Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

Assessment Workshop Booklet
To Accompany Three Regional Workshops

May 2012

May 14 – Coastal Plains RESA, Lenox, Georgia
May 16 – Georgia Gwinnett College, Lawrenceville, Georgia
May 17 – Paine College, Augusta, Georgia

INTRODUCTION

Welcome and thank you for attending one of three GaPSC-sponsored Regional Assessment Workshops. Your presence reflects your commitment to excellence and your understanding that educator providers are being held accountable for what candidates know, and can do, as well as their professional behavior. As you know GaPSC staff wear many hats. One is to facilitate the approval review process, but another equally important one is to offer technical support to units. Current GaPSC administrators have promoted a culture of providing technical assistance as part of a complement of services to providers.

The Commission's core principle undergirding the workshop is to work collaboratively with program providers as they seek to earn program and unit approval as well as to positively impact their candidates and, in turn, P-12 learners. The workshops are the result of collaboration between the GaPSC and representatives from diverse units at diverse geographic sites in the state of Georgia. The Regional Assessment Committee members and their professional affiliations are listed on page five of this booklet. The Commission appreciates the time, energy, and effort Committee Members exerted to make the workshops relevant, collaborative, and highly interactive.

Another important principle undergirding the work is to *practice what we preach* and *use data to make decisions*. The impetus for organizing these workshops came from an internal study in which the Commission analyzed the Areas for Improvement (AFI) cited in the GaPSC decision log dated June 22, 2011 for a five-year period. The research results revealed that there were more AFIs cited for Standard Two than for any of the other standards. Further analysis revealed that the AFI citations for each element of Standard Two showed that element 2b (Data Collection, Analysis, and Evaluation) was the most frequently cited element, followed by element 2a (Assessment System) and element 2c (Using Data to Make Decisions).

The next important principle is to address the needs of providers. The new NCATE Continuous Review model demands that units and programs provide credible data to support their decisions. This external demand further influenced decision makers to offer support to providers.

This booklet is designed to accompany workshop activities. It includes a copy of the program for each workshop, some examples that will be used in the various sessions, and a glossary focusing on terms related to assessment. The Regional Assessment Committee encourages participants to use the booklet as a reference during the workshop and beyond. Feel free to add relevant documents as you deem necessary and to share with others. The overarching emphasis of the workshops is to give program providers an opportunity to analyze Standard Two and share ideas for overcoming barriers to meeting the Standard.

While the focus of the workshop is to offer concrete, specific advice to support units as they develop, and use their assessment systems, we want to avoid the notion that there is a *sure-fire* method for meeting Standard Two. Rather, the intent is to examine the standard and its elements in great detail and allow units to determine

the best procedure for them to meet Standard Two. Again, we are **not advocating a *one-best* method**; thus, units will need to create assessment systems to meet their unique needs.

As educators, we all know that learning is a life-long journey. The Regional Assessment Committee hopes your journey of examining Standard Two is helpful in preparation for the approval review process. To extend your assessment travels, the Regional Assessment Committee is in the process of planning post-workshop program provider activities.

Please let us know if you have suggestions on how we might further improve our service to educator providers, especially in support of developing, maintaining, monitoring, evaluating, and using an Assessment System.

Sincerely,
The Regional Assessment Committee

Standard Two

**Georgia Professional
Standards Commission**
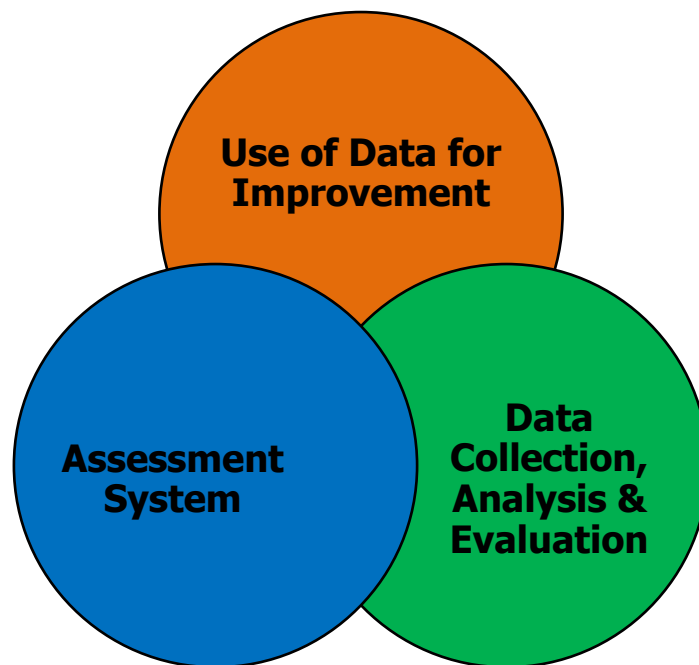
May 14, 2012

Dear Assessment Workshop Attendees:

It is with great pleasure that I welcome you to the Regional Assessment Workshop sponsored by the Georgia Professional Standards Commission (GaPSC). While I am not able to be with you due to a scheduling conflict, I want you to know how pleased we are that you have chosen to participate in these most meaningful and significant workshops.

As many of you are aware, Standard 2 (Assessment Systems) of the Georgia 2008 Standards continues to present the greatest challenges to providers seeking unit and/or program approval. By focusing these workshops on the fine details of each of the elements of Standard 2 you will have the opportunity to gain invaluable insight into not only meeting but ultimately exceeding the standard. It is my desire that you not only find this information relevant to your particular unit, but that you also find it practical enough to fully utilize in improving your own assessment systems.

Finally, I want to take this opportunity to say thank you to the GaPSC Program Approval staff, the Assessment Workshop Committee, and the presenters. All of these people have worked diligently to bring our ideas for the workshops to fruition and ensure that your time with us is well spent.

Again, welcome and I look forward to working with you in the future to make educator preparation in Georgia the best in the nation.

Sincerely,

David M. Hill, PhD,
Division Director
Educator Preparation and Certification Division

Table of Contents

Members of the Assessment Workshop Committee

Ms. Nancy Carter
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Dr. Robert Lawrence
Mercer University

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Valdosta State University
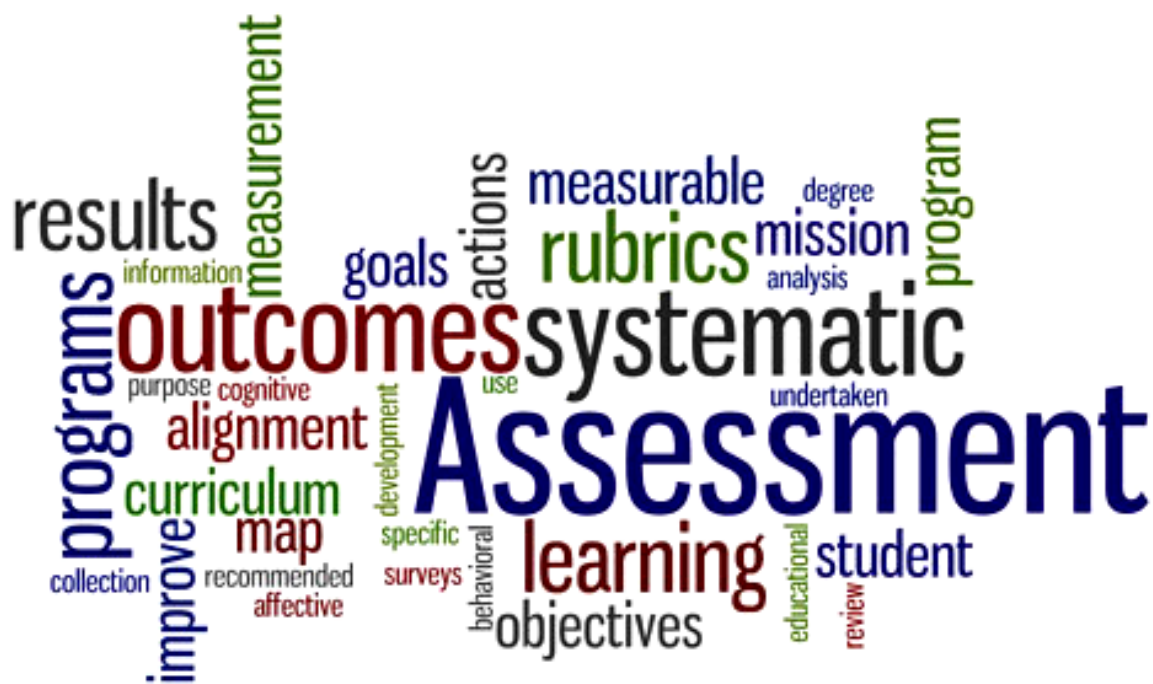
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Fort Valley State University

Dr. Lettie Watford
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Chair
Department of Education
LaGrange College

PROGRAM
Regional Assessment Workshops

Session Title
Session1 Continental Breakfast Welcome and Purpose 9:15 a.m. – 9:30 a.m.
Session 2 Standard Two: Understanding the Assessment System and its Relationship to the Conceptual Framework and the Other Standards 9:30 a.m. – 9:55 a.m.
Session 3 Deconstructing Standard Two 10:05 a.m. – 11:25 a.m.
Session 4 Internal and External Challenges to the Unit's Assessment System Working Lunch 11:45 a.m. – 1:00 p.m.
Session 5 Determining the Validity and Reliability of Key Assessments and Other Questions Regarding Key Assessments 1:00 p.m. – 3:05 p.m.
Session 6 Wrap Up/Closing 3:05 p.m. – 3:30 p.m.

May 14, 2012: Coastal Plains RESA, Lenox, GA – AREA 3
May 16, 2012: Georgia Gwinnett College, Lawrenceville, GA – AREA 1
May 17, 2012: Paine College, Augusta, GA – AREA 2

PROGRAM —AREA ONE

Regional Assessment Workshop
May 16 – Georgia Gwinnett College in Lawrenceville, GA

Session Title	Presenters	Room
Session1 Continental Breakfast Welcome and Purpose 9:15 a.m. – 9:30 a.m.	**Opening Session Introduction:** Hilda R. Tompkins **Greetings:** Cathy Moore	
Session 2 Standard Two: Understanding the Assessment System and its Relationship to the Conceptual Framework and the Other Standards 9:30 a.m. – 9:55 a.m.	**Opening Session Introduction:** Nikki Mouton **Presenters:** Maryellen Cosgrove and Francesina Jackson	
Session 3 Deconstructing Standard Two 10:05 a.m. – 11:25 a.m.	**Opening Session Introduction:** Margey McQuilkin and Bill Brown **Presenters:** Julie Weisberg (2a), Susan Brandenburg-Ayres and Kathy Moody (2b) and Angie Gant (2c)	
Session 4: Internal and External Challenges to the Unit's Assessment System Working Lunch 11:45 a.m. – 1:00 p.m.	**Opening Session Introduction:** Phyllis Payne and Dianne Hoff **Presenters:** Janice McLeroy, Ruby Thompson, and Sandy Leslie	

Session 5
Determining the Validity and Reliability of Key Assessments and Other Questions Regarding Key Assessments
 	
1:00 p.m. – 3:05 p.m.
	Opening Session Introduction: Tracy Elder and Paquita Morgan
	
	Keynote Speaker: Beverly Mitchell
	
	Concurrent Sessions
	• Assessing the Impact on Student Learning
	  Mary Ariail and Paquita Morgan
	
	• Reviewing Strategies to Eliminate Bias in Key Assessments
	  Tommye Thomas and Hilda R. Tompkins
	
	• Measuring Dispositions
	  Margey McQuilkin and Ruby Thompson	

Session 6 Wrap Up/Closing 3:05 p.m. - 3:30 p.m.	Penney McRoy	

PROGRAM —AREA TWO
Regional Assessment Workshop
May 17 – Paine College in Augusta, GA

