

# Georgia Professional Standards Commission

*Protecting Georgia's Higher Standard of Learning*

## Standard 5

Provider Quality Assurance & Continuous Improvement



# Standard Five:

## *Provider Quality Assurance & Continuous Improvement*

**The provider maintains a quality assurance system** comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development.

**The provider supports continuous improvement** that is sustained and evidence-based, and that evaluates the effectiveness of its completers.

**The provider uses the results of inquiry and data collection** to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.



# Standard Five:

## *Provider Quality Assurance & Continuous Improvement*





# Component 5.1:

## *Quality & Strategic Evaluation*

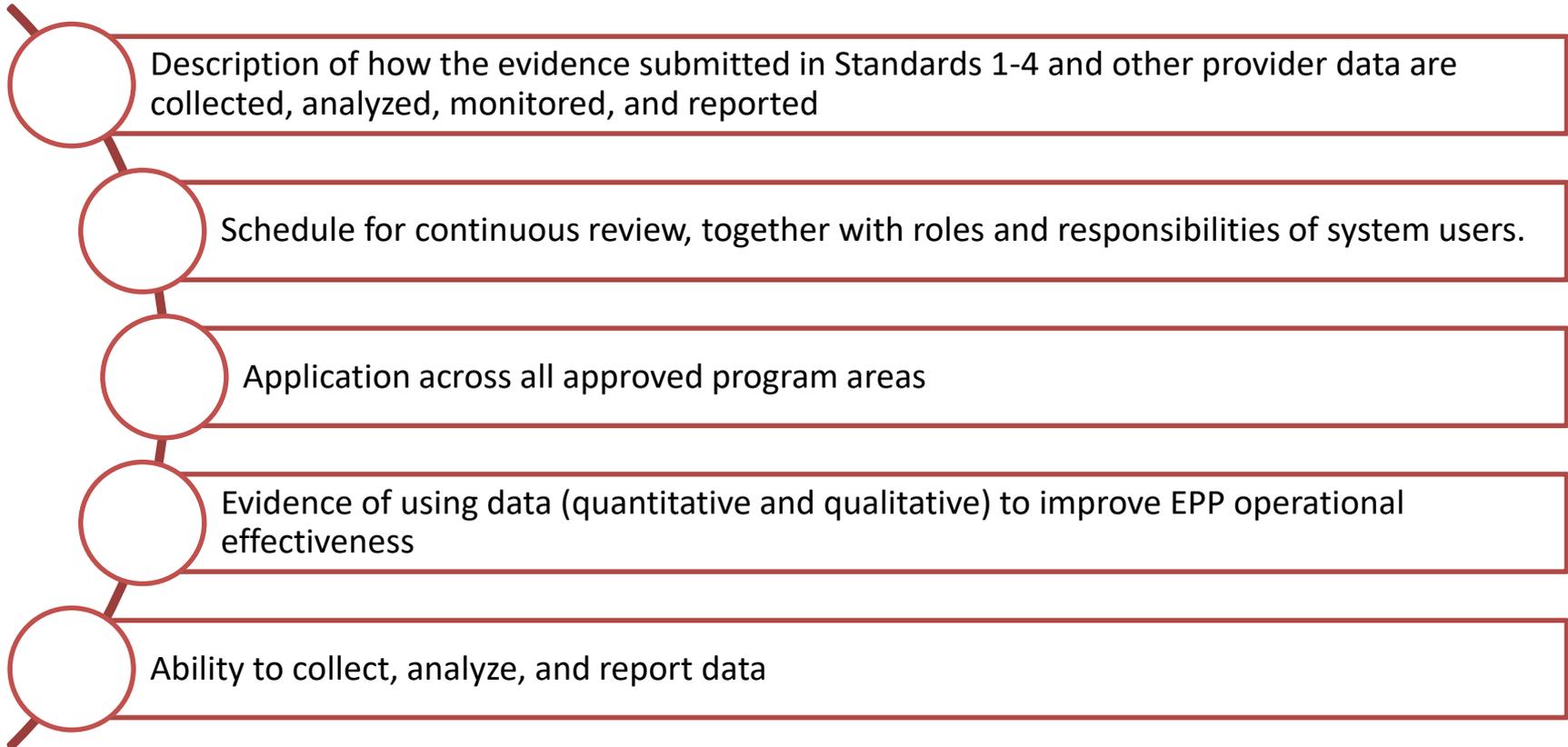
The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all standards

- **Curriculum Alignment**
- **Monitoring of Clinical Experiences**
- **Strategically managing admission and assessing readiness at transition points**
  - How does the system work effectively to collect, assess, and analyze these data?



# Standard 5.1:

## *Multiple Measures*





# Component 5.2: NA Endorsements

## *Characteristics of Measures*

- **Relevant:** Evidence is related to standard and assesses what it is claimed to assess
- **Verifiable:** Accuracy of sample of evidence in data files
- **Representative:** Samples are free of bias and typical of completed assessments, or limits to generalizability are clearly delineated
- **Cumulative:** Most assessment results are based on at least 3 administrations
- **Actionable:** Analyzed evidence is in a form that can guide the EPP decision-making
- **Valid and Consistent:** Produces empirical evidence that interpretations of data are valid and consistent



# Standard 5.3:

## *Focus on Continuous Improvement*

- The EPP regularly and systematically identifies patterns across preparation programs (both strengths and weaknesses)
- Several examples of changes clearly connected to data and goals
- EPP documents appropriate tests of effects of selection criteria (under 3.2) and other program changes (Baseline(s), intervention description , comparison(s) of results, and next steps taken and/or planned)
- Evidence of improvement and overall positive trend of innovations



# Component 5.4: NA Endorsements

## *Use of Program Impact Data*

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.



# Standard 5.4:

## Use of Program Impact Data

- Outcome and impact measures include:
  - Analysis of trends
  - Comparisons with benchmarks
  - Indication of changes made in preparation
  - Considerations for distribution of resources
  - Future directions anticipated
- Evidence that outcome measures and their trends are analyzed and shared widely with stakeholders



# Component 5.5:

## *Stakeholder Input*

The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.