The John H. Lounsbury College of Education

Assessment Handbook



Preparing Architects of Change

John H. Lounsbury College of Education
Georgia College
Milledgeville, GA
(updated Summer 2026)

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1. INTRODUCTION

Educators as Architects of Change **Model**

In 1996, the faculty adopted the model, *Educators as Architects of Change,* to guide our curricular and instructional decisions. *Educators as Architects of Change* exemplifies our dedication to careful, reflective, and purposeful improvement of schools through the preparation of professional educators. The *Architects of Change* metaphor demonstrates our belief that effective educators require a discrete set of skills, including the ability to advocate for students, to become mentors and leaders within schools, and to reflect on the meaning of the social practices they find in schools. Our faculty reaffirms its utility, distilling our commitment to the principles of reasoned, artful, and purposeful improvement of schooling.

Assessing our Effectiveness: Our Candidates and the Model

The John H. Lounsbury (JHL) College of Education (CoE) believes that assessment is a continuous process and is integral to the development of the education preparation program (EPP). As the EPP carries out its mission of preparing educators, it implements multiple assessments that allow administrators, faculty, and candidates to reflect on their teaching and learning while using assessment information for continuous improvement of candidate and unit performance. As the EPP examines data for evidence of candidate growth and program improvement, it also analyzes the effectiveness of the assessment system and makes revisions as necessary for continuous improvement and growth.

2. MISSION

Mission of the John H. Lounsbury College of Education

The John H. Lounsbury College of Education innovatively and collaboratively develops and empowers educational professionals, P-12 communities, and the Georgia College & State University community to promote diversity, equity, advocacy, and excellence in learning, teaching, service, and scholarship.

Graduates of the John H. Lounsbury College of Education take their places as *Architects of Change* in the schools across Georgia and beyond, working in the interest of all young people. While preserving the best of our liberal arts heritage, our graduates are equipped with the intellectual and social skills they need to serve as advocates for all PK-12 students.

GOALS

Graduates will be reflective and ethical professionals who apply theory, research, and evidence-based practices to promote P-12 student achievement.

Graduates will create respectful learning environments utilizing reciprocal relationships with families and the community for the benefit of the diverse learners in the P-12 school setting.

Graduates will demonstrate leadership in their educational settings to advocate for all students and the profession.

Graduates will use current knowledge in their specific content areas to promote inquiry and curiosity in P-12 students.

(Goals approved by the CoE Faculty at the Faculty Meeting on 11/13/15.)

3. CONCEPTUAL FRAMEWORK

The faculty of the John H. Lounsbury College of Education believes that our schools must fulfill the educational needs of our teacher candidates while emphasizing fairness, democracy, and intellectual curiosity. Amid a climate of change and uncertainty, we inspire educators to create student-centered learning environments as the primary expression of strong pedagogy.

We use the *Educators as Architects of Change* paradigm to guide the development of an inclusive and diverse community of stakeholders, consisting of students, educators, educator candidates, and the public. Since the inception of the guiding principle, *Educators as Architects of Change*, the faculty has continually reassessed our programs.

Informed by research and reflective analysis, we have continued our intensive cohort models for our undergraduate programs as well as some of our graduate programs. We seek to motivate professional educators to reach out to stakeholders and other community partners to develop citizens who value formal education, literacy in its many forms, and individual differences.

The *Architects of Change* framework is designed to produce change agents, based on the following core principles:

- The Liberal Arts and Integrated Learning
- Professional Preparation
- Human Relationships and Diversity
- Leadership for Learning and Teaching Communities

The Georgia College & State University (GCSU) faculty affirms the importance of programs that promote educators as researchers, leaders, and *Architects of Change* in the schools and the larger community.

I) Liberal Arts and Integrated Learning

The *Architects of Change* model demands that our graduates understand themselves as both "doing" and "thinking" about their professional practice (Hutton, 2006). We seek to preserve the intellectual commitments of the liberal arts college: "to pose questions to the world, and to reflect on what is presented in experience" (Greene, 1998, p. 21). We see development as encompassing the cognitive, emotional, moral, and civic dimensions found in the liberal arts.

II) Professional Preparation

Educator candidates in most of GCSU's professional educator programs join cohorts of peers-allowing them to learn from and interact with each other in intensive, field-based courses. Integral to the cohort model is a mentor leader who acts as a role model, advisor, and facilitator of learning for each student. Consequently, faculty and students both experience education grounded in action, community, and collaboration. Through participation in our programs, educator candidates not only acquire a strong foundation in major content and pedagogical areas, but they also learn to connect theory to practice by applying and conducting classroom research.

At Georgia College, we recognize that "skilled teachers are the most crucial of all schooling inputs" (Ferguson, 1991, p. 490).

Our field-based cohort model serves as a powerful vehicle to integrate theory and practice by fostering close collaboration among faculty, educator candidates, and professionals in the field. We understand teaching is a complex undertaking, requiring continuous and systematic reflection on practice. To become true *Architects of Change*, educators must strive to reach beyond simple bureaucratic solutions and learn to make instructional and curricular decisions-based exigencies of real life in schools (Darling-Hammond, 1997).

III) Human Relationships and Diversity

Building upon a strong liberal arts foundation along with professional and pedagogical bases, educator candidates in the GC professional education programs are encouraged to construct a well-grounded framework for appropriately addressing human relations and diversity issues in schools.

As democratic educators, we understand schooling is a vital part of the real world and integral in the lives of children. "We share the knowledge gained in classrooms beyond those settings, thereby working to challenge the construction of knowledge as always and only available to the elite" (hooks, 2003, p. 41)

Our educator candidates are exposed to theory and practice that foster the belief that all students can learn and should be treated as individuals with unique and various needs, skills, talents, interests, histories, and beliefs. As *Architects of Change*, educator candidates are taught to design inclusive, culturally sensitive, and relevant

learning experiences in order to create classroom communities in which all people are respected and appreciated.

IV) Leadership for Learning and Teaching Communities

By modeling successful teaching, questioning assumptions, and posing challenging problems, instructors in the GCSU professional education programs encourage educator candidates to construct their own understandings of education. As a result, candidates feel empowered to continue learning throughout their lives, are flexible in adapting to difficulties, imagine creative solutions, communicate effectively, and take necessary risks in meeting the future needs of our society. "This is the road I have tried to follow as a teacher: living my convictions; being open to the process of knowing, being pushed forward by the challenges that prevent me from bureaucratizing my practice…" (Freire, 2001, p. 69).

Professional preparation programs seek to create empowered educational leaders who can cultivate partnerships within the schools and communities at large, act as advocates for the students under their care, and collaborate with others to creatively solve problems and make decisions.

Our programs foster commitment to equity and social justice and provide students with opportunities to develop as leaders and *Architects of Change*.

The <u>Conceptual Framework Pillars for Initial Certification Programs</u> are:

I. Foundation in Liberal Arts
II. Foundation in Professional Education
III. Foundation for Addressing Human Relations and Diversity Issues
IV. Development of Dynamic Leadership Abilities

These pillars are achieved when candidates have a <u>strong foundation in the following areas:</u>

1. A Strong Liberal Arts Knowledge Base
2. Field Experience
3. Sensitivity to Diversity
4. Integration of Knowledge to the Teaching Experience
5. Evaluation and Reflection
6. Professional Preparation
7. Dynamic Leadership in the Classroom

The <u>Conceptual Framework Pillars for Advanced Certification Programs</u> are:

I. Extended Knowledge
II. Professional Knowledge and Application

III. Sensitivity to Diversity within the Classroom, Community, and Society
IV. Professional Organization and Mentoring
V. Theory and Research
VI. Communication and Advocacy
VII. Dynamic Leadership

Darling-Hammond, L. (1997). *The right to learn*. Jossey-Bass Publishers.

Ferguson, R. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal on Legislation, 28*(2), 465-498.

Freire, P. & Clarke, P. (2001). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.

