

Planning Instrument: Georgia Standards 2016

A Guide for EPPs and Site Visitors

8/14/2018

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Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Component 1.1: *Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*

Guiding Questions:

- Where in each program are the four InTASC domains (the learner and learning, content, instructional practice, and professional responsibility) addressed?
- What assessments and/or experiences provide the opportunity for teacher candidates to demonstrate an understanding of the 10 InTASC standards?
- How do teacher candidates demonstrate that they can effectively apply content and pedagogical knowledge to positively impact P-12 learning?
- How and when is pedagogical content knowledge assessed?
- Which assessments does the EPP use to determine that candidates understand the four InTASC domains (the learner and learning, content knowledge, instructional practice, professional responsibility?) When are these tests administered?
- What do results of GACE, edTPA, Intern Keys or other observational rubrics, key assessments suggest? (Provide summary of scores.)

Notes

Component 1.2: Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both progress and their own professional practice.

Guiding Questions:

- What evidence is available that teacher candidates can analyze educational research findings and incorporate new information into the practice?
- How is research used to monitor student progress?
- How do teacher candidates demonstrate that they can use research and evidence to: understand the profession, measure and improve student progress, and improve and guide professional practice?

Notes

Component 1.3: Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

Guiding Questions:

- How do we know that candidates know and apply content and pedagogical knowledge?
- How do teacher candidates demonstrate that they can effectively apply content and pedagogical knowledge to positively impact P-12 learning?
- How have the InTASC and national professional standards (e.g., NCTM, NASM) been incorporated into the EPP assessments on professional and pedagogical knowledge and skills for teachers?
- How are the standards evaluated in programs?
- Do the key assessments and the resulting data provide evidence that state standards are being met?

Notes

Component 1.4: Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

Guiding Questions:

- How do we know that candidates in ALL programs know the standards, use the standards to prepare instruction and assessments, and use data to monitor student progress?
- How does the EPP know teacher candidates are able to articulate the important principles and concepts of their field?
- What do data indicate about teacher candidates' ability to adequately assess student learning and develop meaningful learning experiences based on appropriate P-12 standards for all students?
- How is the EPP assessing a teacher candidate's ability to help ALL students learn? When do these assessments occur?

Notes

Component 1.5: *Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*

Guiding Questions:

- **How do we know that candidates in all programs know and use technology as they plan, instruct, differentiate, assess track student progress, and communicate with stakeholders?**
- **Do candidates use technology to advance student learning? What data are available to demonstrate that?**
- **What data suggest teacher candidates know how to use instructional technologies appropriate to the content being taught?**

Notes

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Definition of Clinical Educator: Clinical educators include all provider and P-12 school-based individuals, who assess, support, and develop candidates' knowledge, skills, or professional dispositions at some stage in the clinical experiences.

Component 2.1: *Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.*

Guiding Questions:

- How are field experiences and clinical practice designed, delivered, and evaluated? Who participates in the design, delivery, and evaluation of the EPP's field and clinical experiences? In what ways do the partners participate?
- What are the entry and exit criteria for clinical practice for teacher candidates?
- How do P-12 partners share the responsibility for continuous improvement of candidate preparation?
- In what ways do partners establish mutually agreeable expectations for candidate entry, preparation, and exit?
- How do partners ensure that candidates understand how to link theory and practice?
- How are teacher candidates assessed during field experiences/clinical practice and by whom?
- How is time for reflection and feedback incorporated into the field experiences and clinical practice?

Notes

Component 2.2: *Partners co-select, prepare, evaluate, support and retain high quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain and refine criteria for selection, professional development, performance evaluation, continuous improvement and retention of clinical educators in all clinical placement settings.*

Guiding Questions:

- **How are mentors chosen? What criteria are used?**
- **What preparation or professional development do mentor teachers receive to prepare them for roles as mentors?**
- **How do partners co-select mentor teachers? How does the EPP evaluate supervisors and mentor teachers?**
- **How are the partners involved in determining clinical practice/internship/residency placements?**

Notes

Component 2.3: *The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*

Guiding Questions:

