

CAEP STANDARDS AND ASSESSMENT REVIEW

STANDARD	Evidence We Have	Evidence We Need	Notes
<p align="center"><b>STANDARD 1</b> <b>CONTENT AND PEDAGOGICAL KNOWLEDGE</b></p>			
<p><b>Standard 1:</b> 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.</p>			
<p><b>1.1:</b> Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p>	<p><b><u>Teacher Education(#)</u> and <u>HPE(*)</u></b>  <b>GACE#*</b>  <b>Ethics exit exam #</b>                      *(undergraduates and MAT initial certification only)  <b>edTPA #*</b>                      GPA #*                      InTASC for undergrad are integrated and linked to all program outcomes #                      Graduate Portfolio tied to InTASC standards #  <b>MAP #*</b>  <b>Disposition Evaluation #*</b>                      Critical &amp; key assessments (by program area)                     <ul style="list-style-type: none"> <li>● Each program has its own key and critical assessments (can be found on the P drive; also, each</li> </ul> </p>		

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	<p>program coordinator submitted their critical and key assessments to our LiveText Coordinator for data collection purposes)</p> <p><b>CFL</b>                      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</p>		
<p><b>1.2:</b> 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.</p>	<p><b><u>Teacher Education (#) and HPE (*)</u></b>                      Graduate Portfolio-done throughout the program                      GMAP #*                      MAP #*                      edTPA # *(Task #3  <ul style="list-style-type: none"> <li>● Tasks 3 &amp; 4 and students' work samples</li> </ul>                     Reflections (lesson plan</p>	<p>Graduate Survey * #</p>	

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	<p>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 *</p> <p><b>CFL</b>                      E-Portfolio/Internship                      Dissertation                      Dispositions                      Key Assessments</p> <ul style="list-style-type: none"> <li>● EDUF 8126, EDUF 7117-Final PBL Projects with Rubrics</li> <li>● EDUF 6116/7116</li> </ul> <p>Exit Exam Portfolio-                      Counseling                      Critical Assessment-                      Practicum and Internship Course</p>		<p>What instruments are used to collect data from internships and practicums?</p>
<p><b>1.3:</b> Providers ensure that completers 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</p>	<p><b>Teacher Education (#) and HPE (*)</b>                      Graduate Portfolio #*                      MAP #*                      GMAP #                      edTPA #*</p>		

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<p>bodies (e.g., National Association of Schools of Music – NASM).</p>	<p><b>GACE#*</b>  <b>Dispositions</b> (initial and advanced) #*                      PPEM #*  <b>CFL</b>  <b>GACE</b>                      E-portfolio-Leadership                      Exit Exam Portfolio with Rubric-Counseling  <b>HPEX</b></p>		
<p><b>1.4:</b> Providers ensure that completers 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).</p>	<p><b>Teacher Education (#) and HPE (*)</b>  <b>MAP #*</b>  <b>GMAP *</b>  <b>EdTPA #*</b>                      TKES #*                      Lesson Plans #*                      E-Portfolio (advanced) #*                      1<sup>st</sup> year teacher principal survey (employer satisfaction survey) #*</p> <p>Common Core -Align everything to common core  <b>CFL</b>                      GACE                      E-portfolio                      LKES                      Dispositions                      Comprehensive Prog Review(CPR)-Counseling</p>		

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<p><b>1.5:</b> Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>	<p><b><u>Teacher Education (#) and HPE (*)</u></b>                      Question: the term ‘completer’ is throughout 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 *  <b><u>CFL</u></b>                      Dissertation                      GACE                      E-portfolio</p>	<p>NETS-Technology Standards-*#                      (Not assessing for Teacher Ed)</p>	
STANDARD 2 CLINICAL PARTNERSHIPS AND PRACTICE	Evidence We Have	Evidence We Need	Notes
<p><b>2.1:</b> Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for</p>	<p>I: Teacher survey: ask for feedback for better supporting students</p>	<p>I: P-12 partners do not provide input on candidate entry (admission to Teacher</p>	

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<p>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.</p>	<p>(e.g., content knowledge, dispositions, pedagogical skills). We ask teachers what can we (at CSU) do to better support teachers.</p> <p>PAC also provide us with input on candidates' preparation and exit requirements (not entry requirements).</p> <p>Initial and Advanced programs use same instruments</p>	<p>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.</p>	
<p><b>2.2:</b> 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</p>	<p>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.</p>	<p>I: PDS partnerships represent a potential way for CSU to provide ongoing development to cooperating teachers.</p> <p>Collect professional development records of cooperating teachers to evidence their ongoing growth?</p>	