Greene, M. (1988). *The dialectic of freedom*. Teachers College Press.

hooks, b. *Teaching community: A pedagogy of hope*. Taylor and Francis, Inc.

Hutton, T. (2006). The conflation of liberal & professional education: Pipedream, aspiration, or nascent reality? *Liberal Education, 92*(4), 54-59.

4. COMMITTEE AND ADVISORY SUPPORT

The John H. Lounsbury College of Education (JHL CoE) embraces a model of shared-governance with its faculty, staff, and greater community. Therefore, the unit relies on the input from various committees as well as stakeholder input.

I) Assessment Committee

The Assessment Committee is a standing committee comprised of chairs and representatives from each of the programs, the Associate Dean, and is chaired by the Assessment & Accreditation Coordinator. The purpose of the committee is:

- To provide oversight and guidance for the development and revision of all unit and program assessments.
- To serve as a conduit for quality assurance and continuous improvement through the analysis of program and unit data.
- To establish annual assessment goals for the unit.
- To distribute data reports to all programs.

II) Educator Preparation Stakeholders' Council (EPSC)

Stakeholder input is valuable to the success of the CoE. The EPSC is comprised of faculty and staff representatives from the CoE and University, P-12 administrators and teachers, and community members. The purpose of the EPSC is to:

- Share responsibility for continuous improvement of EPP (Educator Preparation Program) candidate preparation and P-12 student achievement;
- Clarify and define expectations for EPP candidate entry, preparation, exit, and induction;
- Maintain coherence across clinical experiences and academic components of educator preparation and share accountability for candidate outcomes;
- Share assessment results of P-12 students and EPP candidates and evaluate effectiveness, generate improvements, and identify innovations based on data; and
- Seek opportunities to expand candidates' knowledge, skills and dispositions related to technology and diversity.

5. CONCEPTUAL FRAMEWORK PILLARS FOR INITIAL CERTIFICATION

The JHL College of Education faculty have chosen the phrase ***Educators as Architects of Change*** to be the conceptual framework for the professional experience offered by this institution. This framework is constructed upon a professional knowledge base which focuses on the following four core concepts: I) Foundation in Liberal Arts, II) Foundation in Professional Preparation, III) Foundation for Addressing Human Relations and Diversity Issues, and IV) Development of Dynamic Leadership Abilities. Faculty also ensure that the Georgia Standards and the InTASC standards serve as underlying foundations for all programs.

I. FOUNDATION IN LIBERAL ARTS:

The GCSU professional education programs build upon a strong liberal arts curriculum to fulfill the university's liberal arts mission. The collaboration among CoE faculty and the faculty from Arts and Sciences, and Health Sciences, ensures success of the professional education programs.

Teacher Candidates stand to benefit from such collaboration as they will take into the classroom an understanding of various academic disciplines and of the ways that different areas of knowledge interact. They will be familiar with the different ways of knowing so that they can think analytically, synthetically, creatively, and systemically and encourage these processes in their students.

Teacher Candidates will develop the art of creative inquiry to be able to identify

problems and seek effective, creative solutions. They will learn to evaluate their own thought processes, understand their own assumptions, and practice introspection to develop a sense of inner values. A liberal arts curriculum is designed to broaden students' perspectives on the world around them. With this foundation, Teacher Candidates in the GCSU professional education programs will gain the capacity to balance all elements of education as they move from awareness to understanding to action in their classrooms and communities.

II. FOUNDATION IN PROFESSIONAL EDUCATION

Building on the cornerstone of liberal arts, the GCSU professional education programs will strive to create a balance between pedagogy and subject matter. The CoE faculty relies on the rich mutual relationships with Partner Schools to ensure the achievement of this balance. It is in the professional program that students will engage in "the upward spiral of learning to teach, with all the pain, confusion, regression, joy, and integration embedded in the process (Hollingsworth, 1992, p. 374)."

Professional education Teacher Candidates will immerse themselves in intensive, field-based courses designed to facilitate high levels of professional development. It is within this process that Teacher Candidates will create their own philosophies of education and the tools needed to develop the skills of their profession. They will gain knowledge about educational and community resources, laws and public policy pertaining to education, and basic content matter in educational disciplines.

Teacher Candidates will become knowledgeable about classroom management skills, teaching strategies, and professional ethics. They will learn how to acquire information sources and to integrate technology into the curriculum to enhance the learning experiences of all children.

Teacher Candidates will not only be challenged to have a strong foundation in major content and pedagogical areas; they will also be invited to learn how to connect theory and practice by applying research in the classroom. They will learn how to make connections between areas of knowledge and ways of living. The ability to make global connections will enable GC graduates to be *Architects of Change* within the education system and in the greater community.

III. FOUNDATION FOR ADDRESSING HUMAN RELATIONS & DIVERSITY ISSUES

Building upon their strong liberal arts and professional/pedagogical base, Teacher Candidates in the GCSU professional education programs will be encouraged to construct a well-grounded framework for appropriately addressing human relations and diversity in schools. They will be exposed to theory and practice that foster the belief that all pupils can learn and should be treated as individuals with unique and

various needs, skills, talents, interests, histories, and beliefs.

Teacher Candidates will learn to design inclusive, culturally sensitive, and relevant learning experiences and to create learning communities in which diverse people are respected and appreciated, and in which academic achievement, positive intergroup relations, and critical consciousness are expected.

IV. DEVELOPMENT OF DYNAMIC LEADERSHIP ABILITIES

By modeling successful teaching, questioning assumptions, and posing challenging problems, faculty in the GCSU professional education programs will encourage Teacher Candidates to construct their own understanding of education. Thus, they will feel empowered to continue learning all life long, to be flexible in adapting to difficulties, to imagine creative solutions, to communicate effectively, and to take necessary risks in meeting future needs.

Based on these concepts, the professional preparation program will create empowered educational leaders who can cultivate partnerships within the schools and community, while collaborating with others to creatively solve problems and make decisions about the current educational climate and future trends in education. They will be *Architects of Change* who are prepared and eager to meet the challenges that await them.

Use this link to locate the Initial Teacher Candidate Handbook:
https://www.gcsu.edu/education/teached

Ambach, G. (1996). *Standards for Teachers*. Phi Delta Kappan, 78(3), 207-210.

6. CONCEPTUAL FRAMEWORK PILLARS FOR ADVANCED CERTIFICATION

In accordance with the standards of the National Board for Professional Teaching Standards (NBPTS), accomplished teaching is characterized by one's ability to integrate knowledge, assessment, and reflection and to demonstrate dedication to students and the learning community. By establishing these standards of excellence for experienced educators, the NBPTS seeks to improve student learning in America's schools and heighten professionalism within the field of teaching. It is on these standards that the advanced program is predicated.

The Advanced Educator Preparation Program at Georgia College & State University incorporates the view of education as an ongoing effort that is never completed. Educators who are committed to growing and developing professionally must invest energy in staying informed and increasing their knowledge base and skills. The advanced educator education program encourages educators to become mentors and advisors to beginning educators, innovative leaders in their schools and

communities, and *Architects of Change* in the systems that govern local, state, and national education. Advanced programs are aligned to the Georgia Professional Standards and to the six CAEP advanced competencies. Program goals are accomplished through providing a strong foundation in the following seven areas and serve as the standards by which we assess candidates in the graduate programs:

I. Extended Knowledge: Students in the advanced educator preparation program will be given opportunities to add depth and breadth to their existing knowledge base. Development in pedagogy creates opportunities for educators to continually improve their practice. Instructional materials and resources are constantly changing, as are the diverse needs of all learners, challenging educators to learn new technologies and incorporate them into innovative teaching techniques. The emphasis on *Educators as Architects of Change* places significance on taking advantage of all opportunities to extend an educator's basic knowledge foundation.

II. Professional Knowledge and Application: Students in the advanced educator preparation program will be challenged to apply theory to their daily practice. Students will be guided to develop and improve their professional skills and to experiment and change their professional practices based on the application of advanced educational theories.

