STANDARD	Evidence We Have	Evidence We Need	Notes
STANDARD 1			
CONTENT AND PEDAGOGICAL KNOWLEDGE			
Standard 1: 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.			
1.1: Candidates demonstrate an understanding of	Teacher Education(#) and		
the 10 InTASC standards at the appropriate	<u>HPE(*)</u>		
progression level(s)2 in the following categories:	GACE#*		
the learner and learning; content; instructional	Ethics exit exam #		
practice; and professional responsibility.	*(undergraduates and		
	MAT initial certification		
	only)		
	edTPA #*		
	GPA #*		
	InTASC for undergrad are		
	integrated and linked to all		
	program outcomes #		
	Graduate Portfolio tied to		
	InTASC standards #		
	MAP #*		
	Disposition Evaluation #*		
	Critical & key assessments		
	(by program area)		
	• Each program has		
	its own key and		
	critical		
	assessments (can		
	be found on the P		
	drive; also, each		

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	program coordinator submitted their critical and key assessments to our LiveText Coordinator for data collection purposes) <u>CFL</u> Leadership portfolio-44 pieces of evidence already linked to standards GACE Dispositions-linked to portfolio-pre and post univ professors, coach and school mentors Exit Exam Portfolio- Counseling		
1.2: Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	Teacher Education (#) and HPE (*) Graduate Portfolio-done throughout the program GMAP #* edTPA # *(Task #3 • Tasks 3 & 4 and students' work samples Reflections (lesson plan	Graduate Survey * #	

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	rubric assesses the		
	demonstration of		
	candidates connecting		
	research/theory to		
	practice and decisions) #		
	Program Provider Effective		
	Measure (PPEM) *		
	measured by success of		
	students and teachers		
	Exit Exams *		
	<u>CFL</u>		
	<mark>E-Portfolio/Internship</mark>		
	Dissertation 		
	Dispositions		
	Key Assessments		
	• EDUF 8126, EDUF		
	7117-Final PBL		
	Projects with		
	Rubrics		
	 EDUF 6116/7116 		
	<mark>Exit Exam Portfolio</mark> -		
	Counseling		What instruments are
	Critical Assessment-		used to collect data from internships and
	Practicum and Internship		practicums?
	Course		practicuits:
1.3: Providers ensure that completers apply	Teacher Education (#) and		
content and pedagogical knowledge as reflected	HPE (*)		
in outcome assessments in response to standards	Graduate Portfolio #*		
of Specialized Professional Associations (SPA), the	MAP #*		
National Board for Professional Teaching	GMAP #		
Standards (NBPTS), states, or other accrediting	edTPA #*		

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bodies (e.g., National Association of Schools of	GACE#*		
Music – NASM).	Dispositions (initial and		
	advanced) #*		
	PPEM #*		
	CFL		
	GACE		
	E-portfolio-Leadership		
	Exit Exam Portfolio with		
	Rubric-Counseling		
	<u>HPEX</u>		
1.4: Providers ensure that completers	Teacher Education (#) and		
demonstrate skills and commitment that afford	HPE (*)		
all P-12 students access to rigorous college- and	MAP #*		
career-ready standards (e.g., Next Generation	GMAP *		
Science Standards, National Career Readiness	EdTPA #*		
Certificate, Common Core State Standards).	TKES #*		
	Lesson Plans #*		
	E-Portfolio (advanced) #*		
	1 st year teacher principal		
	survey (employer		
	satisfaction survey) #*		
	Common Core -Align		
	everything to common		
	core		
	<u>CFL</u>		
	GACE		
	E-portfolio		
	LKES		
	Dispositions		
	Comprehensive Prog		
	Review(CPR)-Counseling		

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1.5: Providers ensure that completers model and	Teacher Education (#) and	NETS-Technology Standards-*#	
apply technology standards as they design,	HPE (*)	(Not assessing for Teacher Ed)	
implement and assess learning experiences to	Question: the term	· · · · · · · · · · · · · · · · · · ·	
engage students and improve learning; and	'completer' is throughout		
enrich professional practice.	each standard except the		
	first one; if we're talking		
	about those that have		
	completed our programs		
	and how we're ensuring		
	they're continuing, then		
	we need to think about		
	other ways to collect		
	evidence		
	Critical Assessments-		
	Technology course		
	Graduate Unit plans		
	GMAP #		
	MAP #*		
	Graduate Portfolio *		
	<u>CFL</u>		
	Dissertation		
	GACE		
	E-portfolio		
STANDARD 2		Evidence We Need	Notes
CLINICAL PARTNERSHIPS AND PRACTICE	Evidence We Have		
2.1: Partners co-construct mutually beneficial P-	I: Teacher survey: ask	I: P-12 partners do not	
12 school and community arrangements,	for feedback for better	provide input on candidate	
including technology-based collaborations, for	supporting students	entry (admission to Teacher	