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<p>improvement, and retention of clinical educators in all clinical placement settings.</p>	<p>CSU will participate in MCSU's teacher leadership academy by leading professional development workshops for partner school teachers.</p> <p>CSU faculty provide student teacher supervisors professional development workshops (on edTPA and MAP/Dispositions) every semester.</p>	<p>A: For advanced licensure programs, candidates do not have a cooperating teacher or a university supervisor. Could we require advanced teachers to have a mentor teacher in their schools?</p>	
<p><b>2.3:</b> 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.</p>	<p>I and A: MAPS and Dispositions already assess candidates' skills, knowledge, and dispositions.</p> <p>I: In PDS partnerships, CSU collaborates with partner schools to design and evaluate clinical experiences.</p> <p>I and A: Candidates video record themselves teaching and analyze/assess their teaching effectiveness.</p>	<p>A: Currently, MAP and Disposition evaluations are not conducted on advanced candidates by on-site partners. We could require a "mentor teacher" on-site to evaluate our advanced candidates using the MAP and Dispositions rubrics.</p>	
<p><b>STANDARD 3</b></p>			<p><b>Notes</b></p>

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<b>CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</b>			
<p><b>3.1:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Graduate Discovery Days spreadsheet</li> <li>• Demographic information from the SAFE Office after application to Teacher Education</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment plan (specifically targeting diverse groups, shortage fields, and STEM (U Teach))</li> <li>• Undergraduate Discovery Days spreadsheet</li> <li>• Documentation from Mike Johnson’s recruitment</li> </ul>	
<p><b>3.2:</b> The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its 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.</p>	<ul style="list-style-type: none"> <li>• GACE Scores</li> <li>• High School GPA</li> <li>• Undergraduate GPA</li> <li>• SAT Scores</li> <li>• ACT Scores</li> <li>• GRE Scores</li> </ul>		
<p><b>3.3:</b> 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</p>	<ul style="list-style-type: none"> <li>• Disposition assessments in LiveText for program courses beginning Fall 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Mike Baltimore to see what school counseling is doing.</li> </ul>	

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<p>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.</p>	<ul style="list-style-type: none"> <li>• EDUC 2130 and SPED 2256 cooperating teachers complete dispositions online for foundations students beginning fall 2014.</li> <li>• Educational Leadership completes dispositions at entry and exit internship.</li> <li>• Graduate Teacher Education programs complete dispositions during methods/practicum coursework.</li> </ul>		
<p><b>3.4:</b> 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.</p>	<ul style="list-style-type: none"> <li>• "Staffing" with School Counseling students.</li> <li>• UTEACH portfolio</li> <li>• Teacher Leadership portfolio</li> <li>• Capstone Portfolios for Graduate Teacher Education</li> <li>• Block 1, 2, 3, and 4 for ECE and SPED.</li> <li>• Methods and student teaching for Middle Grades and Secondary Education</li> <li>• Webfolio before practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the last NCATE folder for transition points and other critical assessments.</li> </ul>	

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<p><b>3.5:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Capstone Inquiry Course</li> <li>• edTPA</li> <li>• Ed.S. projects</li> <li>• Dissertations</li> </ul>	<ul style="list-style-type: none"> <li>• Determine if any programs have an exit exam.</li> </ul>	
<p><b>3.6:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Pre and post Ethics exam beginning Fall 2015.</li> <li>• Educational Leadership (EDUL 6275 &amp; EDUL 7794)                             <ul style="list-style-type: none"> <li>• Risk Analysis</li> <li>• Code of Ethics presentation</li> </ul> </li> <li>• Accomplished Teaching (EDAT 6000)</li> <li>• Critical assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Do other programs embed ethics into the coursework?</li> </ul>	
STANDARD 4 PROGRAM IMPACT	Evidence We Have	Evidence We Need	Notes
<p><b>4.1:</b> 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.</p>		<p>TEM/TKES/ LKES Data</p> <p>GapSC PPEM (Preparation Program Effectiveness Measures)</p>	<p>National Survey of Student Engagement (NSSE) (Might pertain to standard 1)</p>

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<p><b>4.2:</b> The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	<p>Alumni and Employer Surveys</p>	<p>State Surveys</p>	<p>Are there surveys for advanced programs?</p>
<p><b>4.3:</b> 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.</p>	<p>Employer Surveys (Qualtrics)</p>	<p>TEM/TKES/ LKES Data GaPSC PPEM (Preparation Program Effectiveness Measures)</p>	
<p><b>4.4:</b> 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.</p>	<p>Employer Surveys (Qualtrics)</p>	<p>TEM/TKES/ LKES Data GaPSC PPEM (Preparation Program Effectiveness Measures)</p>	
<p><b>STANDARD 5 PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT</b></p>	Evidence We Have	Evidence We Need	Notes
<p><b>5.1:</b> 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.</p>			
<p><b>5.2:</b> 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.</p>	<p>MAP Disposition Evaluation edTPA GACE</p>	<p>MAP and Disposition review</p>	
<p><b>5.3:</b> The provider regularly and systematically assesses performance against its goals and</p>	<p>Assessment Calendar</p>		

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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.			
<b>5.4:</b> 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	
<b>5.5:</b> 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 <b>GEORGIA REQUIREMENTS</b>	<b>Evidence We Have</b>	<b>Evidence We Need</b>	<b>Notes</b>
<b>6a:</b> Admission Requirements: Approval, GPA, Program Admission Assessment, Educator Ethics Assessment, Criminal Record Check			

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6b: Reading Methods			
6c: Identification and Education of Children with Special Needs			

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