III. Sensitivity to Diversity within the Classroom, Community, and Society: Education is anchored in building relationships among diverse individuals. Professional relationships should be grounded in a sensitivity to the diversity of individuals within the classroom, community, and society. Educators who openly express and model respect for individual differences will be able to build bridges within the community. The advanced educator preparation program will challenge educators to positively impact society's understanding and acceptance of all individuals.

IV. Professional Organization and Mentoring Novices: Students in the advanced educator preparation program will be encouraged to expand their roles as professionals, to explore their professional strengths and weaknesses, and to organize their philosophies of education and classroom experiences in a manner that will be beneficial to those just beginning the teaching process. Students will learn how to be mentors to novices in ways which will benefit both educator and student alike.

V. Theory and Research: Just as beginning educators will learn from those in the advanced educator preparation program, graduate students will be taught to seek information from master teachers and researchers. Students will become skilled in seeking information from research articles and professional presentations, and they

will also be encouraged to conduct research in their classrooms and make the results known to their colleagues through conference presentations or articles.

VI. Communication and Advocacy: Students in the advanced educator preparation program will be taught the skills needed to communicate with families and leaders in the community regarding individual students and/or needs of the school. Educators will be guided on how to engage families and the community in the instructional program and to advocate for individual students when appropriate.

VII. Dynamic Leadership: As with the basic educator preparation program, emphasis will be placed on endowing practicing educators with dynamic leadership capabilities. The focus in the advanced educator preparation program, however, will be on creating educators who will serve as role models in the educational, professional, and social communities.

7. POLICIES, PROCEDURES, AND PRACTICES IN ASSESSMENT, CONTINUOUS IMPROVEMENT, AND QUALITY ASSURANCE

Assessments, data collection, analysis, and evaluation are ongoing in the JHL CoE from the course level up to the EPP level and beyond, including performance in the field. An assessment system was developed and is constantly refined to provide data from numerous sources that inform program quality, EPP operational effectiveness, and candidate performance.

Data are collected and utilized from multiple assessment points including entry to programs, progress points during programs, and at exit from programs. The faculty of the JHL CoE support and contribute to the collection, analysis, and response to data as a necessary and integral aspect of preparing education professionals.

KEY UNIT DECISION POINTS

The Unit Assessment System consists of a sequence of evaluation phases and decision points. At beginning, medial, and ending points of each program, unit wide assessments are conducted to determine whether each student has met certain specified criteria, indicative of the acquisition of knowledge, skills and dispositions related to the JHL CoE Conceptual Framework, InTASC standards, SPA, and Advanced competencies.

Unit Assessments for the initial programs are GACE, PBDA, CAPS, and SITE. Unit Assessments for the advanced programs are GACE/PASL and APDA. Data are aggregated at the unit as well as program levels and used for unit and program improvement as well as monitoring candidate performance and growth. The analysis of the unit level assessments takes place on an ongoing basis by the full-time Accreditation Coordinator and biannually during the college-wide assessment days each fall/spring.

KEY PROGRAM DECISION POINTS

The assessment system at the program level includes a comprehensive and integrated set of evaluation measures specific to the desired candidate outcomes of each program. These measures are aligned to the Georgia Professional Standards (2023) and the InTASC Standards. Program assessments are aligned to the specific standards of each program's SPA and state requirements for initial or advanced certification. Assessments are collected at key transition points and the results are stored in unit databases. Data are used to monitor candidate performance and to manage and improve program effectiveness. Program Coordinators are responsible for oversight and are compensated.

I) Initial Preparation

At program entry points for initial preparation, candidates are asked to complete the following: submission of a cohort application packet, evidence of a minimum GPA of 2.75, a passing score on the GACE Educator Ethics Exam, completion of general education requirements, and application for the GaPSC Pre-Service Certificate. For undergraduate programs, applicants are also required to interview with a faculty panel from the targeted program. The interview process is scripted with annual review of the protocols, and faculty members are trained annually on the assessment scales to integrate new faculty and ensure high inter-rater reliability.

Candidates who are admitted to initial certification programs complete various medial assessments that examine content knowledge, skills, and dispositions by JHL CoE faculty. These assessments align with Georgia Standards, SPA Standards and InTASC Standards and include a teacher work sample with rubrics determined by each program. Two additional assessments for initial certification are Professional Behaviors and Dispositions (PBDA) and the Georgia Candidate Keys Effectiveness System: Candidate Assessment on Performance Standards (CAPS).

Final assessments of all initial candidates include a culminating capstone portfolio demonstrating both continuous growth and final achievement levels as determined by program faculty, relevant school personnel, and self-evaluation. All programs employ a shared rubric for evaluating this final portfolio performance that targets areas of knowledge, skills, and dispositions. Assessments are aligned to Georgia Standards, SPA Standards, and InTASC Standards when appropriate.

The EPP also analyzes external outcome data on an annual basis. The Georgia Professional Standards Commission, through the Teacher Preparation Program Effectiveness Measures (PPEM), surveys employers' and graduates' satisfaction one to three years after program completion. Each program, and the EPP as a whole, examine GACE and PPEM data.

Initial Teacher Education Assessment Points (See Appendix A)

(Assessment descriptions adapted from Thomas University)

<u>Key Assessment #1: Georgia Professional Behaviors and Dispositions Assessment (PBDA)</u>:

Purpose of Assessment
Replacing the Initial Teacher Candidate Professionalism Dispositions Rubric in summer 2019, the ***PBDA*** is intended to measure candidate dispositions that are critical in effective teaching, learning, and the exercise of professional responsibility.

The assessment measures dispositional outcomes including collaboration, attitude, relationship with adults, communication, attendance, relationship with students, initiative, professional appearance, legal and ethical conduct, diversity, learning environment, time management, commitment to student learning, and commitment to continuous improvement.

Using the PBDA allows the EPP to longitudinally track candidate professional behaviors, permits EPP and relevant PK-12 stakeholders to identify dispositional areas of strength and areas for improvement, and enables EPP faculty, advisors, and candidates to remediate deficiencies in dispositions before candidates enter professional practice.

Beginning of Semester Assessment Process:

- Prior to the start of the semester, the Accreditation Coordinator provides faculty members and partner teacher liaisons with the Georgia Educators' Professional Behaviors and Dispositions Assessment (PBDA), guidelines for assessment, and guidelines for beginning, midterm and final disposition evaluation meetings.
- The PDBA assessment is attached to the appropriate courses with internships and completed by the candidate, the Partner Teacher and the University Supervisor in Student Learning & Licensure (SL & L) to record teacher candidate behavior and dispositions for the semester.
- At the beginning of their program, teacher candidates learn about and complete a disposition self-assessment (PDBA) as a way of introducing them to the importance of demonstrating appropriate professional dispositions in all classes and field experiences.

University Supervisors/Mentor Leaders and Partner Teachers' Guidelines for Assessing Teacher Candidate Dispositions:

- Dispositions are evaluated based on a teacher candidate's performance in select courses, field experiences, and other settings in which the teacher candidate represents the college.
- A teacher candidate is expected to obtain, maintain, or make progress towards a "meets expectations" rating on each professional behavior/disposition.