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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.	 (e.g., content knowledge, dispositions, pedagogical skills). We ask teachers what can we (at CSU) do to better support teachers. PAC also provide us with input on candidates' preparation and exit requirements (not entry requirements). Initial and Advanced programs use same 	Ed.). Note: We (at CSU) cannot divulge student grades, but we could add questions on our survey that elicit the partners' input on entry requirements for candidates.	
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	instruments I: Partner schools help co-select cooperating teachers but not university supervisors. Partners do not evaluate university supervisors. Our teacher candidates evaluate both cooperating teachers and university supervisors.	 I: PDS partnerships represent a potential way for CSU to provide ongoing development to cooperating teachers. Collect professional development records of cooperating teachers to evidence their ongoing growth? 	

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improvement, and retention of clinical educators in all clinical placement settings.	CSU will participate in	A: For advanced licensure programs, candidates do	
	MCSD's teacher	not have a cooperating	
	leadership academy by	teacher or a university	
	leading professional	supervisor. Could we	
	development	require advanced teachers	
	workshops for partner	to have a mentor teacher in	
	school teachers.	their schools?	
	CSU faculty provide		
	student teacher		
	supervisors		
	professional		
	development		
	workshops (on edTPA		
	and MAP/Dispositions)		
2.3: The provider works with partners to design	every semester. I and A: MAPS and	A: Currently, MAP and	
clinical experiences of sufficient depth, breadth,	Dispositions already	Disposition evaluations are not	
diversity, coherence, and duration to ensure that	assess candidates' skills,	conducted on advanced	
candidates demonstrate their developing	knowledge, and	candidates by on-site partners.	
effectiveness and positive impact on all students'	dispositions.	We could require a "mentor	
learning and development. Clinical experiences,	I: In PDS partnerships,	teacher" on-site to evaluate our advanced candidates using	
including technology-enhanced learning	CSU collaborates with	the MAP and Dispositions	
opportunities, are structured to have multiple	partner schools to design	rubrics.	
performance-based assessments at key points	and evaluate clinical		
within the program to demonstrate candidates'	experiences.		
development of the knowledge, skills, and	I and A: Candidates		
professional dispositions, as delineated in	video record themselves		
Standard 1, that are associated with a positive impact on the learning and development of all P-	teaching and		
12 students.	analyze/assess their		
	teaching effectiveness.		
STANDARD 3			Notes

STANDARD		Evidence We Have		Evidence We Need	Notes
CANDIDATE QUALITY, RECRUITMENT, AND					
SELECTIVITY					
3.1: The provider presents plans and goals to	•	Graduate Discovery	•	Recruitment plan	
recruit and support completion of high-quality		Days spreadsheet		(specifically targeting	
candidates from a broad range of backgrounds	•	Demographic		diverse groups, shortage	
and diverse populations to accomplish their		information from the		fields, and STEM (UTeach))	
mission. The admitted pool of candidates reflects		SAFE Office after	•	Undergraduate Discovery	
the diversity of America's P-12 students. The		application to Teacher		Days spreadsheet	
provider demonstrates efforts to know and		Education	•	Documentation from Mike	
address community, state, national, regional, or				Johnson's recruitment	
local needs for hard-to-staff schools and shortage					
fields, currently, STEM, English-language learning,					
and students with disabilities.					
3.2: The provider sets admissions requirements,	•	GACE Scores			
including CAEP minimum criteria or the state's	•	High School GPA			
minimum criteria, whichever are higher, and	•	Undergraduate GPA			
gathers data to monitor applicants and the	•	SAT Scores			
selected pool of candidates. The provider ensures	•	ACT Scores			
that the average grade point average of its	•	GRE Scores			
accepted cohort of candidates meets or exceeds					
the CAEP minimum of 3.0, and the group average					
performance on nationally normed					
ability/achievement assessments such as ACT,					
SAT, or GRE: is in the top 50 percent from 2016-					
2017; is in the top 40 percent of the distribution					
from 2018-2019; and; is in the top 33 percent of					
the distribution by 2020.					
3.3: Educator preparation providers establish and	•	Disposition	٠	Meet with Mike Baltimore	
monitor attributes and dispositions beyond		assessments in		to see what school	
academic ability that candidates must		LiveText for program		counseling is doing.	
demonstrate at admissions and during the		courses beginning Fall			
program. The provider selects criteria, describes		2012.			
the measures used and evidence of the reliability	L				