Session Title	Presenters	Room
Session1 Continental Breakfast Welcome and Purpose 9:15 a.m. – 9:30 a.m.	**Opening Session Introduction:** Hilda R. Tompkins **Greetings:** Steven L. Thomas	
Session 2 Standard Two: Understanding the Assessment System and its Relationship to the Conceptual Framework and the Other Standards 9:30 a.m. – 9:55 a.m.	**Opening Session Introduction:** Judi Wilson **Presenters:** Robert Lawrence and Paquita Morgan	
Session 3 Deconstructing Standard Two 10:05 a.m. – 11:25 a.m.	**Opening Session Introduction:** Bobbi Ford and Marcia Lynch **Presenters:** Sharon Livingston (2a), Sallie Miller (2b), and Mike Mahan (2c)	
Session 4: Internal and External Challenges to the Unit's Assessment System Working Lunch 11:45 a.m. – 1:00 p.m.	**Opening Session Introduction:** Paquita Morgan and Mae Sheftall **Presenters:** Anne Hathaway, Jean Wacaster, and Pam Bedwell	

Session 5
Determining the Validity and Reliability of Key Assessments and Other Questions Regarding Key Assessments
 	
1:00 p.m. – 3:05 p.m.
	Opening Session Introduction: Margie Yates and Bobbi Ford
	
	Keynote Speaker: Susan Malone
	
	Concurrent Sessions:
	• Assessing the Impact on Student Learning
	  Don Livingston and Francesina Jackson
	• Reviewing Strategies to Eliminate Bias in Key Assessments
	  Robert Lawrence and Paquita Morgan
	• Measuring Dispositions
	  Sallie Miller and Hilda R. Tompkins	

Session 6 Wrap Up/Closing 3:05 p.m. - 3:30 p.m.	Penney McRoy	

PROGRAM —AREA THREE
Regional Assessment Workshops
May 14 – Coastal Plains RESA in Lenox, GA

Session Title	Presenters	Room
Session1 Continental Breakfast Welcome and Purpose 9:15 a.m. – 9:30 a.m.	**Opening Session Introduction:** Hilda R. Tompkins **Greetings:** Harold Chambers	
Session 2 Standard Two: Understanding the Assessment System and its Relationship to the Conceptual Framework and the Other Standards 9:30 a.m. – 9:55 a.m.	**Opening Session Introduction:** Angie Davis **Presenters:** Margey McQuilkin and Lynn Minor	
Session 3 Deconstructing Standard Two 10:05 a.m. – 11:25 a.m.	**Opening Session Introduction:** Susan White and Mike Bochenko **Presenters:** Julie Reffel (2a), Sharon Valente (2b), and Laura Frizzell (2c)	
Session 4: Internal and External Challenges to the Unit's Assessment System Working Lunch 11:45 a.m. – 1:00 p.m.	**Opening Session Introduction:** Vicki McLain and Mike Bochenko **Presenters:** Jane Hankley, Deborah Thomas, and Lettie Watford	

Session 5
Determining the Validity and Reliability of Key Assessments and Other Questions Regarding Key Assessments
 	
1:00 p.m. – 3:05 p.m.
	Opening Session Introduction: Kim Fields and Mike Bochenko
	
	Keynote Speaker: Julie Lee
	
	Concurrent Sessions:
	• Assessing the Impact on Student Learning
	  Lynn Minor and Bobbi Ford
	• Reviewing Strategies to Eliminate Bias in Key Assessments
	  Sheryl Dasinger and Francesina Jackson
	• Measuring Dispositions
	  Joseph Nichols and Hilda R. Tompkins	

Session 6 Wrap Up/Closing 3:05 p.m. - 3:30 p.m.	Penney McRoy	

Session 1
Welcome and Purpose

Make assessment a vision worth working toward.
-- Thomas Angelo

Purpose: To provide welcome and opening remarks

Session Objectives:

- Welcome attendees
- Acknowledge Committee Members and host institution
- Inform attendees about logistics
- Learn about the program format

Participant Notes:

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Session 2
Standard Two: Understanding the Assessment System and
its Relationship to the Conceptual Framework and the Other Standards

Measurements are not to provide numbers but insight.
-- Ingrid Bucher

Purpose: To provide foundational information, to give attendees a broader perspective of Standard Two, and to lay the groundwork for future learning during the workshop

Session Objectives: As a result of participating in this session, attendees will:

• Understand how the Conceptual Framework is reflected in the Assessment System
• Learn how Standard Two impacts all other Standards
• Learn how program assessment fits into the unit assessment system
• Be able to locate helpful resources related to the assessment system

Attendees will review the PowerPoint Presentation and the Assessment Booklet. At the conclusion of the presentation, the attendees will complete a ticket-out-the-door form. Attendees will write three ideas that have been clarified and any remaining questions.

Participant Notes:

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Session 3
Deconstructing Standard Two

…institutional assessment efforts should not be concerned about valuing what can
be measured but, instead, about measuring that which is valued.
-- Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W.,
Assessment in practice: Putting principles to work on college campuses.
San Francisco: Jossey-Bass.p. 5, 1996

Purpose: To understand the different elements of Standard Two

Session Objectives:

- Learn about credible evidence to support the three elements of Standard Two
- Understand common errors and how to correct them
- Examine evidence units use to meet Standard Two

Participant Notes:

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Session 4
Internal and External Challenges to the Unit's Assessment System

What gets measured gets managed.
-- Unknown

Working Lunch

Purpose: To answer the following question: What are some of the pitfalls to maintaining an effective Assessment System as it relates to challenging economic times and changing leadership?

Session Objectives: As a result of participating in this session, attendees will:

- Identify challenges/barriers encountered in developing, maintaining and evaluating an Assessment System
- Share strategies to overcome the challenges identified

In small groups, attendees of similar professional affiliation will identify challenges/barriers encountered in developing, maintaining and evaluating an Assessment System. Attendees at each table will write three questions they have related to the topic. A facilitator will collect the questions and the panel will:

- Describe the challenges/barriers they have encountered and strategies they have used to maintain, evaluate and use their assessment systems
- Share successes
- Recount lessons learned
- Respond to questions

Participant Notes:

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Session 5
Determining the Validity and Reliability of Key Assessment and Other Questions Regarding Key Assessments

Simplicity is prerequisite for reliability.
--Edsger Dijikstra

Purpose: To learn procedures to determine the validity and reliability of key assessments, to analyze strategies to assess the impact on student learning, to critique strategies to eliminate bias in key assessments and to examine questions related to measuring dispositions.
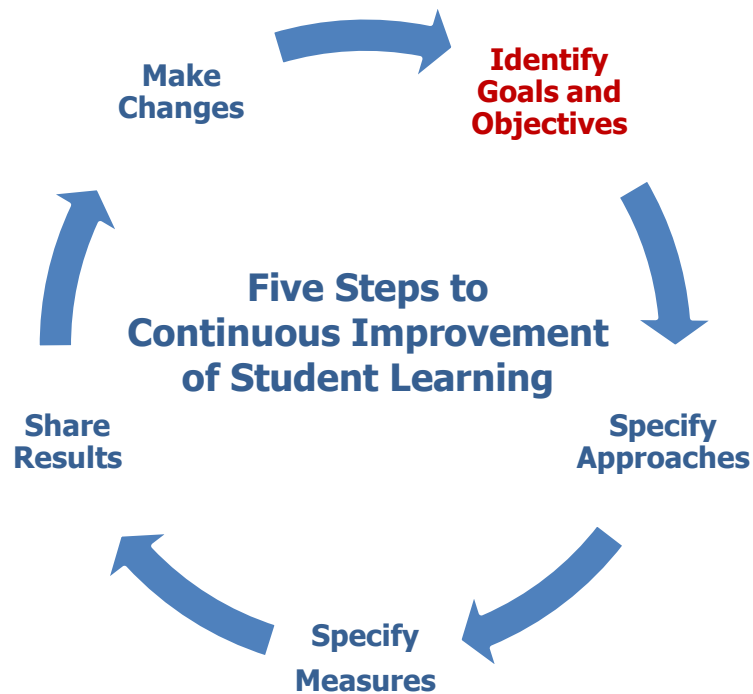
Session Objectives: As a result of participating in this session, attendees will:

• Learn different strategies for determining the validity and reliability of key assessment instruments
• Critique the effectiveness of key assessments
• Address specific questions related to assessing candidates' impact on student learning
• Investigate methods for measuring and using candidate dispositional data

Participant Notes:

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Appendices

Make Changes

Identify Goals and Objectives

Five Steps to Continuous Improvement of Student Learning

Specify Approaches

Share Results

Specify Measures

Area I Institutions, RESAs, and LEAs

Institutions	RESAs	LEAs
Agnes Scott College	Griffin – Spaulding County	Atlanta City Schools
Berry College	Metro – Cobb County	Bartow County Schools
Brenau University	Northeast Georgia – Clarke County	Clarke County Schools
Clark Atlanta University	North Georgia – Gilmer County	Clayton County Schools
Clayton State University	Northwest Georgia – Floyd County	Cobb County Schools
Covenant College	Pioneer – White County	Coweta County Schools
Dalton State College	West Georgia – Coweta County	DeKalb County Schools
Emmanuel College		Fulton County Schools
Emory University		Gwinnett County Schools
Georgia Gwinnett College		
Gainesville State College		
Georgia State University		
Kennesaw State University		
Morehouse College		
North Georgia College and State University		
Oglethorpe University		
Piedmont College		
Point University		
Reinhardt University		
Southern Polytechnic State University		
Spelman College		
Toccoa Falls College		
Truett-McConnell College		
University of West Georgia		
Young Harris College		

Area II Institutions, RESAs, and LEAs

Institutions	RESAs	LEAs
Augusta State University	Central Savannah River Area – McDuffie County	Bibb County Schools
Columbus State University	Middle Georgia – Bibb County	McDuffie County Schools
Fort Valley State University	Oconee – Washington County	Richmond County Schools
Georgia College and State University		Savannah-Chatham Schools
Gordon College		
LaGrange College		
Macon State University		
Mercer University		
Middle Georgia College		
Paine College		
Wesleyan College		

Area III Institutions, RESAS, and LEAS

Institutions	RESAs	LEAs
Albany State University	Chattahoochee-Flint – Schley County	Coffee County Schools
Armstrong Atlantic State University	Coastal Plains – Cook County	Dougherty County Schools
Brewton Parker College	First District – Bulloch County	Muscogee County Schools
College of Coastal Georgia	Heart of Georgia – Dodge County	
Georgia Southern University	Okefenokee – Ware County	
Georgia Southwestern State University	Southwest Georgia – Mitchell County	
Savannah College of Art and Design		
Savannah State University		
Thomas University		
Valdosta State University		

APPENDIX B

Glossary of Terms Related to the Assessment System

Term	Definition
Accuracy in Assessment	Accuracy in assessment is the assurance key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies they are designed to measure.
ACT	An assessment designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science reasoning.
Assessment	An evaluated activity or task used by a preparation program or professional education unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument detailing the task or activity and a scoring guide used to evaluate the task or activity.
Assessment Data	Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates meet specific learning proficiencies, outcomes, or standards.
Assessment System	The assessment system is a comprehensive and integrated set of evaluation measures providing information for use in monitoring candidate performance and managing and improving professional education unit operations and programs for the preparation of professional educators.
Avoidance of Bias in Assessment	Avoidance of bias in assessment assures the professional education unit has addressed any contextual distractions and/or problems with key assessment instruments introducing sources of bias and, thus, adversely influencing candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies making reading difficult.
Benchmark	A benchmark is a description or example of candidate or program provider performance serving as a standard of comparison for evaluation or judging quality.
Candidate Performance Data	Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and professional dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employer evaluations; state certification tests; and mentoring year *portfolios* including assessment, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.
Consistency in Assessment	The assurance of key assessments producing dependable results or results remaining constant on repeated trials. Program providers can document consistency through providing training for raters promoting similar scoring patterns, using multiple raters, conducting simple studies of inter-rater reliability, and/or comparing results to other internal or external assessments measuring comparable knowledge, skills and/or professional dispositions.