- Faculty and partner teachers should begin with the "Meets Expectation" level in mind.
- Meets Expectation is the expectation, and then based on a student's performance, the disposition can be moved to Developing (needs some improvement) or Does not Meet Expectation (needs lots of improvement) as needed.
- If a teacher candidate goes above and beyond, then they would receive an Exceeds Expectation rating (see PBDA indicator descriptions and examples for details).
- If the faculty member or partner teacher does not observe a disposition, N/A will be assigned to reflect the absence of the disposition(s).
- Five or more N/A indicate that the faculty member or partner teacher does not have enough information to adequately evaluate the student.
- Each PBDA standard is assessed, and comments are posted (even if a standard is marked N/A).
- Faculty or partner teachers who have a student dispositional concern that cannot wait until either the midterm or final assessment should contact the candidate's University Supervisor/Mentor Leader for assistance with a Professional Development Plan.
- **Any incident considered a significant violation of ethical or professional behavior will warrant immediate removal from the program.**

Assessment Implementation for University Supervisors/Mentor Leaders, Partner Teachers, and Teacher Candidates

Teacher candidates' behaviors and dispositions are evaluated on the PBDA at three specific points during their program of study:

- At the **Beginning** of the program of study, teacher candidates use the PBDA to self-assess and record their responses on the rubric in SL & L. University Supervisors/Mentor Leaders (which may be the instructor only) will also complete a PDBA on each candidate by the end of the first course in the program and record the data in SL & L.
- University Supervisor/Mentor Leaders and Partner Teachers will use the PBDA to assess the teacher candidates' behaviors/dispositions during the **midpoint and final courses** of the program of study in collaboration with the teacher candidate. University Supervisors/Mentor Leaders will complete a PBDA assessment in SL & L.
- The teacher candidate will also complete the PBDA at the **midpoint and before final completion** of the program and record the data in SL & L.

If a teacher candidate needs remediation, the University Supervisor/Mentor leader will inform the Program Coordinator. The Program Coordinator will provide written notification to the teacher candidates, outlining the reason for an unacceptable rating and the subsequent steps candidates must pursue to correct their respective dispositional areas for concern.

Process if a candidate does not make satisfactory progress
Teacher candidates are expected to demonstrate acceptable performance/progress on the PBDA as a requirement for admission to clinical practice and for program completion. Deficiencies in professional behavior could result in a delay and/or failure to complete the program.

If a candidate demonstrates unacceptable progress, characterized by two or more ratings of "Does Not Meet Expectations" on any dimension of the PBDA during the midpoint or final part of the program, the candidate may be required to meet with the mentor leader/ instructor and possibly the Chair of the Department in order to develop a Professional Development Plan (PDP), outlining the dispositional area(s) of concern, the specific behaviors resulting in the need for corrective measures, and specific improvement actions, as developed by the candidate.

Candidates' progress on the Professional Development Plans (PDP) is monitored and assessed during the next dispositions evaluation period. If a candidate does not make sufficient corrective progress to remove the PDP:

- The PDP may be extended
- A new PDP may be developed
- The candidate may be counseled out of the program

Candidates may be removed from any EPP program due to serious or repeated professional misconduct as noted in the Initial Teacher Candidate Handbook.

Validity (GA PBDA)
Arial and Miller (2018) noted that the PBDA was tested to establish content validity based on an expert agreement. They found that the PBDA does possess content validity, and that future efforts would be made to establish predictive validity. Additionally, the PBDA is considered an acceptable measurement for candidate dispositions by the Georgia Professional Standards Commission. As a result, the EPP is satisfied that the PBDA is an acceptable measure of dispositions and professional behaviors.

Ariail, M. & Miller, S. A. (2018). The development and implementation of the Professional Behavior and Dispositions Assessment (PBDA). *GATEways to Teacher Education 18* (2), pp. 7-23. Retrieved from https://issuu.com/gaate/docs/gateways_2018__volume_28__issue_2_.

Reliability
In terms of reliability, Arial and Miller (2018) stated that while establishing inter-rater reliability with the PBDA is possible, it is vital that raters be trained to use the instrument correctly to generate consistent and stable results. In the JHL College of Education, the Accreditation Coordinator and/or his/her designee is responsible for

training stakeholders to use the PBDA. The coordinator, or designee, conducts the evaluation of meetings in which stakeholders use their PBDA ratings to arrive at a consensus regarding each candidate's dispositions and professional behaviors. Through these methods, the EPP ensures inter-rater reliability and that the PBDA generates stable and consistent data for continuous improvement.

Ariail, M. & Miller, S. A. (2018). The development and implementation of the Professional Behavior and Dispositions Assessment (PBDA). *GATEways to Teacher Education 18* (2), pp. 7-23. Retrieved from https://issuu.com/gaate/docs/gateways_2018__volume_28__issue_2_.

Key Assessment #2: Georgia Candidate Keys Effectiveness System: Candidate Assessment on Performance Standards (CAPS) (aka Intern KEYS)

Introduction

Candidate Assessment on Performance Standards (CAPS) is a formative assessment that the EPP uses to evaluate candidate performance in the areas of professional knowledge, pedagogical content knowledge, and professional responsibility.

The Performance Standards contained in CAPS are closely aligned to the Teacher Keys assessment, an instrument used to evaluate teachers during their professional practice in the state of Georgia, and to the InTASC Standards. The Candidate Assessment on Performance Standards measures candidates on Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Learning Environment, Professionalism, and Communication.

The data from CAPS informs the EPP on how well its teacher preparation programs have prepared candidates as they transition from candidacy to program completion, and the results of the CAPS evaluations are used by the programs and the EPP for continuous improvement purposes.

University Supervisors', Mentor Leaders', and Partner Teachers' Guidelines for Assessing Teacher Candidates:

- CAPS is a performance instrument that aligns with the P-12 TAPS instrument used to evaluate professional teachers in the field.
- CAPS, like the TAPS, is an instrument designed to rate teacher performance over time while considering a totality of the evidence (i.e., the observer may use data outside the classroom observation like communication logs, lesson plans, etc. to rate a teacher candidate's performance).

- A teacher candidate is expected to obtain, maintain, or make progress towards a "meets expectations" (Level III) rating on each performance standard.
- All observers should begin with the "Level III" expectation in mind.
- While Level III is the expectation, teacher candidates must attain at least a Level II on each standard by program completion.
- If a teacher candidate goes above and beyond, then the teacher candidate would receive a Level IV rating (***Level IV ratings can be rare***).
- Each CAPS standard is assessed, and comments are posted. **DO NOT select N/A** in SL & L for any standard.
- Faculty or partner teachers who have a student concern that cannot wait until either the midterm or final CAPS assessment should contact the teacher candidate's University Supervisor/Mentor Leader for assistance with a Professional Development Plan.
- **Any incident considered a significant violation of ethical or professional behavior may warrant immediate removal from the program.**

Assessment Implementation

Teacher candidates' performances are evaluated on the CAPS during three specific points during their program of study:

- In the first semester of field experience, Teacher Candidates, Partner Teachers, and University Supervisors/Mentor Leaders will collaborate (in person, by phone or online), and the University Supervisor/Mentor Leader will record CAPS ratings in SL & L.
    - For MAT candidates who are in the field, University Supervisors/Mentor Leaders should review and consider the school-based TAPS evaluation ratings for each candidate.
- University Supervisor/Mentor Leaders, Teacher Candidates, and Partner Teachers will collaboratively discuss the CAPS, and the University Supervisor/Mentor Leader will record CAPS data in SL& L at the designated **midpoint and final stages** of the program.
    - For MAT candidates who are in the field, University Supervisors/Mentor Leaders should review and consider the TAPS evaluation for each candidate.

Scoring

CAPS is an instrument designed to rate teacher performance over time while considering a totality of the evidence (i.e., the observer may use data outside the classroom observation like communication logs, lesson plans, etc. to rate a teacher candidate's performance).

Process if candidate does not make satisfactory progress

To successfully complete clinical practice and complete their programs, candidates must achieve acceptable ratings on all Performance Standards on the CAPS. As a result, all candidates are expected to score at a Level II proficiency or higher by the end of their program.

If a candidate does not perform adequately on the CAPS, the result could be a delay or a failure to complete clinical practice and the respective program.

If a candidate fails to perform successfully on the CAPS, the candidate may be remediated based on collaborative discussions with the PK-12 partner, Director of Partnerships and Field Placements, and Mentor Leader/University Supervisor.

If a candidate demonstrates continued or serious deficiencies in performance, the candidate may be required to have a Professional Development Plan, have extended or repeated clinical practice, or be counseled out of the program.