- **How do we know that the provider designed and continues to revise clinical experiences of sufficient depth, breadth, diversity, coherence, and duration with its partners?**
- **How do we know that clinical experiences in all programs are effective and impact student learning and development?**
- **How do clinical practice and field experiences help teacher candidates develop the knowledge, skills and professional dispositions expected in state, professional, and institution/agency standards?**
- **What systemic opportunities do teacher candidates have to work with diverse populations?**

Notes

Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Component 3.1: *The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields—currently, STEM, English-language learning, and students with disabilities.*

Guiding Questions:

- **What evidence does the EPP provide to show they are recruiting and supporting high quality and diverse candidates for programs?**
- **What evidence demonstrates that the EPP addresses the needs of its partners?**
- **What efforts does the EPP make to recruit diverse teacher candidates, which reflect the needs of the EPP's partners, region, and employment trends of region?**
- **How does the EPP recruitment plan differ from the institutional/agency recruitment plan?**

Notes

Component 3.2: *The Provider sets admission requirements, including all criteria from GaPSC Educator Preparation Rule 505-3-.01, and gathers data to monitor applicants and the selected pool of candidates. The Provider ensures the average grade point average of its accepted cohort of candidates in a reporting year is a minimum of 3.0. While CAEP requires a group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE, Georgia Providers will require the GACE Program Admission Assessment (PAA) results in lieu of nationally normed ability/achievement results. Candidates may exempt the assessment with appropriate SAT, ACT, or GRE scores.*

Guiding Questions:

- **How do we know that the provider has monitored the candidate pool?**
- **How do we know that the accepted cohorts have high academic ability, and what evidence demonstrates that?**
- **How are data disaggregated and aggregated to show that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence?**

Notes

Component 3.3: *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.*

Guiding Questions:

- **How are professional dispositions assessed?**
- **What evidence demonstrates that the measures used to determine candidate quality are both valid and reliable?**
- **What data show how academic and non-academic factors predict candidate performance and effective teaching?**
- **How are teacher candidates informed about the professional dispositions they should develop?**
- **Do professional dispositions vary by program? If so, what are the program specific dispositions?**

Notes

Component 3.4: *The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career- ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.*

Guiding Questions:

- **What evidence demonstrates that there is a focus on candidate quality at admission and through the progression of courses and clinical experiences?**
- **What evidence demonstrates that development of candidate quality is the goal in all phases of the program?**
- **What evidence demonstrates that candidates have content knowledge, pedagogical content knowledge, pedagogical skills, and have the ability to teach the Georgia P-12 Curriculum?**
- **How do teacher candidates perform on assessments at critical points during their preparation?**
- **What do internal and external data indicate about teacher candidate competence?**

Notes

Component 3.5: *Before the provider recommends any completing candidate for certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.*

Guiding Questions:

- **What evidence demonstrates that candidates know and can teach their content, and that they will have a positive impact on P-12 student learning and development?**
- **What evidence demonstrates that candidates have the appropriate content knowledge, pedagogical content knowledge, pedagogical skills, and have the ability to teach the Georgia Standards?**

Notes

Component 3.6: *Before the provider recommends any completing candidate for certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.*

Guiding Questions:

- **What professional dispositions and attributes does the EPP expect its teacher candidates to have developed by completion of the preparation program?**
- **How does the EPP assure and assess that candidates understand the expectations of the profession, including code of ethics, professional standards of practice, and relevant laws and policies.**
- **What professional dispositions does the Educator Preparation Provider expect its teacher candidates to have developed by completion of the preparation program?**

Notes

Standard 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Component 4.1: *The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.*

Guiding Questions:

- **What evidence demonstrates that completers have a positive impact on student growth and learning?**
- **What evidence demonstrates that the provider uses multiple measures of data to show that program completers contribute to an expected level of student- learning growth?**

Notes

Component 4.2: *The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*

Guiding Questions:

- **What evidence demonstrates that completers effectively apply the knowledge, skills, and dispositions learned in preparation experiences?**
- **How do we know the evidence is valid?**

Notes

Component 4.3: *The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.*

Guiding Questions:

- **What evidence demonstrates the level of satisfaction employers have with regard to completion of this EPP?**
- **What do interviews of partners (school administrators, local school personnel, mentor teachers etc.) indicate about content knowledge of graduates?**

Notes

Component 4.4: *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

Guiding Questions:

- **How do we know that completers think their preparation was effective?**

Notes

Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Note that EPPs address a combination of initial teaching and service/leader programs in Standard 5.