Term	Definition
Fairness in Assessment	The assurance candidates have been exposed to the knowledge, skills, and dispositions evaluated in key assessments and understand what is expected of them to complete the assessments. To this end, instructions and timing of the assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of preparation programs.
Georgia Assessments for the Certification of Educators (GACE)	The tests developed by Evaluation Systems required of all applicants for educator certification in the state of Georgia. For more information, please see www.gace.nesinc.com.
Grade Point Average (GPA)	The total number of grade points earned divided by the number of letter-graded units (courses) attempted.
Performance Assessment	Performance assessment is a comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional and pedagogical knowledge, skills, and professional dispositions, including their abilities to have positive effects on student learning.
Performance Criteria	Qualities or levels of candidate proficiency used to evaluate candidate performance, as specified in *scoring guides* such as descriptions or *rubrics*.
Performance Data	Performance data is the information describing the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations.
Performance-based Program	A professional preparation program systematically gathering, analyzing, and using data for self-improvement and candidate advisement, especially data demonstrating candidate proficiencies including positive effects on student learning.
Portfolio	An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or other school professional. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, and comments by cooperating teachers or internship supervisors, and samples of student work.
Portfolio *(Educational Leadership)*	A collection of Beginning Leader Candidate work consisting of representative artifacts as well as the self-reflection and self-evaluations of his/her formative and summative progress relative to leadership Standards/Elements 1-6.
Professional Dispositions	Professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE and the GaPSC expect program providers to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions NCATE and the GaPSC expect program providers to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.
Proficiencies	Required knowledge, skills, and professional dispositions identified in professional, state, or institutional standards.

Term	Definition
Reliability	The extent to which a test instrument consistently produces similar results.
Rubrics	Written and shared criteria for judging performance indicating the qualities by which levels of performance can be differentiated, and anchor judgments about the degree of success on a candidate assessment.
Scoring Guide	A scoring guide is a tool such as a *rubric*, evaluation form, etc., used by faculty to evaluate as assessment. Scoring guides should differentiate varying levels of proficiency on *performance criteria*.
Suitability	The appropriateness of a test for a specific population of students.
Test Code	The unique identification code assigned to each GACE assessment.
Test Passers	Test passers are the total number of all individuals whose test scores met or exceeded the minimum passing score for the specified GACE Assessments.
Test Takers	Test takers are the total number of all individuals who took the specified GACE assessment.
Transition Points	Key points in an approved preparation program when a professional education unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in a preparation program. Standard-2 requires transition points upon program entry, at appropriate point(s) during program, and upon program completion.
Unit Operations	Unit operations include activities undertaken by the unit pertaining to governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, and resources that support the professional education unit's mission in preparing candidates.
Validity	The degree to which a test instrument leads to valid inferences—that is, the degree to which it really measures what it claims to measure.

Appendix C

Assessment Handbook

PROFESSIONAL EDUCATION UNIT ASSESSMENT HANDBOOK

COASTAL CAROLINA UNIVERSITY
CONWAY, SOUTH CAROLINA

2011-2012
(10/12/2011)

PROFESSIONAL EDUCATION UNIT ASSESSMENT HANDBOOK

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The Georgia Professional Standards Commission does not endorse this handbook; rather, we offer it as one example of a unit documenting its Assessment System.

The purpose of this Assessment Handbook is to describe in writing the professional education unit's assessment system so that all professional education faculty members in the unit are aware of and understand the system, in order to ensure full implementation of the system each semester.

I. UNIVERSITY, COLLEGE, AND PROFESSIONAL EDUCATION UNIT

ORGANIZATIONAL STRUCTURE

The organizational structures of Coastal Carolina University, the Spadoni College of Education, and the professional education unit are briefly described below.

Organization of the University

Coastal Carolina University is organized into the following four colleges:

- E. Craig Wall Sr. College of Business Administration;
- Spadoni College of Education;
- Thomas W. and Robin W. Edwards College of Humanities and Fine Arts; and College of Science.

Each College is headed by a Dean who reports to the Provost/Vice President for Academic Affairs. Department Chairs report to the Dean of the College. Graduate programs are housed within the colleges.

Organization of the Spadoni College of Education (SCOE)

The Spadoni College of Education (SCOE) is organized into the following three departments:

- Department of Early Childhood, Elementary, Physical Education, and Special Education;
- Department of Leadership, Middle Level, and M.A.T.--Secondary Education; and
- Department of Foundations, Literacy, and Technology.

Each Department is headed by a Department Chair who reports to the Dean of the College.

Organization of the Professional Education Unit

The professional education unit is the Spadoni College of Education, which is comprised of only professional education programs. The following professional education programs are offered in the unit:

<u>Initial Programs</u>

- Early Childhood Education, Grades Pre K-3 *(Bachelor of Arts in Education--B.A.Ed.)*
- Elementary Education, Grades 2-6 *(Bachelor of Arts in Education--B.A.Ed.)*
- Middle Level Education, Grades 5-8 *(Bachelor of Arts in Education--B.A.Ed.)*
- Physical Education, Grades Pre K-12 *(Bachelor of Science in Physical Education--B.S.)*
- Special Education--Learning Disabilities, Grades Pre K-12 *(Bachelor of Arts in Education--B.A.)*
- Secondary Education, Grades 9-12 *(Master of Arts in Teaching--M.A.T.)*
    - English
    - Mathematics
    - Science
    - Social Studies
- Pre K-12 Teaching, Grades Pre K-12 *(Master of Arts in Teaching--M.A.T.)*
    - Art
    - Music

<u>Advanced Programs</u>

- Educational Leadership *(Master of Education--M.Ed.)*
- Learning and Teaching *(Master of Education--M.Ed.)*
    - Early and Elementary Grades Concentration
    - Instructional Technology Concentration
    - Literacy Concentration

II. SPADONI COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The overarching theme of the Conceptual Framework for all educator preparation programs is ***"The Educator as Reflective Practitioner."*** The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

Spadoni College of Education Conceptual Framework Candidate Proficiencies

The Educator as Reflective Practitioner theme defines the initial and advanced teacher education programs and the advanced program in educational leadership. The following candidate proficiencies are addressed and are reflected in program and course objectives.

1. Ability to apply content and pedagogical knowledge to the teaching and learning process

1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students (ADEPT 5ABC, 6ABC).

1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community, curriculum goals, and standards (ADEPT 1ABCDE, 2ABC, 6ABC; PADEPP 5.3).

1.3 Use a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills (ADEPT 4C, 5B, 8C).

1.4 Manage the classroom and school to create a positive and safe learning environment (ADEPT 8ABC, 9ABC; PADEPP 4.2, 4.3, 4.4).

1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning, modify instruction, and create positive environments for student learning (ADEPT 3ABC, 7ABC; PADEPP 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.4).

2. Ability to integrate technology to improve teaching and learning

2.1 Plan and implement effective learning environments and experiences supported by technology (ADEPT 5AB, 8C).

2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices (ADEPT 1AD, 2C, 3BC).

3. Ability to work with diverse populations

3.1 Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students (ADEPT 5ABC, 6ABC, 7ABC, 8ABC).

3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations (ADEPT 3ABC, 5ABC, 6ABC, 7ABC).

**4. Ability to demonstrate professional behavior and dispositions**

4.1 Demonstrate a commitment to the ideal of fairness* in the treatment of students based on their educational needs (ADEPT 8B, 9A, 10D; PADEPP 6.2, 7.1).

4.2 Demonstrate a belief that all students can learn and convey confidence and caring in working with students (ADEPT 4ABC, 8BC, 10D; PADEPP 6.2, 7.1).

4.3 Demonstrate professional dispositions and a commitment to fulfilling professional responsibilities (ADEPT 10ABCDE; PADEPP 6.2, 7.1).

5. Ability to engage in reflective practice to improve teaching and learning

5.1 Analyze personal performance to improve teaching and learning (ADEPT 2C, 3 BC, 10E; PADEPP 8.1, 8.2, 8.3, 8.4; 9.1, 9.4).

5.2 Analyze student performance to improve teaching and learning (ADEPT 2C, 3ABC; PADEPP 2.2, 2.3, 2.4, 2.5).

Fairness (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.
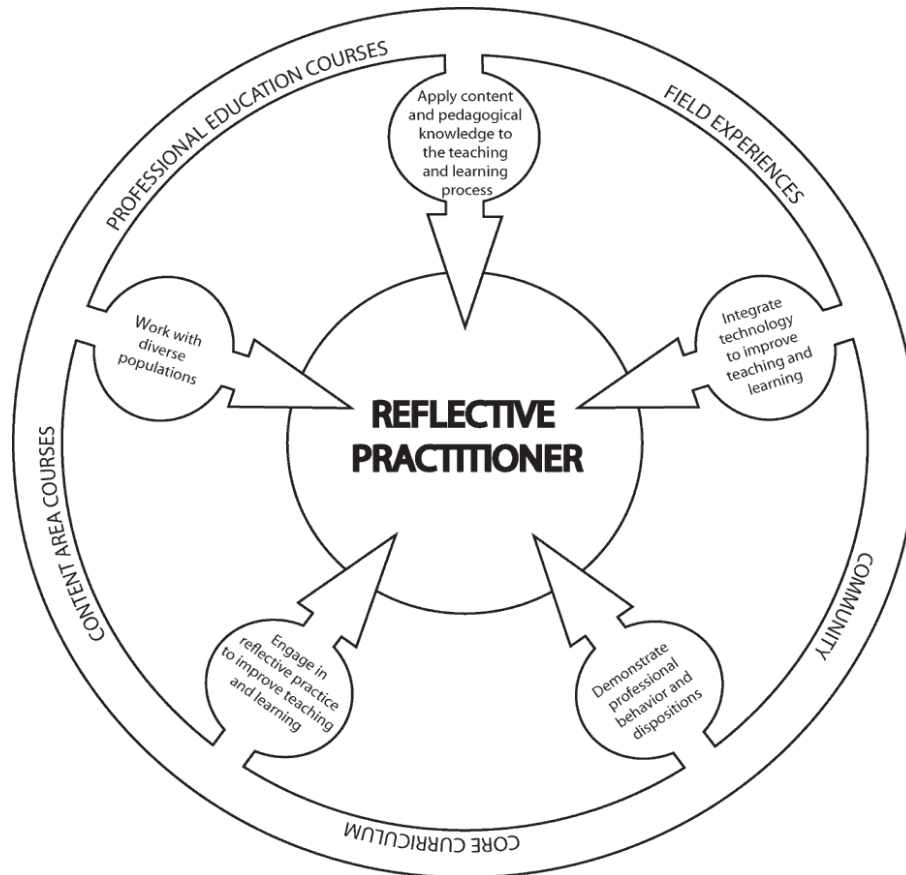
III. ALIGNMENT WITH STANDARDS

Initial Undergraduate and Initial Graduate MAT Programs
The syllabi and key assessments for each program are aligned with the unit's conceptual framework, the State's ADEPT Standards, and the Standards of the appropriate specialized professional association (SPA) as evidenced in the syllabi and the key assessments.

Advanced Learning and Teaching Program
The syllabi and key assessments are aligned with the unit's conceptual framework and the National Board for Professional Teaching Standards (NBPTS) as evidenced in the syllabi and the key assessments.

Advanced Educational Leadership Program
The syllabi and key assessments are aligned with the unit's conceptual framework, the State's PADEPP Standards, the International Society for Technology in Education (ISTE) Standards, and the Standards of the specialized professional association (SPA) as evidenced in the syllabi and the key assessments.

The Georgia Professional Standards Commission does not endorse this handbook; rather, we offer it as one example of a unit documenting its Assessment System.

IV. PORTALS (TRANSITION POINTS), KEY ASSESSMENTS, AND OTHER REQUIREMENTS

Initial Undergraduate Education Programs
The professional education unit identified four portals (transition points) that are common to all *initial undergraduate* programs. The unit also identified key assessments on which data are collected that are common to all *initial undergraduate* programs. The four portals and the common key assessments on which data are collected are indicated in the following table.

Table 1:

Portals and *Key Common Assessments*
for
***Initial Undergraduate* Education Programs**

I. Admission to the Professional Program in Teacher Education	II. Admission to Internship	III. Successful Completion of Internship	IV. Program Completion
Passing scores on all three areas of PRAXIS I; OR minimum 1100 on **old** SAT; OR minimum 1650 on **new** SAT; OR minimum 24 on ACT Composite	Passing score on required Praxis II Content Exam(s)		Passing score on required Praxis II PLT Exam
	Dispositions Evaluation from Senior I methods faculty and from Senior I university supervisor	Dispositions Evaluation from cooperating teacher and from university supervisor	
		Teacher Work Sample	
		Summative Internship Evaluation	
		ADEPT Evaluation	
	Other key program assessments	Other key program assessments	Program Completer Survey

Other common assessments on which data are collected for all *initial undergraduate* programs are the following:

- Graduate Follow-Up Survey (one year out); and
- Employer Follow-Up Survey (one year out).