Validity

Elder, Ata, and Cramer (2016) posited that the validity of the Intern TKES (CAPS) is anchored in the almost identical resemblance that the performance standards in assessment has to the TAPS process of the Teacher KEYS. They determined that the InternTKES assessment is statistically valid in terms of face, content, and construct validity. Based on this validity evidence, the EPP has determined that the InternTKES is a valid instrument to evaluate candidate knowledge, skills, and dispositions in the clinical practice setting.

Elder, T., Ata, A., & Cramer, S. E. (2016). *An evaluation of the validity and reliability of the Intern KEYS assessment phase II.* Retrieved from https://CoEhp.columbusstate.edu/about-us/102016InternKeysEvaluation.pdf.

Reliability

Elder, Ata, and Cramer (2016) established that the CAPS can be a reliable measurement, but high-quality rater training is critical to ensure inter-rater agreement. In the College of Education, faculty and partner teachers are trained annually on using the CAPS instrument through the use of the Inter-rater Reliability Protocol developed by the EPP. Primary responsibility in ensuring that partner teachers are trained to use the assessment reliably resides with the Accreditation

Coordinator, Chair of Teacher Education and Director of Partnerships and Field Placements.

Elder, T., Ata, A., & Cramer, S. E. (2016). *An evaluation of the validity and reliability of the Intern KEYS assessment phase II.* Retrieved from https://CoEhp.columbusstate.edu/about-us/102016InternKeysEvaluation.pdf.

Key Assessment #3 Add SITE

Context and Overview for Assessment

The Summative InTASC Teaching Evaluation (SITE) is a tool used to assess Georgia College teacher candidates at the end of their junior year field experiences and as they complete their student teaching internships. The College of Education is committed to assessing each teacher candidate's performance against the InTASC standards. The university supervisor and mentor leader collaboratively complete the SITE, and the university supervisor submits the assessment to SL & L.

Assessing Levels of Proficiency

The SITE instrument is an adaptation (and used with permission) from the National Louis University's (NLU) *Competency Appraisal for Practicum and Student Teaching*. The NLU document is based on Danielson's Framework for Professional Practice. In this framework, Danielson explains that typical early-career teachers are likely to have a mix of 'developing' and 'proficient' components to their practice. Therefore, we expect teacher candidates to perform at a level generally expected of a novice teacher. As a beginning teacher, we expect program completers to demonstrate a minimum of "developing" in all components of practice. If a candidate scores at an 'unsatisfactory' level on any component during student teaching, the candidate is in need of immediate targeted professional development.

Key Assessment #4: GACE Content Testing

Purpose of Assessment: According to Pearson (ES) (2025), the purpose of the GACE assessments is "to measure the professional knowledge of prospective teachers in the state of Georgia." The EPP uses the assessments to ensure that candidates possess the depth and breadth of content knowledge necessary to make positive academic impacts on PK-12 students. Teacher Candidates must pass the GACE assessments to receive professional certification.

Assessment Implementation

Candidates are made aware in their program of study that they must take applicable GACE Assessments and pass them prior to the end of their program of study to successfully complete their teacher education program and receive certification at the Induction Level. Candidates are provided information about the GACE assessments online at https://www.gace.es.pearson.comhttps://gace.ets.org/prepare/materials/501.

Process if candidate does not make satisfactory progress
The EPP provides support to candidates who do not make satisfactory progress on the GACE assessments. If a candidate continues to perform unsuccessfully on the GACE assessments, the candidate may be required to take additional content courses or be counseled out of the program.

Key Assessments #5 and #6:
Each program selects two course assessments to serve as key assessments. The two course assessments will undergo validity and reliability testing as outlined in the Assessment Plan.

Surveys

The EPP also uses various stakeholder surveys to inform program and unit improvement:

Survey #1: Inductee Survey (InTASC)
One year after the completion of their program, recent graduates receive an inductee survey from the Georgia Professional Standards Commission (GaPSC).

According to information from the GaPSC website, the inductee survey is a common, statewide survey of program completers employed their first year in teaching positions in Georgia public schools. The survey assesses completer perceptions on how well they were prepared to translate theory into practice and whether the program equipped them with the essential knowledge, skills, and dispositions they need to be effective teachers. Faculty and staff analyze and discuss the results of the Inductee Survey during the annual JHL CoE Assessment Day.

Survey #2: Employer Survey (InTASC)
One year after the completion of their program, local school districts and other educational employers receive an Employer Survey from the Georgia Professional Standards Commission (GaPSC) requesting feedback on inductee performance in the field.

According to information from the GaPSC website, the employer survey is a common, statewide survey of employers of recent program completers employed in Georgia public schools in teaching positions is at the end of their first year of such employment. The survey assesses the degree of satisfaction voiced by employers of teachers.

Faculty and staff analyze the results of the employer survey during the annual JHL CoE Assessment Day, during Program meetings, and at the Mid-year Impact check.

Survey #3: EPP Program Satisfaction Survey
In an effort to obtain more timely information regarding a teacher candidate's program experience, the faculty and staff of the JHL CoE created a program

satisfaction survey that is aligned to InTASC and CAEP standards. The survey is administered just before program completion.

The JHL CoE Database Coordinator administers the survey via Qualtrics. Data are collected each semester and are analyzed by program by the JHL CoE Faculty during Assessment Day, during Program meetings, and at mid-year Impact Checks.

Field Placement Feedback Forms

There are three JHL CoE feedback forms that are administered during student teaching internships: Teacher Candidate Feedback of University Supervisors, Teacher Candidate Feedback of Partner Teachers, and Partner Teacher Feedback of University Supervisors. These forms were co-constructed by the EPP and their school-based partners.

The JHL CoE Database Coordinator administers the forms via Qualtrics. Data are collected during student teaching internships and are analyzed by the Partnership and Field Placement Director, the Department Chair, GC Partner Teacher Liaisons, and JHL CoE faculty. The analysis of the feedback informs the EPP impact checks and process of continuous improvement.

II). Advanced Teacher and Other School Professional Preparation

Candidates for advanced programs for teachers and other school personnel also complete entry-level requirements and assessments leading to admission to both the graduate program at Georgia College & State University and the JHL CoE programs. These requirements include but are not limited to GPA and letters of reference.

All candidates in all advanced programs complete medial assessments according to their program/certification area and a culminating portfolio and presentation. Most advanced programs assess core curriculum outcomes and then program outcomes so that a more developmental approach for individual progress is possible.

Candidates are asked to self-assess their dispositions at intervals using the Advanced Program Dispositions Assessment (APDA). The Capstone rubric examines knowledge, skills, and dispositions of advanced candidates as reflected in the portfolio and its public presentation. A panel of faculty assess each portfolio presentation to increase reliability and diminish any bias in application of the rubric.

Each program in the JHL CoE has 6-8 decision points that are assessed at the beginning, middle, and end of every candidate's program. Decision points are administered by course instructors, field supervisors, partner teachers, and some are self-assessments completed by the candidates. This assessment model allows us to track each and every student from the beginning of their program to the end and this enables us to make sound and strong decisions regarding enrichment,

remediation, and necessary supports that are targeted to the specific need of each student in every program.

With our assessment software, SL & L, we are even able to run a Student Progress Report on any candidate at any time in their program. This quality assurance protocol has proved to be a very useful feature in tracking student progress and performance throughout his/her program. Additionally, all programs assess program goals and outcomes through the annual SMART report completed in Planning & Self-Study as a part of institutional effectiveness and continuous improvement.

Advanced Programs Assessment Points (See Appendix A)

(Assessment Descriptions Adapted from Thomas University)

Advanced Assessments align with one or more of the following Advanced CAEP Competencies:

CAEP Advanced Competencies:

1. Applications of data literacy
2. Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
3. Employment of data analysis and evidence to develop supportive school environments
4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
5. Supporting appropriate applications of appropriate technology for their field of specialization
6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Key Assessment #1: GACE Content Testing

Purpose of Assessment: According to the ES (2025), the purpose of the GACE assessments is "to measure the professional knowledge of prospective teachers in the state of Georgia." The EPP uses the assessments to ensure that candidates possess the depth and breadth of content knowledge necessary to make positive academic impacts on PK-12 students. All must pass the GACE assessments to complete a program and receive professional certification.

