)</li> <li>• Report on budget gains or cuts and its impact</li> <li>• Technology budget</li> <li>• Facilities Report</li> <li>• Faculty Load breakdown</li> <li>• Faculty Policy and Procedures</li> <li>• Organizational Chart of Unit</li> <li>• Institutional Budget</li> </ul>	

	Personnel	Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, 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 unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so the programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.		<ul style="list-style-type: none"> <li>Organizational Charts (Institution)</li> <li>Organizational Chart-Faculty governance</li> <li>Governing body agendas and minutes</li> <li>Personnel assignments</li> <li>Faculty load</li> <li>Number of student teachers</li> <li>Number of field experiences</li> <li>Resources-Travel, costs of supervision</li> <li>Technology instruction</li> <li>Advisor/student ratio</li> </ul>
	Unit facilities	The 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.		<ul style="list-style-type: none"> <li>Campus facilities report</li> <li>Observation</li> <li>Available lab and hours</li> </ul>
	Unit resources including technology	The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.		<ul style="list-style-type: none"> <li>Unit budget</li> <li>Observation</li> <li>Interviews</li> <li>Library demographics</li> <li>Software/hardware available</li> </ul>
<b>III. Georgia-Specific Requirements For Units And Programs</b>  <b>Standard 7: Meets requirements and standards specified in Rule 505-3-.01</b>	Meets minimum admissions requirements	Candidates admitted to initial certification programs at the baccalaureate level have a minimum grade point average of 2.5 on a 4.0 scale. Candidates admitted into initial certification 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.	<ul style="list-style-type: none"> <li>Course syllabi and/or content matrices for reading methods, special needs, and technology courses</li> <li>Content matrices from program reports or folios showing correlation with Georgia QCC and PRAXIS objectives.</li> <li>Field experience tracking chart</li> </ul>	<ul style="list-style-type: none"> <li>Admission Data</li> <li>Institution Bulletin</li> <li>Field Experience hours required</li> </ul>
	Knowledge of reading methods	Candidates in programs in Early Childhood, Middle Grades, English, and the special education fields of Mental Retardation, Learning Disabilities, Behavior Disorders, Interrelated Special Education and Interrelated Special Education/Early Childhood have demonstrated competence in the application of methods of teaching reading to students.		<ul style="list-style-type: none"> <li>Reading curriculum</li> <li>Course schedule</li> <li>Exams</li> <li>Presentations</li> </ul>

	<p>Knowledge of the identification and education of children with special needs</p>	<p>Candidates in all teaching fields, the leadership field of Administration and Supervision, and/or the service fields of Medial 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.</p>		<ul style="list-style-type: none"> <li>• Course syllabi for special needs</li> <li>• Academic records</li> </ul>
	<p>Proficiency in the use, application and integration of instructional technology</p>	<p>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.</p>		<ul style="list-style-type: none"> <li>• Course syllabi for technology instruction</li> <li>• Facilities description</li> </ul>
	<p>Knowledge of the relevant sections of the Georgia Quality Core Curriculum</p>	<p>Candidates are prepared to implement the appropriate sections of any Georgia mandated curriculum (e.g. Quality Core Curriculum, QCC) in each relevant content area.</p>		<ul style="list-style-type: none"> <li>• Content matrices from program reports or folios showing QCC</li> </ul>
	<p>Knowledge of Professional Ethical Standards and Requirements for Certification and Employment</p>	<p>Candidates are provided with information about professional ethical standards, criminal background check, and clearance for certification and employment.</p>		<ul style="list-style-type: none"> <li>• Sample Handbook</li> </ul>
	<p>Field experiences appropriate to the grade level and field of certification sought</p>	<p>Candidates for Early Childhood certification shall 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 shall complete field experiences in their fields of certification in grades 7-8 and 9-12.</p>		<ul style="list-style-type: none"> <li>• Field experience tracking chart</li> </ul>
<p><b>IV. Content Requirements For Educator Preparation Programs</b></p> <p><b>Standard 8: Meets program content standards specified in Rule 505-3, sections 10-59.</b></p>	<p>Program content is consistent with the appropriate program-specific content standards (see Chapter Five).</p> <p>Program content includes content required by relevant PRAXIS II objectives.</p>	<p>Program content is consistent with the appropriate program-specific content standards (see Chapter Five). Program content includes content required by relevant PRAXIS II objectives.</p>	<ul style="list-style-type: none"> <li>• Program Reports and/or Folios</li> <li>• Reports from National Specialty Organizations or Content Review Panel</li> </ul>	<ul style="list-style-type: none"> <li>• Program reports/folios</li> <li>• Reports from National specialty Organization or content Review Panel</li> <li>• Matrices of QCC, ETS Praxis's objectives, SPA folio</li> <li>• Review panel reports</li> </ul>