Additionally, the unit identified other program requirements common to all *initial undergraduate* programs. The four portals and the program requirements are indicated in the following table.

Table 2:

**Portals and Other Common Program Requirements
for
Initial Undergraduate Education Programs**

I. Admission to Program	II. Admission to Internship	III. Completion of Internship	IV. Completion of Program
Minimum 2.50 GPA	Minimum 2.50 GPA	Minimum 2.50 GPA	Minimum 2.50 GPA
"C" or better in foundations and major courses	"C" or better in foundations and major courses		
"C" or better in all required education courses	Program advisor and faculty recommendation		Degree Certification form signed by advisor, department chair, and dean
Criminal background composite disciplinary action disclosure statement	SLED and FBI fingerprint clearance and criminal background disclosure statement		
Professional Behavior and Dispositions Self-Evaluation	All major coursework completed		
	Satisfactory completion and performance in minimum of 100 hours in Field Experiences I, II, III, and IV	Diversity placement requirements	
	TB Skin test clearance		
Approval of Portal I Faculty Committee	Approval of Portal II Faculty Committee		

The professional education unit identified four portals (transition points) for the *initial graduate MAT* program. The unit also identified key assessments on which data are collected for the *initial graduate MAT* program. The four portals and the key assessments on which data are collected are indicated in the following table.

Table 3:

Portals and *Key Assessments*
for
***Initial Graduate MAT* Education Program**

I. Admission to the Graduate Program	II. Continuation in MAT Program *and* Admission to the Professional Program in Teacher Education	III. Admission to Internship (Student Teaching)	IV. Graduation
Minimum 2.50 GPA overall and 2.75 GPA in content area; **OR** Minimum 800 on GRE with minimum of 400 in both verbal and quantitative; **OR** Minimum 388 on MAT (All scores must be no more than five years old.)		Passing score on required Praxis II Content Exam(s)	Passing score on required Praxis II PLT Exam
	Key program assessments	Other key program assessments	Dispositions Evaluation from cooperating teacher **and** from university supervisor
			Summative Internship Evaluation
			Program Completer Survey

Other assessments on which data are collected for the *initial graduate MAT* program are the following:

- Graduate Follow-Up Survey (one year out); and
- Employer Follow-Up Survey (one year out).

Additionally, the unit identified program requirements requiring either simple compliance or minimal proficiency for the *initial graduate MAT* program. The four portals and the other program requirements are indicated in the following table.

Table 4:

<div align="center">

Portals and *Other Program Requirements*
for
***Initial MAT Graduate* Education Program**

</div>

I. Admission to the Graduate Program	II. Continuation in MAT Program *and* Admission to the Professional Program in Teacher Education	III. Admission to Internship	IV. Graduation
Application for Graduate Study		24 semester hours in graduate program	
Official undergraduate transcripts	Minimum 3.00 GPA for two education courses and two content area courses with no grade below "C"	Minimum 3.00 GPA overall and in content area courses with no grade below "C"	All coursework with minimum 3.00 GPA overall and in content area with a grade of "C" or better
Two letters of recommendation	Recommendations from professors	Recommendations from professors	Recommendations from professors
		Practicum experiences with recommendations from cooperating teacher and university supervisor	
		Fingerprinting requirements	
Approval of MAT Graduate Admissions Committee	Approval of MAT Graduate Admissions Committee	Approval of MAT advisor and Graduate Admissions Committee	Approval of MAT Graduate Admissions Committee

Advanced Programs: M.Ed. Learning & Teaching

The professional education unit identified three portals (transition points) for the *advanced M.Ed. Learning and Teaching* program. The unit also identified key assessments on which data are collected for the *advanced M.Ed. Learning and Teaching* program. The three portals and the key assessments on which data are collected are indicated in the following table.

Table 5:

Portals and *Key Assessments*
for
Advanced M.Ed. Learning and Teaching Program

I. Admission to the Program	II. Admission to the Capstone Course	III. Program Completion
Minimum overall 3.00 undergraduate GPA; **OR** minimum 400 on both verbal and quantitative parts of GRE; **OR** minimum 388 on MAT (All scores must be no more than five years old.)		
		Culminating Program Portfolio (complete in specialization Capstone course)
	Key program assessments	Other key program assessments
		Program Completer Survey

Other assessments on which data are collected for the *advanced M.Ed. Learning and Teaching* program are the following:

- Graduate Follow-Up Survey (one year out); and
- Employer Follow-Up Survey (one year out).

Additionally, the unit identified other program requirements for the *advanced M.Ed. Learning and Teaching program*. The three portals and the other program requirements are indicated in the following table.

Table 6:

Portals and *Other Program Requirements*
for
Advanced M.Ed. Learning and Teaching Program

I. Admission to the Program	II. Admission to the Internship	III. Program Completion
Application for Graduate Study		
Official transcript from each college/university attended	Core courses and prerequisite specialization courses in the program	Completion of all 30 semesters hours of courses
Current teaching credential		
Two recommendations		
	Minimum 3.00 GPA; grades below "B" on 12 hours of graduate work will disqualify candidate in program; no grade below "C" may be applied to completion of program.	Minimum 3.00 GPA; grades below "B" on 12 hours of graduate work will disqualify candidate in program; no grade below "C" may be applied to completion of program.
	Minimum 3.00 GPA; grades below "B" on 12 hours of graduate work will disqualify candidate in program; no grade below "C" may be applied to completion of program.	Minimum 3.00 GPA; grades below "B" on 12 hours of graduate work will disqualify candidate in program; no grade below "C" may be applied to completion of program.
Approval of Portal I Faculty Committee	Approval of Portal II Faculty Committee	Approval of Portal III Faculty Committee

Advanced Programs: M.Ed. Educational Leadership

The professional education unit identified three portals (transition points) for the *advanced M.Ed. Educational Leadership* program. The unit also identified key assessments on which data are collected for the *advanced M.Ed. Educational Leadership* program. The three portals and the key assessments on which data are collected are indicated in the following table.

Portals and *Key Assessments*
for
Advanced M.Ed. Educational Leadership Program

I. Admission to the Program	II. Admission to the Internship	III. Program Completion
Minimum overall 3.00 undergraduate GPA; **OR** minimum 400 on both verbal and quantitative parts of GRE; **OR** minimum 388 on MAT (All scores must be no more than five years old.)		Passing score on required Praxis II Content Exam
		Semester Evaluation for Building-Level Interns
	Key program assessments	Other key program assessments
		Program Completer Survey

Other assessments on which data are collected for the all *advanced M.Ed. Educational Leadership* program are the following:

- Graduate Follow-Up Survey (one year out); and
- Employer Follow-Up Survey (one year out).

Additionally, the unit identified other program requirements for the *advanced M.Ed. Educational Leadership* program. The four portals and the other program requirements are indicated in the following table.

Table 8:

<div align="center">

Portals and *Other Program Requirements*
for
Advanced M.Ed. Educational Leadership Program

</div>

I. Admission to the Program	II. Admission to the Internship	III. Program Completion
Application for Graduate Study		
Official transcript from each college/university attended	9 semester hours in Education Core	
Current teaching credential	15 semester hour of required courses in program	Completion of all 36 semester hours of courses
Two recommendations		
One year full-time teaching experience	75 clock hours of field experiences	
Criminal background composite disciplinary action disclosure statement	Minimum "B" grade in each required course taken in program	Minimum overall 3.00 GPA in program
	Portfolio in progress	
Approval of Portal I Faculty Committee	Approval of Portal II Faculty Committee	Approval of Portal III Faculty Committee

V. USE OF INFORMATION TECHNOLOGIES

The unit uses LiveText to maintain almost all of its data on the key assessments for the *initial and advanced* candidates. The exception is the PRAXIS exam scores that are received by the Office of Institutional Research from the Educational Testing Service. The Office of Institutional Research enters the scores in Datatel and makes them available to the Office of Clinical Experiences and Student Services and also forwards paper copies. The Office of Institutional Research sends the scores, including the sub-test scores, to the Chair of the College Assessment Committee who forwards them to program faculty. Program faculty members analyze the data and prepare a "Program Assessment Report" for the PRAXIS II content scores in LiveText.

Upon program admission, candidates are required to purchase LiveText accounts. Candidates in the *initial graduate MAT* program are required to purchase Livetext when they are enrolled in EDSC 546: Foundations of Secondary Education. Candidates in the *advanced M.Ed. Learning and Teaching* program are required to purchase LiveText when they are admitted to the program. Candidates in the *advanced M.Ed. Educational Leadership* program are required to purchase LiveText when they are enrolled in the first course that they take in the program. The LiveText Coordinator provides group and individual training each semester for faculty members and candidates who are new to CCU or to the program or who need assistance in navigating LiveText. Training materials include online video tutorials as well as instructional documents or "tipsheets" for candidates.

Faculty members use Blackboard in their courses to post course information and to hold discussions with the candidates. Faculty members use Web Advisor to obtain course enrollment information and to post course grades. Through e-Advising, faculty members can view candidates' transcripts, schedules, PRAXIS scores, profiles, and other information. Candidates have the ability to monitor their academic progress electronically and are encouraged to use this ability to actively participate in the advisement process. Using the web-based Program Evaluation (Degree Audit) tool, candidates can see what portions of their degree program have been completed, and they can plan their coursework for the next semester prior to meeting with their advisor.

VI. PROCEDURE FOR DATA COLLECTION, ANALYSIS, AND USE

Data from all key assessments (except the PRAXIS scores) are collected each semester and entered into LiveText by the individual designated to complete the assessment form. The LiveText Coordinator provides data reports for each program faculty for each key assessment at the beginning of each fall semester for the two previous semesters.

The unit initiated an annual faculty "Assessment Day," in Fall 2009 in which all unit faculty members are asked to come together on a Friday before fall classes begin. Faculty members meet for the entire day by program, analyze the data for the key assessments that were completed during the previous academic year, and complete a "Program Assessment Report" on each key assessment in LiveText. The two primary components of the "Program Assessment Report" are an analysis of the data and a description of how the assessment results will be used for continuous improvement.

VII. PROCEDURE FOR MONITORING CANDIDATES' PROGRESS

Portal I: Admission to the Professional Program in Education

Each applicant applying for admission to an *initial undergraduate* program completes a "Professional Program in Teacher Education (PPTE) Application" during the semester prior to beginning the Junior I block of coursework. The criteria for admission to the professional program are indicated on the form. Applications are reviewed by the Portal I Committee in the SCOE at the end of each semester. Applicants who meet all requirements are approved. The Committee reviews applications with missing requirements and recommends acceptance contingent upon completion of all requirements by an established deadline prior to the upcoming semester. The Committee admits only applicants who have met all admission requirements. However, in some cases, provisional admission is given until the end of the current semester if, for example, a candidate is currently enrolled in one of the required courses listed on the application form, or has taken the PRAXIS I exam but has not yet received the scores. The Chair of the Portal I Committee monitors completion of requirements and notifies candidates of program acceptance or denial.

Each applicant applying for admission to the *initial graduate MAT* program and the *advanced graduate M.Ed.* programs submits an application to the Office of Graduate Studies. When all of the required materials have been received, the Office of Graduate Studies forwards the applicants' folders to the administrative assistant in the SCOE who reviews the applications for appropriate GPAs required for each program. The folders are then forwarded to the appropriate MAT content advisor (English, Mathematics, Science, Social Studies, Art, or Music) or appropriate M.Ed. specialization advisor (Early and Elementary Grades, Instructional Technology, Literacy, or Educational Leadership). The advisor reviews the applicant's application to determine if all course and other requirements have been met. The content advisors for the MAT program present their recommendations about the candidate to the MAT Admissions Committee which consists of the chair of the Department of Leadership, Middle Level, and MAT--Secondary Education and all of the content advisors. The primary advisor for each specialization in the Learning and Teaching program (Early and Elementary Grades, Instructional Technology, Literacy) reports to the faculty committee if the applicant has met all admission requirements. The faculty members in the Educational Leadership program discuss each candidate's application. A decision is made by each committee or program faculty to admit or reject each applicant, and a letter is sent to all applicants informing them of their admission status.