Assessment Implementation

Candidates are made aware during their program of study that they must take GACE Assessments and pass them prior to the end of their program of study to successfully complete their teacher education program and receive certification. Candidates are provided information about the GACE assessments online at https://gace.es.pearson.com.

Process if candidate does not make satisfactory progress

The EPP provides support to candidates who do not make satisfactory progress on the GACE assessments. If a candidate continues to perform unsuccessfully on the GACE assessments, the candidate may be required to take additional content courses or be counseled out of the program.

Additional Details
Information about GACE testing is located at http://gace.es.com. The site provides dates, locations, preparation, objectives, practice tests, study materials and registration information. A candidate goes to this site to register for the appropriate exam. A candidate's GACE testing status may be checked at: https://www.gace.es.pearson.com/policy student name or by test if they have identified GCSU to receive the scores.

It is the responsibility of the Certification Officer to record all GACE content scores in the central database system for program completion and generate data reports from the ES (ES) to share with the division chair and assessment committee during the annual assessment retreat.

Key Assessment #2: EPP Advanced Program Dispositions Assessment (APDA)
During the spring and summer of 2019, an Assessment Sub-Committee developed the APDA instrument. APDA is intended to measure candidate dispositions that are critical in effective leadership and service fields. The instrument was piloted in 2019-2020.

The assessment measures dispositional outcomes including a candidate's commitment to learners and their development, professional feedback, professional and ethical practice, and professional communication.

The APDA allows the EPP to longitudinally track candidate professional behaviors, permits EPP and relevant PK-12 stakeholders to identify dispositional areas of strength and areas for improvement, and enables EPP faculty, advisors, and candidates to remediate deficiencies in dispositions before candidates enter professional practice.

Content Validity
The EPP enlisted the assistance of content experts to establish content validity using five experts from the field and other EPPs. The content experts checked the assessment for alignment with CAEP's Advanced Competencies.

The content experts used Lawshe's Content Validity Ratio which consists of:

- Indicators on assessments attempt to operationalize the construct to be measured

- Content validation approach requires judgment related to the correspondence of abilities (indicators) tapped by the assessment with abilities necessary for profession
- Demonstrating the indicators on the assessment appropriately sample the content domain

The EPP used the information from the content experts to determine:

- Any statement (indicator) which is perceived as "essential" by more than half of the CEs, has some degree of content validity
- The more panelists (beyond 50%) who perceive the statement (indicator) as "essential," the greater the extent or degree of its content validity
- Calculating the CVR-
    - Ne= # of "essential" ratings
    - N = Total Number of experts
    - Range from -1.0 to 1.0

Content experts rated each disposition a 1.0 for content validity.

Reliability

Advanced Program Faculty from the JHL CoE engaged in an online activity designed to establish reliability. Each Advanced Faculty Member was asked to rate scenarios based on each of the eight dispositions.

Inter-rater reliability was assessed using Cronbach's Alpha statistical analysis.

Key Assessments #3 and #4:

Each program has selected two course assessments to serve as key assessments. The two course assessments will undergo validity and reliability testing as outlined in the Assessment Plan.

Surveys

The EPP also uses various stakeholder surveys to inform program and unit improvement for its Advanced Programs:

Survey #1: EPP Program Satisfaction Survey

To obtain more timely information regarding the student's program experience, the faculty and staff of the JHL CoE created a Program Satisfaction Survey that is aligned to InTASC and CAEP standards. The satisfaction survey is administered just before program completion.

The JHL CoE Database Coordinator administers the survey via Qualtrics. Data are collected each semester and are analyzed by program and by the JHL CoE Faculty during Assessment Day and during Program meetings.

Survey #2: Leader Inductee Survey (GaPSC)

One year after the completion of their program, recent graduates receive an inductee survey from the Georgia Professional Standards Commission (GaPSC).

According to information from the GaPSC website, the inductee survey is "a common, statewide survey of program completers employed their first year in leadership positions in Georgia public schools. The survey assesses completer perceptions on how well they were prepared to translate theory into practice and whether the program equipped them with the essential knowledge, skills, and dispositions they need to be effective educational leaders." Faculty and staff analyze and discuss the results of the Inductee Survey during the annual JHL CoE Assessment Day and during mid-year Impact Checks.

Survey #3: Leader Employer Survey (GaPSC)

One year after the completion of their program, local school districts and other educational employers receive an Employer Survey from the Georgia Professional Standards Commission (GaPSC) requesting feedback on inductee performance in the field.

According to information from the GaPSC website, the employer survey is, "a common, statewide survey of employers of recent program completers employed in Georgia public schools in leadership positions is at the end of their first year of such employment. The survey assesses the degree of satisfaction voiced by employers of leaders."

Faculty and staff analyze the results of the employer survey during the annual JHL CoE Assessment Day, during Program meetings, and during the mid-year Impact Check.

8. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

I) Assessing the Assessment System

The CoE is continually evaluating the assessment system, including external stakeholders from the professional community to assist in decision-making and other quality assurance endeavors. The largest group of constituents from the professional community comprises the Educator Preparation Stakeholders Council (EPSC), which is the executive body charged with engaging in a purposeful exchange of ideas to benefit P-20 students.

The EPSC is a vast body that meets regularly, twice per year, to assist the unit in evaluating the capacity and effectiveness of its assessment system and use of data while providing important feedback from various perspectives. The EPSC also:

- Shares responsibility for continuous improvement of EPP (Educator Preparation Program) candidate preparation and P-12 student achievement;
- Clarifies and defines expectations for EPP candidate entry, preparation, exit, and induction;
- Maintains coherence across clinical experiences and academic components of educator preparation and share accountability for candidate outcomes;
- Shares assessment results of P-12 students and EPP candidates and evaluate effectiveness, generate improvements, and identify innovations based on data; and
- Seeks opportunities to expand candidates' knowledge, skills and dispositions related to technology and diversity.

The EPSC is regularly apprised of CoE assessment data at the program and EPP levels and provides feedback regarding the 'story' told by the assessment data as well as suggestions as to how the CoE can use this data to improve performance. The council is essential to our assessment system in that it assists in protecting us from an insular and static system that would be of little use to our faculty, programs, departments, EPP, and particularly our students. This council also assists us in being not only accountable but also committed to optimal performance in assessment for the reason of improvement.

The CoE participates in numerous institutional and state endeavors that call for the regular examination of the validity and utility of the data that result from our numerous assessments. All CoE programs participate in submitting SMART reports to the institution. SMART reporting is an institutional requirement that mandates that each program report data from program-specific student learning outcomes (SLOs) and discuss changes to the program as a result of these data. Additionally, the EPP completes the CAEP Annual Report, Title II Report, and the BOR Accountability Report.

Georgia College & State University's Assessment Day is an annual event held at the beginning of the school year and is designed to enhance our commitment to assessment. Assessment Day is a university sponsored, half-day event that begins with a college-wide assessment meeting and culminates in programs analyzing and synthesizing data to make programmatic decisions for the upcoming academic year.

The CoE also engages in a mid-year Impact/Continuous Improvement Check process. Occurring in January of each year, program faculty review key assessments and other program data with leadership staff to determine any appropriate course corrections that are needed.

II) Faculty Assessment

The faculty have opportunities to review their own performances at the end of each term through Student Ratings of Instruction System (SRIS) and reflection on courses completed. Annually, faculty assess their own performance in the institutional Individual Faculty Report (IFR) process that examines various areas of teaching, scholarship, and service for the past year.