Component 5.1: *The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all approval standards.*

Guiding Questions:

- How do we know that the provider has a quality assurance system that can monitor candidate progress, completer achievements, and operational effectiveness?
- How does the assessment system inform the overall quality assurance system?
- What technology, electronic platform, or electronic operating system is used to maintain the assessment system? Who can access it?
- What assessments and evaluations are used to manage and improve the operations and preparation programs of the EPP?
- What information does the EPP collect regularly and systematically? How often are these data collected and from whom?

Notes

Component 5.2: *The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

Guiding Questions:

- **How do we know that the quality assurance system contains valid and reliable empirical evidence about all programs?**
- **How does the EPP review assessments to eliminate bias and establish fairness, accuracy, and consistency of assessment procedure?**
- **How does the EPP establish reliability and validity?**

Notes

Component 5.3: *The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

Guiding Questions:

- **How do we know that the provider tracks results over time, tests innovations, and uses results to improve programs and processes?**
- **What evidence demonstrates that the provider analyzes candidate criteria and data from entrance to exit and uses the results to inform and improve programs?**

Notes

Component 5.4: Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.
Service/Leader Component 5.4: Measures of completer outcomes are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. Outcomes for service and leader programs include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.

Guiding Questions:

- **How do we know that the provider collects measures of completer impact, analyzes the results, and uses the information to improve candidate preparation?**

Notes

Component 5.5: *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

Guiding Questions:

- **In what ways does the provider ask its stakeholders to be involved in program evaluation and improvement?**

Notes

Standard 6: GEORGIA REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

Educator Preparation Providers (EPPs) approved by the Georgia Professional Standards Commission (GaPSC) to offer programs leading to educator certification are expected to ensure that all preparation programs meet all applicable requirements of Rule 505-3-.01. The elements of Standard 6 are intended to supplement and/or further explain program requirements specified in Rules 505-3-.01 and 505-3-.02, and to guide Site Visitor Teams in properly evaluating programs. All GaPSC programs leading to certification are expected to meet the applicable components of this standard.

Component 6.1: Admission Requirements

Guiding Questions:

- **How do we know that the provider adheres to the admission requirements described in the Educator Preparation Rule 505-3-.01?**

Notes

Component 6.2: Reading Methods

Guiding Questions:

- How do we know that the provider adheres to the reading methods requirements described in the Educator Preparation Rule 505-3-.01?

Notes

Component 6.3: Identification and Education of Children with Special Needs

Guiding Questions:

- How do we know that the provider meets the requirements described in the Educator Preparation Rule 505-3-.01 regarding the identification and education of children with special needs?

Notes

Component 6.4: Georgia P-12 Testing and Educator Evaluation

Guiding Questions:

- **What evidence shows that candidates demonstrate an understanding of student testing rules and protocols, as well as the requirements for and implementation of any state mandated educator evaluation system?**

Notes

Component 6.5: Professional Ethical Standards and Requirements for Certification and Employment

Guiding Questions:

- How do we know that candidates adhere to the professional ethical standards and understand requirements for certification and employment described in the Educator Preparation Rule 505-3-.01?

Notes

Component 6.6: Field Experiences and Clinical Practice

Guiding Questions:

- How do we know that the provider adheres to the field experience requirements described in the Educator Preparation Rule 505-3-.01?
- What evidences demonstrate that candidates are participating in field experiences for all grade bands for the particular certification?

Notes

Component 6.7: *Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership*

Guiding Questions:

- **How do we know that the provider adheres to content coursework requirements for service programs in curriculum and instruction, instructional technology, and teacher leadership requirements described in the Educator Preparation Rule 505-3-.01?**

Notes

Component 6.8: Educational Leadership Requirements

Guiding Questions:

- **How do we know that the provider adheres to all aspects and requirements for Tier I and Tier II Educational Leadership programs?**

Notes

Component 6.9: Embedded Endorsements

Guiding Questions:

- **How do we know the EPP has provided evidence of additional coursework, additional field experiences or additional key assessments for endorsements embedded in an initial teaching program?**

Notes

Service/Leader Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of P-12 students toward attainment of college-and-career-readiness standards.