Portal II: Admission to Internship or Capstone Course (Learning and Teaching Program)

Candidates in the *initial undergraduate and initial graduate MAT* programs submit an "Application for Internship" to the Director of Clinical Experiences and Student Services the semester before the internship. The candidate provides personal information; the advisor verifies that academic requirements have been completed; and the Director of Clinical Experiences and Student Services verifies completion of field experiences and other program requirements. The applications are reviewed and approved by the College's Portal II Committee.

Candidates in the *advanced M.Ed. Learning and Teaching* program are reviewed for completion of all requirements and assessments by the Portal I Committee before they are approved for admission to the capstone course.

Candidates in the *advanced M.Ed. Educational Leadership* program submit an "Application for Internship" to the program coordinator. The applications are reviewed and approved by the program's faculty internship coordinator.

The Georgia Professional Standards Commission does not endorse this handbook; rather, we offer it as one example of a unit documenting its Assessment System.

Portal III: Successful Completion of Internship – Initial Undergraduate and Initial Graduate MAT
Candidates in the *initial undergraduate and initial graduate MAT* programs submit evidence of completing all requirements for the internship to the Director of Clinical Experiences and Student Services who verifies the information.

Portal III:
Program Completion - M.Ed. Educational Leadership and M.Ed. Learning and Teaching

In the *advanced M.Ed. Educational Leadership and M.Ed. Learning and Teaching* programs candidates' completion of all requirements is verified by the program faculty. The Office of 17

Clinical Experiences and Student Services verifies that candidates in the *M.Ed. Leadership program* have completed all requirements for South Carolina licensure. The Dean of the SCOE recommends the candidates for licensure.

Portal IV: Program Completion – Initial Undergraduate and Initial Graduate MAT
In the *initial undergraduate and initial graduate MAT* programs, candidates' completion of program requirements and all requirements for South Carolina licensure is verified by the Office of Clinical Experiences and Student Services. The Dean of the SCOE recommends candidates for licensure.

VIII. ASSESSMENT OF UNIT OPERATIONS

Unit operations are activities undertaken by the unit pertaining to governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, and resources that support the unit's mission in preparing candidates.

Ways in which unit operations are assessed include the following:

- Interns in the *initial undergraduate and initial graduate MAT* programs complete an evaluation of their internship placement, cooperating teacher, and university supervisor at the end of the internship. (This is conducted through the office of Clinical Placements.) ?

- *Initial and advanced* candidates complete a "Program Completer Survey" at the end of the semester in which they complete their program. Candidates are asked to assess areas such as: program admission procedures, advising and support services, student teaching/internship placement, availability of courses, library and technology resources, quality of instruction, and overall quality of the program.

- Each full-time and part-time faculty member at Coastal Carolina University is evaluated by students enrolled in each course each semester. The evaluations are tabulated by the Office of Institutional Research and forwarded to the Dean of each college. The Dean of the SCOE shares the evaluations with faculty members.

- As head of the unit, the Dean of the SCOE has the responsibility to effectively manage, coordinate, and oversee the governance, planning, budget, personnel, and facilities of the unit. Feedback is welcome and sought from the College's Board of Visitors, the College's Leadership Team, faculty members, and candidates.

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IX. FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS

The unit uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

- The unit ensures that the assessments are aligned with the unit's conceptual framework, and that the ADEPT, NBPTS, PADEPP, and SPA Standards are reflected in syllabi and key assessments.

- *Initial undergraduate and initial graduate MAT* candidates are informed of all requirements in the education program when they initially meet with their education advisor and before they submit their application for admission to the program. Orientations are held for transfer students, individual and group advising sessions are held, and "welcome week" is held for freshmen at which time education faculty members give an overview of the programs. *Advanced* candidates are informed of the requirements in orientation sessions designed to explain procedures for program matriculation. Information about the conceptual framework, dispositions, program requirements, and other requirements is available on the College's website and discussed with the candidates by their advisors and course instructors. *Initial undergraduate and initial graduate MAT* candidates receive a copy of the "Internship Handbook" at the beginning of the internship online. Candidates in the *advanced Educational Leadership* program receive a copy of the Program Handbook when they are admitted to the program.

- Rubrics for the key program assessments are shared with the candidates before they are used. Thus, candidates know what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision.

- The Assessment Committee has developed a "Key Assessment Change Process and Flowchart" that describes the steps that must be taken when a change in a key program or unit assessment is made. An "Application Form for Assessment Change" must be completed and signatures obtained at identified steps in the process. The flowchart and change form are contained at the end of this Handbook. One of the purposes of the process is to ensure that the proposed new assessment is reviewed for fairness, accuracy, consistency, and freedom of bias.

- Rubrics that are used to assess candidates on the "Formative Internship Evaluation," "Summative Internship Evaluation," and "ADEPT Summary Consensus Candidate Evaluation (ADEPT 1-10)" are discussed by the Director of Clinical Experiences and Student Services with the interns and university supervisors. The university supervisors discuss them with the cooperating teachers. Rubrics that are used for program specific assessments are discussed with the candidates each semester by the program faculty members.

- Data are triangulated wherever possible to enhance the reliability of findings. For example, many of the same questions are asked on the "Program Completer Survey," "Graduate Follow-Up Survey," and "Employer Survey" for both the *initial and advanced* programs. Also for the *initial* programs, the intern, cooperating teacher, and college supervisor each independently completes the intern "ADEPT Summary Consensus Candidate Evaluation (ADEPT 1-10)" at the end of the semester, then as a group, discuss their ratings. The cooperating teacher and internship supervisor then reach consensus on the final intern evaluation.

X. SPADONI COLLEGE OF EDUCATION ASSESSMENT COMMITTEE

A College Assessment Committee was established in 2009-2010, and was reorganized during 2010-2011. Each college at CCU has a College Assessment Committee. The College Assessment Committee coordinates the assessment efforts within the College and supports the needs of the College. Specifically, the Committee:

- ensures a quality assurance process to verify that goals, objectives, policies and procedures of the College are aligned with the mission of the University and its Strategic Plan;

- provides a framework that will be used to guide the College to move from initial implementation of assessment for continuous improvement;

- develops sustained dialogue about teaching and learning that builds a culture of assessment and relies on evidence of student learning outcomes to inform actions;

- reviews and evaluates programmatic and departmental assessment efforts for the continuous improvement of the College;

- streamlines, integrates, and evaluates the process of data collection and analysis;

- assists Department Chairs in implementing the assessment procedures in the Assessment Handbook; and

- reviews the "Professional Education Unit Assessment Handbook" annually and updates as needed.

- reviews the Teal Online Reports in October that have been written annually by each program faculty that 1) identifies program successes, 2) identifies program improvements, and 3) addresses candidate learning.
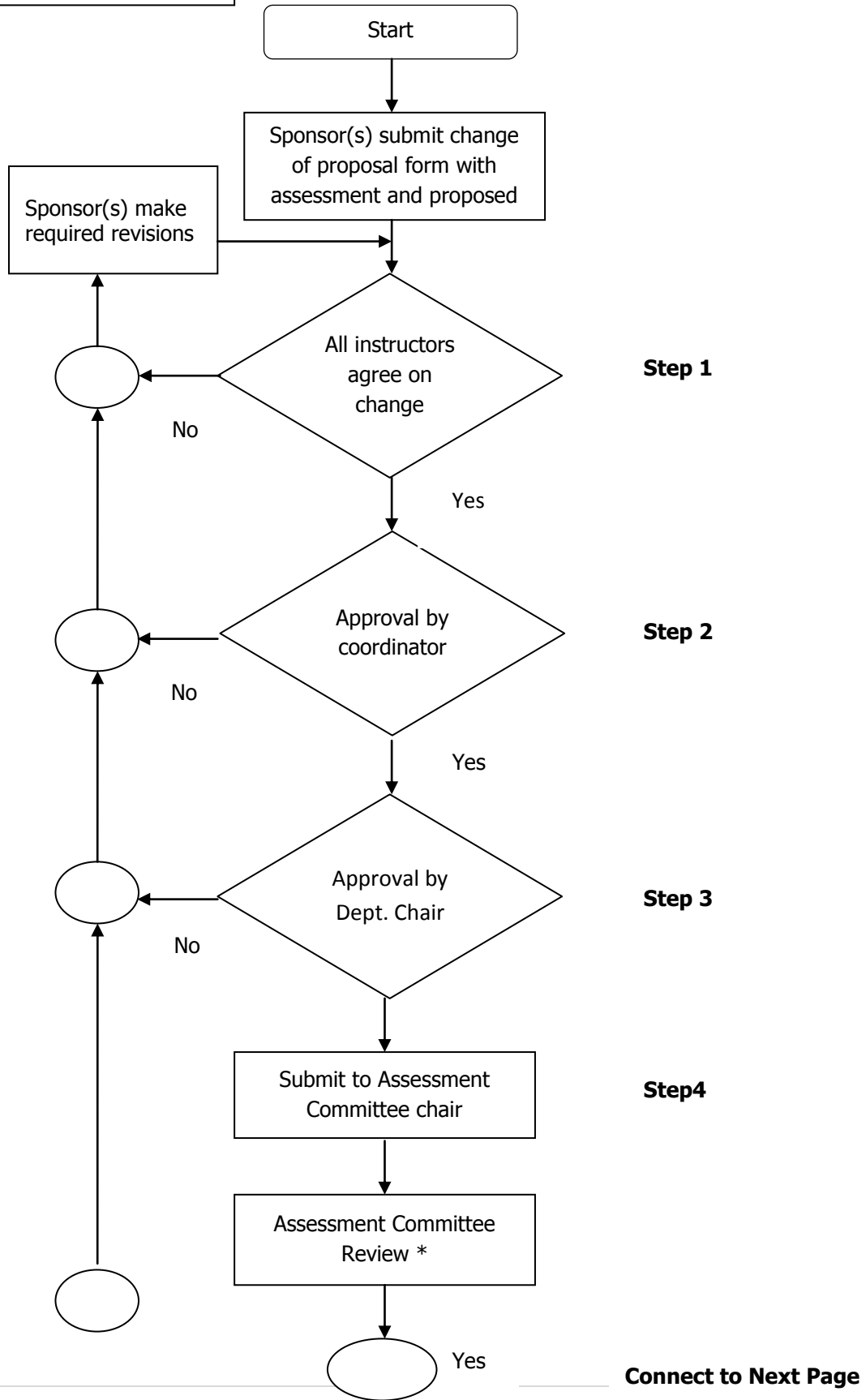
Membership on the Assessment Committee consists of the following representatives:

- Faculty Member from each of the following programs:
  - o Early Childhood
  - o Elementary
  - o Middle Level
  - o Physical Education
  - o Special Education
  - o MAT
  - o Learning and Teaching
  - o Educational Leadership
- Director of Clinical Experiences and Student Services
- LiveText Coordinator
- Director of Assessment and Accreditation
- Associate Dean, SCOE (ex officio)