The IFR process is used for official review of faculty by administrators. Faculty, in consultation with department chairs, may identify areas of concern or focus for the following year and those individuals submit plans including scholarly agendas to document the changes they feel will improve their teaching and performance. Individual faculty may initiate their own professional development plan with targets and submit these plans to department chairs or document them in other ways. Faculty may document various aspects of teaching or candidate performance as part of their ongoing scholarship. Improvement of instruction is a continual goal for faculty in the professional education unit.

III) Program Assessment

The SPA (Middle Grades and Special Education programs) and SMART (part of SACS) reports are major endeavors in ensuring program quality across the JHL CoE. The data required for SPA and SMART reporting require program faculty to work collaboratively to consider all of the data collectively and answer questions regarding what is working well and areas that present opportunities for improvement.

At the mid-point of the year, JHL Leadership faculty engage each program in a newly developed process, the Impact/Continuous Improvement Check, to assess both quality assurance and continuous improvement. Leadership faculty meet with program faculty to engage in structured conversations that include discussions about program and unit processes and an analysis of unit assessments and select program assessments. Programs determine what course corrections are needed (if any) based on the conversations from the Impact Check.

9. ASSESSMENT OF EPP OPERATIONS

I.) Student Perceptions of the Quality of Unit Programs

The following assessments examine student perceptions of the quality of the unit and unit programs.

- Completer and Employer Survey: The Georgia Professional Standards Commission, as a part of the Preparation Program Effectiveness Measures, will provide Completer and Employer data. The Dean of the College of Education and the Accreditation Coordinator will receive and disseminate the results through the College of Education Educator Preparation

Stakeholders Council. Department chairs, who are members of the Council, in turn discuss the results with program faculty at regular faculty meetings.

- Course Evaluations: Candidates anonymously complete evaluations of courses taught by full-time, part-time, and adjunct faculty during the fall and spring semesters. Results are reviewed by the Department Chairs along with a comparison of aggregated CoE results from other colleges and schools within the University. Each faculty member's course evaluation results are considered during the annual faculty evaluation and are reflected in annual goals written by each faculty member.

- Faculty Annual Evaluations: Faculty members are evaluated by their immediate supervisor. The evaluation is based on a review of annual goals developed by each faculty member. The evaluation results assist in determining tenure and merit pay raises and are coordinated through the CoE Dean's office.

II.) Reporting and Use of State PPEM

The Georgia Professional Standards Commission (GaPSC) collects a variety of data to evaluate and assist Education Preparation Programs. One reporting avenue the GaPSC uses is the PPEM. The Preparation Program Effectiveness Measures (PPEM) is part of the process of assessing educator preparation program (EPP) effectiveness beginning in academic year 2018-2019.

Teacher Preparation Program Effectiveness Measures (TPPEM) and Leader Preparation Program Effectiveness Measures (LPPEM) will measure program quality and program impact on teaching and learning in P-12 schools. The College of Education uses the data collected within the PPEM for quality assurance and continuous improvement purposes.

- The Georgia Assessments for the Certification of Educators (*GACE*) was developed by the Professional Standards Commission (PSC) to assess the knowledge and skills of individuals seeking certification as Georgia public school educators. Test results are made available to the JHL CoE on the secure Evaluation Systems Institution Score Reporting Web site after each administration of the test. In addition, at the end of the program year, the CoE receives the Annual Program Provider Summary Report**,** which provides an annual summary by assessment of examinee test results for the unit. The GACE Annual Program Provider Summary Report is used by the CoE faculty to analyze program performance and identify if any changes in the curriculum may be needed to better prepare students.
- The Teacher Assessment on Performance Standards (TAPS) component of Teacher Keys Effectiveness System (TKES) includes observation and documentation of classroom practice during the school year. Level III is the expected level of successful teacher performance.

- Supplemental Data: This section of the PPEM includes various demographic data for program completers in the field and while they were in the preparation programs (e.g., race, gender, GPA, etc). The report also outlines regional employment data after the first year of program completion. Student Growth Percentile data is also shared for teachers in their first year of teaching. ***See Appendix B***

10. USE OF TECHNOLOGY IN ASSESSMENT

The College of Education has been systematically and successfully collecting, assessing, and archiving student work electronically since 2004. The adoption of an online assessment system brought about a change in culture for the CoE that prioritizes assessment for the purposes of increasing student learning and strengthening outcomes rather than solely for reasons of compliance.

The shift to a higher level of accountability that includes strong and meaningful assessments at both the program and unit level has allowed faculty to critically assess, synthesize, and 'close the loop' with more accuracy and ease than ever before. Because of the committed faculty, with assistance from our multiple technology solutions, the CoE has a robust and effective assessment system that supports the continual development and improvement of our programs and college.

Data Management Systems

I.) Student Learning & Licensure (SL & L)

Student Learning & Licensure (SL& L) is instrumental to the assessment system and goes far beyond simply being a tool for data collection and analysis. SL & L is a solution that assists in overall improvement of the assessment system. Student Learning & Licensure is used for most standards-based performance data collection at the program and unit level. All initial and advanced critical decision points are collected in SL & L for each program. Also, assessments linked to the Conceptual Framework at the initial and advanced levels are housed in SL & L.

II.) Qualtrics

Qualtrics is another technology solution that we have come to appreciate as integral in our assessment system. Qualtrics is used to administer key unit surveys and feedback forms. The data is collected easily through URLs that the system generates. The return of the data is organized and easy to read upon quick visual inspection. Data filters and graphs and charts that the system creates allow for additional analysis and synthesis of data. Qualtrics is specifically used for:

- EPP Program Satisfaction Survey
- Teacher Candidate Feedback of University Supervisor
- Teacher Candidate Feedback of Partner Teacher
- Partner Teacher Feedback of University Supervisor

III.) Banner:

Banner is used to look up and correct general student information. Banner has added the degree in the general download to allow for differentiation in fields.

IV.) EPP Excel Workbook (DL Created):

The main database in the CoE certification office is a FileMaker Pro database that contains a record for each student in CoE, Music Education, and Health and PE, enrolled in a program that requires a program provider recommendation for certification. Out-of-state program verification records are also logged.

Advanced degree-only programs like MEd and EdS in Special Education, Elementary Education, and Middle Grades Education are not entered. Now that the PSC uses the Traditional Program Monitoring System (TPMS), data for all programs including the advanced degree programs, is entered there, and can be retrieved for reporting purposes.

An Excel spreadsheet is used for collecting data for entry into both databases.

V.) EPP Reporting:

Title II: GPA, gender, race, etc. in undergraduate and graduate programs
CAEP Annual Report: Completed in AIMS
SPA Reporting: Completed annually
SMART Reports: Completed annually in Planning and Self-Study by Watermark

VI.) Traditional Program Management System (TPMS)

The Traditional Program Management System (TPMS) is a data system that is hosted by the Georgia Professional Standards Commission that interacts with all the GaPSC data systems, such as MyPSC, Express Lane, and Title II. The system was developed for the purpose of maintaining integrity of candidate data. The data system is maintained by the Certification Officer and monitors initial and advanced candidates from enrollment to completion.

11. FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS IN ASSESSMENT SYSTEM

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

- The unit ensures that the College of Education and all its program assessments are linked to the CoE Conceptual Framework and aligned with CAEP, Specialized Professional Association Standards, State of Georgia Performance Standards, and program standards.
- Initial and advanced candidates are informed of all requirements in the unit's education programs when they are seeking program information and when they apply for a selected program. CoE websites are reviewed and updated by

program faculty to provide students with current program requirements, courses, and admission procedures.

Furthermore, in conjunction with the Office of Graduate Studies, CoE program information sessions are conducted throughout the year. Students admitted to a program attend orientation sessions where they are informed of all requirements specific to that program prior to any course being taken. At these sessions, students receive additional program information from their assigned advisors.