STANDARD	Evidence We Have	Evidence We Need	Notes
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.	 EDUC 2130 and SPED 2256 cooperating teachers complete dispositions online for foundations students beginning fall 2014. Educational Leadership completes dispositions at entry and exit internship. Graduate Teacher Education programs complete dispositions during methods/practicum coursework. 		
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.	 "Staffing" with School Counseling students. UTEACH portfolio Teacher Leadership portfolio Capstone Portfolios for Graduate Teacher Education Block 1, 2, 3, and 4 for ECE and SPED. Methods and student teaching for Middle Grades and Secondary Education Webfolio before practicum 	 Look at the last NCATE folder for transition points and other critical assessments. 	

STANDARD	Evidence We Have	Evidence We Need	Notes
3.5: Before the provider recommends any completing candidate for licensure or 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.	 Capstone Inquiry Course edTPA Ed.S. projects Dissertations 	 Determine if any programs have an exit exam. 	
3.6: Before the provider recommends any completing candidate for licensure or 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. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.	 Pre and post Ethics exam beginning Fall 2015. Educational Leadership (EDUL 6275 & EDUL 7794) Risk Analysis Code of Ethics presentation Accomplished Teaching (EDAT 6000) Critical assessment 	• Do other programs embed ethics into the coursework?	
STANDARD 4 PROGRAM IMPACT	Evidence We Have	Evidence We Need	Notes
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.		TEM/TKES/ LKES Data GaPSC PPEM (Preparation Program Effectiveness Measures)	National Survey of Student Engagement (NSSE) (Might pertain to standard 1)

STANDARD	Evidence We Have	Evidence We Need	Notes
4.2: The provider demonstrates, through	Alumni and Employer	State Surveys	Are there surveys for advanced
structured and validated observation instruments	Surveys		programs?
and student surveys, that completers effectively			
apply the professional knowledge, skills, and			
dispositions that the preparation experiences			
were designed to achieve.			
4.3: The provider demonstrates, using measures	Employer Surveys	TEM/TKES/ LKES Data	
that result in valid and reliable data and including	(Qualtrics)		
employment milestones such as promotion and		GaPSC PPEM (Preparation	
retention, that employers are satisfied with the		Program Effectiveness	
completers' preparation for their assigned		Measures)	
responsibilities in working with P-12 students.			
4.4: The provider demonstrates, using measures	Employer Surveys	TEM/TKES/ LKES Data	
that result in valid and reliable data, that program	(Qualtrics)	GaPSC PPEM (Preparation	
completers perceive their preparation as relevant		Program Effectiveness	
to the responsibilities they confront on the job,		Measures)	
and that the preparation was effective.			
STANDARD 5	Evidence We Have	Evidence We Need	Notes
PROVIDER QUALITY ASSURANCE AND			
CONTINUOUS IMPROVEMENT			
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 CAEP			
standards.			
5.2: The provider's quality assurance system	MAP	MAP and Disposition review	
relies on relevant, verifiable, representative,	Disposition Evaluation		
cumulative and actionable measures, and	edTPA		
produces empirical evidence that interpretations	GACE		
of data are valid and consistent.			
5.3: The provider regularly and systematically	Assessment Calendar		
assesses performance against its goals and			

STANDARD	Evidence We Have	Evidence We Need	Notes
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.			
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.	Employer Surveys Completer Surveys	TEM/TKES/ LKES Data Completer Persistence Information	
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.	Program Advisory Committee Minutes, Agendas Principals' Round Table Minutes/Agendas Partnership Documentation PDS Model Documentation		
Standard 6 GEORGIA REQUIREMENTS	Evidence We Have	Evidence We Need	Notes
6a: Admission Requirements: Approval, GPA, Program Admission Assessment, Educator Ethics Assessment, Criminal Record Check			

STANDARD	Evidence We Have	Evidence We Need	Notes
6b: Reading Methods			
6c: Identification and Education of Children with			
Special Needs			