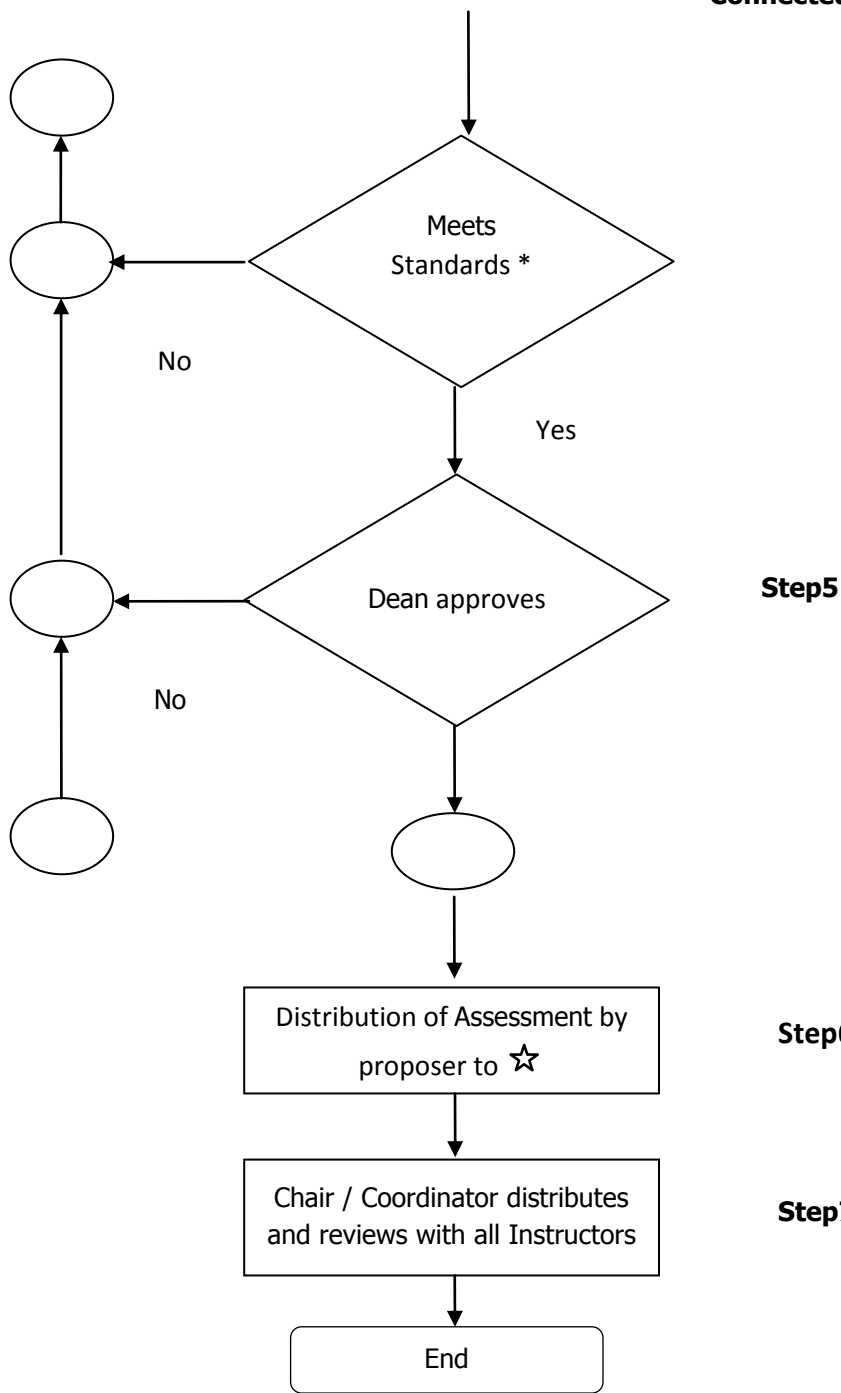The Chair of the Committee is the representative of the SCOE on the University-Wide Assessment Committee.

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Appendix I

Key Assessment Change Process and Flowchart

Application Form for Assessment Change

Assessment Change Process

Start

Sponsor(s) submit change of proposal form with assessment and proposed

Sponsor(s) make required revisions

All instructors agree on change — **Step 1**

No

Yes

Approval by coordinator — **Step 2**

No

Yes

Approval by Dept. Chair — **Step 3**

No

Submit to Assessment Committee chair — **Step4**

Assessment Committee Review *

Yes

Connect to Next Page

Meets Standards *

No

Yes

Dean approves   **Step5**

No

Distribution of Assessment by proposer to ☆   **Step6**

Chair / Coordinator distributes and reviews with all Instructors   **Step7**

End

Legend:
* Reviews for fairness, accuracy, consistency, bias
        Assessment distributed to:
☆   Livetext coordinator   NCATE Coordinator
        Department Chairs
        Program Coordinators
        Dean
        Associate Dean

Application Form
Assessment Change
Spadoni College of Education

Proposer's Name:	

Office Location:		Office Telephone:	

Email:	

Department of:	

Name of Assessment:	

Proposed New Assessment Implementation Semester / Year:	

Course Number and Name Where Assessment is Used:

Names of Other Instructors Teaching Course:

Explain your rationale for proposing the change (use other pages s needed and attach a copy of the assessment and the proposed changes to this document):

Change process procedures and approval signatures:

Step 1: If there are other instructors of the course, review proposed changes with them. Their signatures indicate their agreement with the proposed changes.

Instructor 1:_____Date:_____

Instructor 2:_____Date:_____

Instructor 3_____Date:_____

Step 2: The application is reviewed by the program coordinator for fairness, accuracy, consistency, and bias. ***If application needs revisions, applicant submits new application. Please submit original application documentation with subsequent applications that have mandated changes. If the coordinator approves the application it is forwarded to the Department Chair.**

Approval Signature of Program Coordinator:: _____Date:_____

Step 3: The application is reviewed by the Department Chair for fairness, accuracy, consistency, and bias. ***If application needs revisions, applicant submits new application. Please submit original application documentation with subsequent applications that have mandated changes. If the coordinator approves the application it is forwarded to the Assessment Committee Chair**

Approval Signature of Department Chair:_____ Date:_____

Step 4: Submit to the Assessment Committee for review. Signature of Assessment Committee Chair indicates the committee's review and approval. If rejected and needs revision the Assessment chair provides applicant with Assessment Committee's recommendation(s).

Received by Assessment Committee Chair:_____ (initials)   Date:_____

Scheduled for Assessment Committee Review on : _____

Assessment Committee Chair*:_____Date:_____
*Assessment chair forwards to Dean or returns to applicant with suggested revisions

Step 5: Submit approved application to Dean of College for review and approval. Dean's signature indicates **final** approval. ***If application needs revisions, applicant submits a new application. Please submit original application documentation with subsequent applications that have mandated changes.**

Signature of Dean*:_____Date:_____

Step 6: Applicant electronically distributes approved copies of new assessment to:

    ___ Livetext coordinator   ___Program Coordinators   ___Dean

    ___ Department Chair   ___ Associate Dean   ___NCATE coordinator

Step 7: When applicable, coordinator (or department chair, if no coordinator) distributes and reviews changes with all instructors.

Coordinator's signature signifies changes are reviewed: _____ Date:_____

NOTE: Coordinator/chair returns to Dean for filing.

Appendix II

Program Key Assessments

INITIAL PROGRAMS	Early Childhood	Elementary	Middle Level	Physical Education	Special Education
1. State Licensure Test for Content Knowledge:	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam
2. Assessment of Content Knowledge:	Clinical Observation EDEC 332	C-BASE Exam EDEL 467	PRAXIS PLT Exam EDML 468	Grade Analysis of Selected Required Courses (Varies)	Philosophy of Special Education Paper EDLD 479
3. Assessment of Ability to Plan Instruction:	TWS: Contextual Factors, Learning Goals, Design for Instruction, Instructional Decision Making EDEC 496	Instructional Planning Lessons EDEL 386	Teacher Work Sample Components EDML 468	Unit Plan EDPE 412	Lesson Plan and Implementation EDLD 420
4. Assessment of Student Teaching/Internship:	Internship Summative Evaluation EDEC 466	Internship Summative Evaluation EDEL 467	Internship Summative Evaluation EDML 468	Internship Summative Evaluation EDPE 479	Internship Summative Evaluation EDLD 478
5. Assessment of Candidate Impact on Student Learning:	TWS: Assessment Plan, Analysis of Student Learning EDEC 496	Teacher Work Sample Components EDEL 467	Teacher Work Sample Components EDML 458	Teacher Work Sample Components EDPE 479	Teacher Work Sample Components EDLD 478
6. Other Assessment(s) Addressing SPA Standards:	TWS: Section 8 - Home/School/Community Connection EDEC 496	Teaching Math/Science Lessons EDEL 388	Classroom Management Plan EDML 325	Fitness Testing Project EDPE 325	Language Observation and Assessment Project EDLD 390
7. Other Assessment(s) Addressing SPA Standards *(optional for some SPAs)*:	Literacy Development Lesson Plan EDEC 314	Reflection on Children's Thinking Project EDEL 388	Not Applicable	Instructional Behavior Analysis EDPE 410	Disability Area Presentation Project EDLD370
8. Other Assessment(s) Addressing SPA Standards *(optional for some SPAs)* :	TWS: Reflection and Self-Evaluation EDEC 496	Not Applicable	Not Applicable	(WALK) Mentoring Project EDPE 410	Not Applicable for Special Education

INITIAL MAT PROGRAMS	MAT Art	MAT English	MAT Math	MAT Music	MAT Science	MAT Social Studies
1. State Licensure Test for Content Knowledge:	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam	PRAXIS II Content Exam
2. Assessment of Content Knowledge:	Not Applicable	Transcript Review	Grades in Content Courses	Not Applicable	GPA and Course Content Analysis	Content Analysis
3. Assessment of Ability to Plan Instruction:	Not Applicable	Portfolio EDSC 547	Teacher Work Sample Components EDSC 590	Not Applicable	Unit Plan EDSC 553	Teacher Work Sample Components EDSC 590
4. Assessment of Student Teaching/Internship:	Internship Summative Evaluation EDSC 590	Internship Summative Evaluation EDSC 590	Internship Summative Evaluation EDSC 590	Internship Summative Evaluation EDSC 590	Internship Summative Evaluation EDSC 590	Internship Summative Evaluation EDSC 590
5. Assessment of Candidate Impact on Student Learning:	Not Applicable	Teacher Work Sample Components EDSC 580	Teacher Work Sample Components EDSC 590	Not Applicable	Teacher Work Sample Components EDSC 590	Teacher Work Sample Components EDSC 590
6. Other Assessment(s) Addressing SPA Standards:	Not Applicable	Diagnostic Test EDSC 547	History of Mathematics Research Project MATH 612	Not Applicable	Legal, Safety, and Bioethical Project EDSC 553 EDSC 590	Social Studies Addendum to Field Experience Evaluation EDSC 549
7. Other Assessment(s) Addressing SPA Standards:	Not Applicable	Research Reports Project EDSC 547	Not Applicable	Not Applicable	Inquiry Research Project PHYS 782	Globalization Unit Study with Pre-Test and Post-Test EDSC 549
8. Other Assessment(s) Addressing SPA Standards:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Contextual Nature of Science Projects EDSC 553 EDSC 590	Science, Technology and Society Unit Study with Pre-Test and Post-Test EDSC 549

ADVANCED PROGRAMS

M.Ed. Educational Leadership	
1. State Licensure Test for Content Knowledge:	PRAXIS II Content Exam
2. Assessment of Content Knowledge:	Comprehensive Examination/EDAD 694-697
3. Assessment of Ability to Plan Instruction:	School Improvement Plan Project/EDAD 689
4. Assessment of Student Teaching/Internship:	Internship Evaluation/EDAD 694 – EDAD 697
5. Assessment of Candidate Impact on Student Learning:	Leadership Preparation Program Survey/EDAD 694 – EDAD 697
6. Other Assessment(s) Addressing SPA Standards:	Portfolio/EDAD 694 – EDAD 697
7. Other Assessment(s) Addressing SPA Standards	School-Community Relations Project/EDAD 680
8. Other Assessment(s) Addressing SPA Standards	Clinical Supervision & Conference Project/EDAD 660

M.Ed. Learning & Teaching	
Content Knowledge; Pedagogical Content Knowledge; Professional & Pedagogical Knowledge and Skills; Student Learning (NCATE 1a.; 1b.; 1c.; 1d.)	Curriculum and Instructional Design Project/EDUC 630
Pedagogical Content Knowledge (NCATE 1b.)	Teaching with Technology Final Exam/EDIT 604
Professional & Pedagogical Knowledge and Skills (NCATE 1c.)	Research Project/EDUC 607
Student Learning (NCATE 1d.)	Managing and Monitoring Student Learning Project/EDUC 628
Design, Implementation, and Evaluation of Curriculum Experiences (NCATE 4a.)	Multicultural Curriculum and Instruction Project/EDUC 685
Professional & Pedagogical Knowledge and Skills; Student Learning; Design, Implementation, and Evaluation of Curriculum Experiences (NCATE 1c.; 1d.; 4a.)	Culminating Program Portfolio/EDEE 650; EDIT 690; EDLL 606
Professional Dispositions (NCATE 1g.)	Professional Behaviors and Dispositions/ EDEE 650; EDIT 690; EDLL 606

Appendix D
Examples of Program or Course Changes Made
Based on Candidate Performance Data

Coastal Carolina University

What was the program or course change that was made?