Service/Leader Component 1.1: *Candidates in service and leader preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through: Applications of data literacy; Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; Employment of data analysis and evidence to develop supportive school environments; Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Supporting appropriate applications of technology for their field of specialization; and Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.*

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Guiding Questions:

- **What evidence demonstrates candidates' knowledge of their specialty field by completion?**
- **What evidence allows candidates to apply their knowledge and skills in their field of specialization relevant to college and career level preparation of P-12 students?**
- **How does the provider show evidence of candidate performance, by exit, in relation to peers or over time?**
- **What are the accomplishments and performances of completers relevant to competence in their service/leader preparation area?**

Notes

Service/Leader Component 1.2: Providers ensure that service and leader program completers have opportunities to learn and apply specialized content contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Standards, state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for the Accreditation of Educational Programs (CAEP)].

Guiding Questions:

- **How do we know that candidates effectively apply specialized content and discipline knowledge?**

Notes

Service/Leader Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Definition of Clinical Educator: Clinical educators include all provider and P-12 school-based individuals, who assess, support, and develop candidates' knowledge, skills, or professional dispositions at some stage in the clinical experiences.

Service/Leader Component 2.1: *Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of service and leader candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.*

Guiding Questions:

- **How do we know that the provider and its partners co-construct arrangements for clinical preparation (entry and exit), share in the responsibility and improvement of candidate preparation (theory and practice), and share accountability for candidate outcomes?**
- **What are the mutually agreeable expectations for candidate entry, preparation, and exit to ensure theory and practice are linked, to ensure coherence across clinical and academic components of preparation, and to share accountability for candidate outcomes?**

Notes

Service/Leader Component 2.2: *The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component Service/Leader Component 1.1*

- Guiding Questions:**
- **How do we know that candidates have varied clinical experiences that allow for opportunities for candidates to practice application of content knowledge and skills that the courses and other experiences of the preparation emphasize?**
 - **How do we know that clinical experiences lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research?**

Notes

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Service/Leader Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of service and leader program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and are eligible for certification.

Service/Leader Component 3.1: *The provider presents plans and goals and monitors progress for admission and support of high-quality service and leader program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in service and leader fields.*

Guiding Questions:

- **How does the provider ensure that the admitted pool of candidates reflects the diversity of America’s teacher pool and the diversity of P-12 students?**
- **How does the provider address community, state, national, regional, or local needs for service/leader completers in hard-to-staff schools and shortage fields?**
- **How does the provider gather data to monitor applicants and the selected pool of candidates?**

Notes

Service/Leader Component 3.2: *The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state’s minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind. The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. EPPs must continuously monitor disaggregated evidence of academic programs, identifying differences, trends and patterns that should be addressed.*

Guiding Questions:

- **How do we know that the provider has monitored the candidate pool?**
- **How do we know that the accepted cohorts have high academic ability?**
- **Do data demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence?**

Notes

Service/Leader Component 3.3: *The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.*

Guiding Questions:

- **What evidence demonstrates that the EPP monitors the progress of candidates from admission through completion?**
- **How can we know that development of candidate quality is the goal in all phases of the program?**

Notes

Service/Leader Component 3.4: *Before the provider verifies that any service or leader program candidate has completed a certification program, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of disposition, laws, codes of ethics and professional standards appropriate for the field of specialization.*

Guiding Questions:

- **How do we know that the candidate has reached a high standard for content knowledge in the certification field?**
- **How do we know that the candidate has met the required proficiencies described in Service/Leader Component 1.1 (data literacy and research-driven decision-making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards)?**

Notes

Service/Leader Standard 4: PROGRAM IMPACT

The provider documents the satisfaction of its completers from service and leader preparation programs and their employers with the relevance and effectiveness of their preparation.

Service/Leader Component 4.1: *The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.*

Guiding Questions:

- **How do we know that employers are satisfied with the completers from these programs?**

Notes

Service/Leader Component 4.2: *The provider demonstrates that service and leader program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

Guiding Questions:

- **How do we know that completers think their preparation was effective?**

Notes