Example: Candidates are now required in EDEL 386 to teach a lesson to their peers using technology.

When was the change effective?

Example: Fall 2010

On what <u>key assessment(s)</u> did the data indicate that a change needed to be made?

Example #1: Internship Summative Evaluation
Example #2: Internship Summative Evaluation <u>and</u> Instructional Planning Lesson

When was the assessment(s) administered that indicated a change needed to be made?

Example: Fall 2009

What did the data say that indicated a change needed to be made?

Example #1: Approximately one-third of the candidates received a score of 2 (developing) on the Internship Summative Evaluation on their ability to plan and implement effective learning environments and experiences supported by technology.

Example #2: Approximately one-third of the candidates received a score of 2 (developing) on the Internship Summative Evaluation on their ability to plan and implement effective learning environments and experiences supported by technology. **Also,** the mean score on the Materials/Resources rubric on the Instructional Planning Lesson was 2.6 and evidence of use of technology resources was not evidenced in several lesson plans.

<u>Please attach the evidence that the change was made.</u>

Example: The attachment could be the revised written requirements for the lesson plan.

Appendix E

Comparison of Acceptable and Target Rubrics of the 2008 NCATE Standards
By Dr. Marily Feldmann, Coastal Carolina University
Conway, SC (November 2009)

The primary purpose of this comparison is to assist the unit in determining the NCATE Standard(s) on which the unit is moving toward the "target" level as part of the Continuous Improvement Option. Please note:

- The ***italicized/bold*** typeface parts represent the key differences between the "acceptable" and the "target" rubric.
- If a rubric is indicated in the NCATE Standard as "acceptable" only, it is ***not included*** below.
- However, if a rubric is indicated in the NCATE Standard as "target" only, it ***is included*** below.
- If a rubric indicated in the NCATE Standard has the same or similar wording for "acceptable" as for "target," it is ***not included*** below.

Standard 2: Assessment System and Unit Evaluation	Acceptable	Target
2a.: *Assessment System*	The unit has an ***assessment system*** that reflects the conceptual framework and professional and state standards and ***is regularly evaluated*** by its professional community.	The unit, with the involvement of its professional community***, is regularly evaluating the capacity and effectiveness of its assessment system***, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.
	The unit's assessment system includes comprehensive and integrated assessment and evaluation measures to ***monitor candidate performance and manage and improve the unit's operations and programs***.	The unit ***regularly examines the validity and utility of the data*** produced through assessments ***and makes modifications*** to keep abreast of changes in assessment technology and in professional standards.
	Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.	Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. ***Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools***.
	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 unit operations.	The unit ***conducts thorough studies*** to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. ***It also makes changes in its practices consistent with the results of these studies***.

Standard 2: Assessment System and Unit Evaluation	Acceptable	Target
2b.: Data Collection, Analysis, and Evaluation	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.	The unit's assessment system *provides regular and comprehensive data* on program quality, unit operations, and candidate performance at each stage of its programs, *extending into the first years of completers' practice*.
	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.	Assessment *data* from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that *are systematically collected as candidates progress through programs*.
	Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations.	Candidate assessment data are regularly and systematically compiled, aggregated, summarized, analyzed, *and reported publicly* for the purpose of improving candidate performance, program quality, and unit operations.
	The unit *disaggregates* candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.	Candidate assessment data are *disaggregated by program* when candidates are in alternate route, off-campus, and distance learning programs.
	The unit *maintains records* of formal candidate complaints and documentation of their resolution.	The unit *has a system for effectively maintaining records* of formal candidate complaints and their resolution.
	The unit maintains its assessment system through the *use of information technologies* appropriate to the size of the unit and institution.	The unit is *developing and testing different information technologies to improve its assessment system*.
2c.: Use of Data for Program Improvement	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 has fully developed evaluations and *continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary*.
	The unit *analyzes* program evaluation and performance assessment *data to initiate changes in programs and unit operations*.	The unit not only makes changes based on the data, but *also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences*.
	Faculty *has access* to candidate assessment data and/or data systems. Candidate assessment *data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs*.	Candidates and faculty *review data on their performance regularly and develop plans for improvement based on the data*.

**GEORGIA STANDARDS
FOR THE APPROVAL OF
PROFESSIONAL
EDUCATION UNITS
AND EDUCATOR PREPARATION
PROGRAMS**
(Condensed Version)

(Effective 9/01/08)

**Kelly Henson
Executive Secretary**

Table of Contents

GEORGIA STANDARDS FOR THE APPROVAL OF PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS
(Effective 9/1/08)

The Georgia Professional Standards Commission has adapted the Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education published by the National Council for the Accreditation of Teacher Education (NCATE) for use in the Georgia professional education unit and preparation program approval process. The adapted standards include all six of the NCATE standards, as well as two additional standards that address Georgia-specific requirements. The adapted standards, the Georgia Standards for the Approval of Professional Education Units and Preparation Programs (Effective 09/1/08) apply to all professional education units and preparation programs in Georgia.

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and 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. Assessments indicate that candidates meet professional, state, and institution/agency standards**.**

Elements of Standard 1

1a. CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

Unacceptable	Acceptable	Target
Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institution/agency standards. Fewer than 80 percent of the professional education unit's program completers pass the content examinations required by the Georgia Professional Standards Commission for certification.	Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institution/agency standards. Eighty percent or more of the professional education unit's program completers pass the content examinations required by the Georgia Professional Standards Commission for certification.	Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional/agency standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations required by the Georgia Professional Standards Commission for certification.
Candidates in advanced programs for teachers do not have an in-depth knowledge of the content that they teach.	Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.	Candidates in advanced programs for teachers are recognized experts in the content that they teach.

1b. PEDAGOGICAL CONTENT KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

Unacceptable	Acceptable	Target
Teacher candidates do not understand the relationship of content and content- specific pedagogy delineated in professional, state, and institution/agency standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn.	Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institution/ agency standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology.	Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institution/agency standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.
Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content-specific pedagogy; they are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.	Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.	Candidates in advanced programs for teachers have expertise in pedagogical content knowledge, and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn.

1c. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

Unacceptable	Acceptable	Target
Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards. They lack knowledge of school, family, and community contexts and they are unable to develop learning experiences that draw on students' prior experience. They do not reflect on their work nor do they use current research to inform their practice. They are unable to explain major schools of thought about schooling, teaching, and learning.	Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate.	Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards. They develop meaningful learning experiences to facilitate student learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues.
Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged with the professional community to develop meaningful learning experiences.	Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice, and for the profession.	Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

1d. STUDENT LEARNING FOR TEACHER CANDIDATES

Unacceptable	Acceptable	Target
Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.	Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.	Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning. They do not use classroom performance data to make decisions about teaching strategies. They do not use community resources to support student learning.	Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.	Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

1e. KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS

Unacceptable	Acceptable	Target
Candidates for other professional school roles have not mastered the knowledge that undergirds their fields and is delineated in professional, state, and institution/agency standards. They are not able to use data, research or technology. They do not understand the cultural contexts of the school(s) in which they provide professional services. Fewer than 80 percent of the professional education unit's program completers pass the content examinations required by the Georgia Professional Standards Commission for certification.	Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institution/agency standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the professional education unit's program completers pass the academic content examinations required by the Georgia Professional Standards Commission for certification.	Candidates for other professional school roles have an in-depth understanding in their fields as delineated in professional, state, and institution/agency standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. All program completers pass the academic content examinations required by the Georgia Professional Standards Commission for certification.

1f. STUDENT LEARNING FOR OTHER SCHOOL PROFESSIONALS

Unacceptable	Acceptable	Target
Candidates for other professional school roles cannot facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.	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.	Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

1g. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

Unacceptable	Acceptable	Target
Candidates are not familiar with professional dispositions delineated in professional, state, and institution/agency standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with students, families, colleagues and communities.	Candidates are familiar with the professional dispositions delineated in professional, state, and institution/agency standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.	Candidates work with students, families, colleagues and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institution/agency standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

Standard 2: Assessment System and Unit Evaluation

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

Elements of Standard 2

2a. ASSESSMENT SYSTEM

Unacceptable	Acceptable	Target
The professional education unit has not involved its professional community in the development of its assessment system. The professional education unit's assessment system is limited in its capacity to monitor candidate performance, professional education unit operations, and its preparation programs. The assessment system does not reflect professional, state, and institution/agency standards. Decisions about continuation in and completion of preparation programs are based on a single or few assessments. The professional education unit has not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.	The professional education unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community. The professional education 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. Decisions about candidate performance are based on multiple assessments made at admission into preparation programs, appropriate transition points, and preparation program completion. The professional education 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.	The professional education unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The professional education unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before preparation program completion and in practice after completion of preparation programs. Data show a strong relationship of performance assessments to candidate success throughout their preparation programs and later in classrooms or schools. The professional education unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and professional education unit operations. It also makes changes in its practices consistent with the results of these studies.

2b. DATA COLLECTION, ANALYSIS, AND EVALUATION

Unacceptable	Acceptable	Target
The professional education unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the professional education unit's operations, its preparation programs, or candidates. The professional education unit cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning preparation programs. The professional education unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The professional education unit does not use appropriate information technologies to maintain its assessment system. The professional education unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, professional education unit operations, and preparation program quality.	The professional education unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, professional education unit operations, and preparation program quality. 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. 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. The professional education unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The professional education unit maintains records of formal candidate complaints and documentation of their resolution. The professional education unit maintains its assessment system through the use of information technologies appropriate to the size of the professional education unit and institution/agency.	The professional education unit's assessment system provides regular and comprehensive data on preparation program quality, professional education unit operations, and candidate performance at each stage of a preparation programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through preparation programs. These data are disaggregated by preparation program when candidates are in alternate route, off-campus, and distance learning preparation programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, preparation program quality, and professional education unit operations. The professional education unit has a system for effectively maintaining records of formal candidate complaints and their resolution. The professional education unit is developing and testing different information technologies to improve its assessment system.

2c. USE OF DATA FOR PREPARATION PROGRAM IMPROVEMENT

Unacceptable	Acceptable	Target
The professional education unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, preparation programs, and clinical experiences. The professional education unit fails to make changes in its courses, preparation programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institution/agency standards. Faculty do not have access to candidate assessment data and /or data systems. Candidates and faculty are not regularly provided formative feedback based on the professional education unit's performance assessments.	The professional education unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, preparation programs, and clinical experiences. The professional education unit analyzes preparation program evaluation and performance assessment data to initiate changes in preparation programs and professional education unit operations. Faculty have access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and preparation programs.	The professional education unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The professional education unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that the preparation programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.

II. PROFESSIONAL EDUCATION UNIT CAPACITY

Standard 3: Field Experiences and Clinical Practice

The professional education 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 of Standard 3

3a. COLLABORATION BETWEEN PROFESSIONAL EDUCATION UNIT AND SCHOOL PARTNERS

Unacceptable	Acceptable	Target
The professional education unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them. The professional education unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.	The professional education 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 professional dispositions. The professional education unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and professional education unit share expertise to support candidates' learning in field experiences and clinical practice.	Both professional education unit and school-based faculty are involved in designing, implementing, and evaluating the professional education unit's conceptual framework and the school program; they each participate in the professional education unit's and the school partners' professional development activities and instructional programs for candidates and for children. The professional education unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

3b. DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

Unacceptable	Acceptable	Target
Candidates do not meet entry or exit criteria for clinical practice. Field experiences are not linked to the development of proficiencies delineated in professional, state, and institution/agency standards. Field experiences and clinical practice do not reflect the professional education unit's conceptual framework and do not help candidates develop the competencies delineated in standards. Clinical practice does not provide opportunities to use information technology to support teaching and learning. Candidate coursework is not fully integrated into the clinical setting. Clinical practice is not long or intensive enough for candidates to develop or demonstrate their ability to take full responsibility for the roles for which they are preparing.

Criteria for school faculty are not known. School faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do not provide regular and continuing support for student teachers and other interns.

Candidates in advanced preparation programs for teachers do not participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, or reflect on their practice. Candidates in preparation programs for other school professionals do not participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. The field experiences and clinical practice for these programs do not involve the analysis of data, the use of technology and current research, or | Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the professional education unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers and other professional educators, as well as learners in the school setting.

Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.

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.
Clinical faculty, which includes both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institution/agency standards. Clinical faculty provide regular and | Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the professional education unit's conceptual framework into practice through modeling by clinical faculty and well designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology and engaging in service learning.

Candidates in advanced preparation programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically based, involve the use |

Unacceptable	Acceptable	Target
the application of knowledge related to students, families, and communities.	continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology. Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.	of research and technology, and have real-world application in the candidates' field placement setting.

3c. CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS TO HELP ALL STUDENTS LEARN

Unacceptable	Acceptable	Target
Assessments before admission to and used during clinical practice are not linked to candidate competencies delineated in professional, state, and institution/agency standards. Assessments do not examine candidates' effect on student learning. Assessments of candidate performance are not conducted jointly by candidates and clinical faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. Candidates do not work with students with exceptionalities or with students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in their field experiences or clinical practice.	Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institution/agency standards identified in the professional education unit's conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning. Candidates and clinical 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. Candidates and clinical faculty systematically examine results related to P-12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P-12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional 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, linguistic, gender, and socioeconomic groups.	Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and professional dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

Standard 4: Diversity

The professional education 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 of Standard 4

4a. DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

Unacceptable	Acceptable	Target
The professional education unit has not articulated candidate proficiencies related to diversity identified in the professional education unit's conceptual framework. The curriculum and field experiences for the preparation of educators do not prepare candidates to work effectively with diverse populations, including English language learners and students with exceptionalities. Candidates do not understand the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not include data on candidates' ability to incorporate multiple perspectives into their teaching or service, develop lessons or services for students with different learning styles, accommodate linguistically and culturally diverse students and students with exceptionalities, and communicate effectively with diverse populations.	The professional education unit clearly articulates proficiencies related to diversity identified in the professional education unit's conceptual framework that candidates are expected to develop during their professional programs. Curriculum and field experiences provide a well grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. Candidates connect lessons, instruction, or services to students' experiences and cultures. They communicate with students and families in ways that demonstrate sensitively to cultural and gender differences. Candidates incorporate multiples perspectives in the subject matter being taught or services being provided. They develop a classroom and school climate that values diversity. Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.	Curriculum, field experiences, and clinical practice promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the professional education unit's conceptual framework. They are based on well developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation. Candidates and faculty regularly review candidate assessment data on candidates' ability to work with all students and develop a plan for improving their practice and the institution/agency's preparation programs.

4b. EXPERIENCES WORKING WITH DIVERSE FACULTY

Unacceptable	Acceptable	Target
Candidates in conventional or distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty who are from one gender group or are members of only one ethic/racial group. Professional education and school faculty have limited knowledge and experiences related to diversity. The professional education unit has not demonstrated good-faith efforts to recruit and maintain male and female faculty from diverse ethnic/racial groups.	Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from at least two ethnic/racial groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.	Candidates in conventional and distance learning programs interact with professional education faculty, faculty in other units, and school faculty from the broad range of diverse groups. Higher education and school faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

4c. EXPERIENCES WORKING WITH DIVERSE CANDIDATES

Unacceptable	Acceptable	Target
Candidates engage in professional education experiences in conventional or distance learning programs with candidates who are from one gender group or from the same socioeconomic group or ethnic/racial group. Professional education unit activities for candidates do not encourage and support the involvement of candidates from diverse populations. The professional education unit has not demonstrated good-faith efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.	Candidates engage in professional education experiences in conventional and distance learning programs with male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups. They work together on committees and education projects related to education and the content areas. 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.	Candidates engage in professional education experiences in conventional and distance learning programs with candidates from the broad range of diverse groups. The active participation of candidates from diverse cultures and with different experiences is solicited, valued and promoted in classes, field experiences, and clinical practice. Candidates reflect on and analyze these experiences in ways that enhance their development and growth as professionals.

4d. EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS

Unacceptable	Acceptable	Target
In conventional or distance learning programs, not all candidates participate in field experiences or clinical practices with exceptional students and students from diverse ethnic/racial, gender, language, socioeconomic groups. The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning for all students.	Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.	Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

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 professional education unit systematically evaluates faculty performance and facilitates professional development.

Elements of Standard 5

5a. QUALIFIED FACULTY

Unacceptable	Acceptable	Target
The majority of professional education faculty does not have earned doctorates. The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are certified in the fields that they teach. Not all higher education clinical faculty have had contemporary professional experiences in school settings.	Professional education faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are certified 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.	Professional education faculty at the institution/agency have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. Clinical faculty (higher education and school faculty) are certified in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

5b. MODELING BEST PROFESSIONAL PRACTICES IN TEACHING

Unacceptable	Acceptable	Target
Professional education faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institution/agency standards. Professional education faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. They seldom model the use of information technology in their own teaching. Few professional education faculty assess their own effectiveness as teachers. Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.	Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institution/agency standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching. Professional education faculty value candidates' developments in their fields and in teaching. Professional education faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving and professional dispositions. Professional education 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.	All professional education faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institution/agency standards; incorporates appropriate performance assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

5c. MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP

Unacceptable	Acceptable	Target
Few professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing educators to work in schools and related to the missions of the professional education unit and the institution/agency.	Most professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their professional education units and institutions/agencies.	All professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. Their scholarly work is driven by the missions of their professional education units and institutions/agencies. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.

5d. MODELING BEST PROFESSIONAL PRACTICES IN SERVICE

Unacceptable	Acceptable	Target
Few professional education faculty are actively involved in service activities for the institution/agency. They are providing limited or no services to schools and demonstrate limited or no collaboration with faculty in other college or university units. Few if any of the faculty are actively engaged in professional associations or provide education-related services at the local, state, national, or international levels.	Most professional education faculty provide service to the college or university/agency, school, and broader communities in ways that are consistent with the institution/agency and professional education unit's mission. They collaborate with the professional world of practice in P-12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.	All professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They collaborate regularly and systematically with P-12 practitioners and with faculty in other college or university units. They are actively engaged in a community of learners. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

5e. PROFESSIONAL EDUCATION UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE

Unacceptable	Acceptable	Target
The professional education unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice.	The professional education 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 the faculty's teaching, scholarship, and service.	The professional education unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution/agency and profession.

5f. PROFESSIONAL EDUCATION UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

Unacceptable	Acceptable	Target
Professional development is not related to faculty evaluations. The professional education unit does not encourage faculty to engage in professional development activities.	Based upon needs identified in faculty evaluations, the professional education unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.	The professional education unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced professional education faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

Standard 6: Professional Education Unit Governance and Resources

The professional education unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institution/agency standards.

Elements of Standard 6

6a. PROFESSIONAL EDUCATION UNIT LEADERSHIP AND AUTHORITY

Unacceptable	Acceptable	Target
Professional education unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The professional education unit does not effectively manage or coordinate all programs so that candidates meet standards. The professional education unit does not effectively engage cooperating P-12 teachers and other practicing educators in preparation program design, implementation, and evaluation. The professional education unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date. The professional education unit does not ensure that candidates have access to student services such as advising or counseling. The professional education unit is not recognized as a leader on campus or within the educational community.	The professional education unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The professional education unit effectively manages or coordinates all preparation programs so that their candidates are prepared to meet standards. The professional education unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The professional education 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 of the professional education unit and its preparation programs. The professional education unit provides a mechanism and facilitates collaboration between professional education unit faculty and faculty in other units of the institution/agency involved in the preparation of professional educators.	The professional education unit provides the leadership for effectively coordinating all programs at the institution/agency designed to prepare education professionals to work in P-12 schools. The professional education unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The professional education unit ensures that candidates have access to student services such as advising and counseling. The professional education unit and other faculty collaborate with P-12 practitioners in preparation program design, delivery, and evaluation of the professional education unit and its preparation programs. Colleagues in other units at the institution/agency involved in the preparation of professional educators, school personnel, and other organizations recognize the professional education unit as a leader. The professional education unit provides professional development on effective teaching for faculty in other units of the institution/agency.

6b. PROFESSIONAL EDUCATION UNIT BUDGET

Unacceptable	Acceptable	Target
Budgetary allocations to the professional education unit, either in total or in comparison with other units on campus with clinical components or similar professional education units at other campuses do not support programs at levels necessary for candidates to meet standards.	The professional education unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar professional education 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.	Professional education unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the professional education unit to P-12 education and other programs in the institution/agency. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the professional education unit and its school partners.

6c. PERSONNEL

Unacceptable	Acceptable	Target
Professional education unit workload policies, including class-size and online course delivery, do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P-12 collaboration, and service. Faculty loads for teaching on campus and online generally exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The professional education unit's use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development, including training in the use of technology, are limited, leading to an adverse effect on preparation program quality.	Workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The professional education 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 professional education unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The professional education unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.	Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include online course delivery in determining faculty load. The professional education unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the professional education unit as valued colleagues in preparing educators. Professional education unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The professional education unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

6d. PROFESSIONAL EDUCATION UNIT FACILITIES

Unacceptable	Acceptable	Target
Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.	The professional education 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.	The professional education unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

6e. PROFESSIONAL EDUCATION UNIT RESOURCES INCLUDING TECHNOLOGY

Unacceptable	Acceptable	Target
Allocations of resources across preparation programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and implementing the professional education unit's assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Professional education faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information. Resources for distance learning programs do not provide sufficient reliability, speed, or confidentiality of connection in the delivery system.	The professional education unit allocates resources across preparation programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the professional education unit's assessment plan. The professional education unit has adequate information technology resources to support faculty and candidates. Professional education faculty and candidates have access to both sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.	The professional education unit aggressively and successfully secures resources to support high-quality and exemplary preparation programs and projects to ensure that candidates meet standards. The development and implementation of the professional education unit's assessment system is well funded. The professional education unit serves as an information technology resource in education beyond the education programs - to the institution/agency, community, and other institutions. Faculty and candidates have access to exemplary library, curricular and electronic information resources that serve not only the professional education unit but also a broader constituency. Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.

III. GEORGIA SPECIFIC REQUIREMENTS FOR PROFESSIONAL EDUCATION UNITS AND PREPARATION PROGRAMS

Standard 7: 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.

Elements of Standard 7

7a. ADMISSIONS REQUIREMENTS

Candidates admitted to initial preparation programs at the baccalaureate level have a minimum grade point average of 2.5 on a 4.0 scale. Candidates admitted into initial preparation 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 GaPSC accepted accredited institution. (A 2.5 is not required for entry into a post baccalaureate program.)

7b. READING METHODS

Candidates in programs in Early Childhood, Middle Grades, and the special education fields of General Curriculum, Adapted Curriculum, and General Curriculum/Early Childhood Education (P-5) are required to demonstrate competence in the knowledge of methods of teaching reading.

7c. IDENTIFICATION AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Candidates in all teaching fields, the field of educational leadership, and/or the service fields of Media 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 or equivalent, through a Georgia-approved professional learning program.

7d. USE, APPLICATION, AND INTEGRATION OF INSTRUCTIONAL TECHNOLOGY

Candidates have demonstrated proficiency in computer and other technology application and skills and satisfactory proficiency in integrating instructional technology into student learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program.

7e. GEORGIA P-12 CURRICULUM

Candidates are prepared to implement the appropriate sections of any Georgia mandated curriculum (e.g. Georgia Performance Standards, GPS) in each relevant content area.

7f. PROFESSIONAL ETHICAL STANDARDS AND REQUIREMENTS FOR CERTIFICATION AND EMPLOYMENT

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.

7g. FIELD EXPERIENCES APPROPRIATE TO THE GRADE LEVEL AND FIELD OF CERTIFICATION SOUGHT

Candidates for Early Childhood certification 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-2, 3-5, 6-8, and 9-12. Candidates for certification in secondary fields complete field experiences in their fields of certification in grades 6-8 and 9-12.

IV. CONTENT REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

Standard 8: Alignment with GaPSC-Adopted Program Content Standards

Candidates in all programs demonstrate competence on the appropriate program-specific content standards adopted by the Georgia Professional Standards Commission.