- The unit maintains an Initial Teacher Candidate Handbook, provided to students and available online, that includes information about the conceptual framework, dispositions expected of candidates, key assessments, and other program requirements.
- Rubrics are used extensively in initial and advanced degree programs. Rubrics are embedded in program assignments and are shared with the candidates before the rubrics are used. This ensures that the student knows in advance what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision. Rubrics that are used for specific course summative assessments are accessible to students in Student Learning & Licensure. Rubrics that assess overall program performance, such as the Capstone Presentation, are also provided to candidates and continuously linked to courses in all programs to ensure that each student has the best possible opportunity to perform well on these assessments.
- Educator Preparation Program faculty members periodically review the rubrics used for the Teacher Work Sample and Capstone portfolio. Candidates are informed of any revisions/clarifications and can access changes SL & L.
- Data are triangulated wherever possible to enhance the reliability of findings. Data derived from TAPS in conjunction with student performance on course summative and program summative assessments and provides a comprehensive database to evaluate student performance and program reliability.
- To assess performance in field practicums and internships, CoE faculty serving as university supervisors and the Director of Partnerships and Field Placements, discuss expectations and provide Partner Teachers with professional learning. The CoE faculty meet and discuss program expectations and assignments with each partner teacher and make multiple observations of the candidate using a consistent observation instrument focused on required competencies selected by that program. Partner teachers formally evaluate candidates at the midpoint and conclusion of field experiences using an online assessment instrument found in the Placement Management section of SL & L. CoE field supervisors also use the same standards-based online assessment at the conclusion of each field experience.

12. ASSESSMENT IMPROVEMENT PLAN

The JHL CoE recognizes the importance of adopting and utilizing unit and program assessments that are both reliable and valid. As a result, the unit has developed a

plan to ensure that all assessments will meet CAEP and GaPSC guidelines by the end of the 2027-2028 school year.

FY20-21: The Assessment Committee established new processes, protocols and procedures for establishing reliability and validity of all new and revised program/unit assessments.

By the end of Fall 2023:

- All unit assessments will meet CAEP and GaPSC guidelines where applicable.

By the end of Spring 2024:

- Early Childhood assessments will meet CAEP and GaPSC guidelines.
- Middle Grades assessments will meet CAEP and GaPSC guidelines.
- Special Education assessments will meet CAEP and GaPSC guidelines.

By the end of FY25:

- Foundations and Library Media assessments will meet CAEP and GaPSC guidelines
- Music, Physical Education, and Leadership will meet CAEP and GaPSC guidelines
- Curriculum & Instruction, Teacher Leadership and all endorsements will meet CAEP and GaPSC guidelines.

13. ASSESSMENT AND ACCREDITATION STAFF

Associate Dean
Provides supervision, technical support and oversight to the Accreditation Coordinator in addition to other duties and responsibilities assigned by the Dean.

Coordinator of Assessment & Accreditation:
Directly supervises and implements the day-to- day operations of all unit and program assessments and leads the efforts to obtain GaPSC and accreditation efforts. Is responsible for ensuring that SPA, Title II, and other annual accreditation reports are completed accurately and in a timely manner. Serves as the chair of the JHL CoE Assessment Committee and provides key technical support for all CoE accreditation efforts. Reports directly to the Associate Dean.

Certification Officer:
Maintains and updates all vital candidates' records and completes all state reporting for the GaPSC. The Certification Office downloads GACE data and loads it to the FileMaker Pro database, Epiware, and Banner. When needed, the Certification Officer supplies the current spreadsheet and downloads TPMS files of Current, Completer, and Withdrawn records for the Data Manager.

CoE Data Security Coordinator:

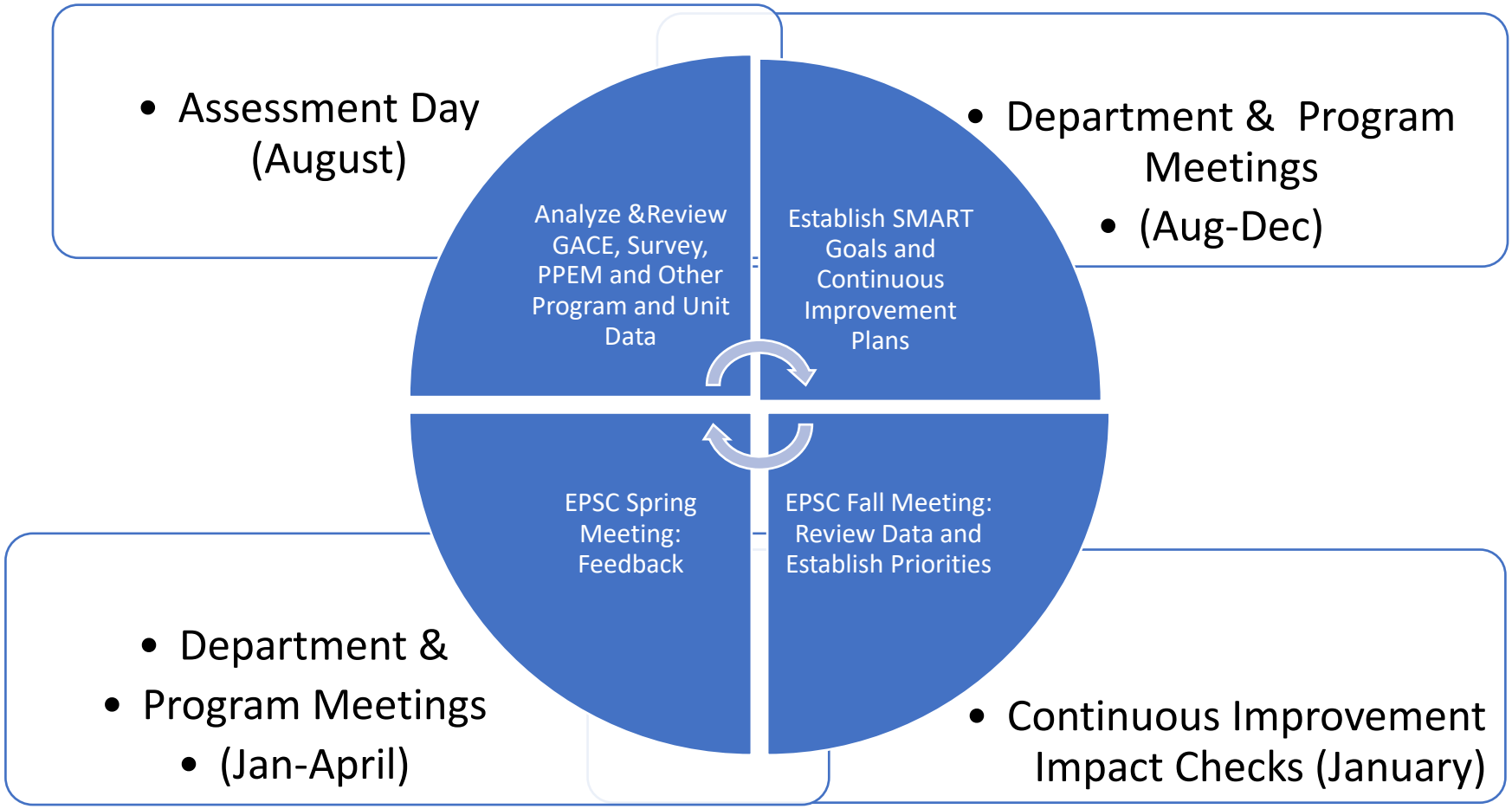
Secures and provides data for faculty reports, creates tables and charts to make trends visible and assists with research question building and formatting in Qualtrics.

Appendix A

JHL CoE EPP Initial and Advanced Programs (updated 6/26)

Initial and Advanced Teacher Education Certification	Advanced Service/Leadership Certification
GACE (Content) **SITE** (Learner & Learning) **PBDA** (Dispositions) **CAPS** (Instructional Practice)	**GACE** **APDA** (Dispositions Comp.6)
B.S. Elementary Education Integrated Mini Unit: Developmental Milestones Portfolio Beginning to Plan: Part II	**M.Ed./Cert Instructional Technology** Advocacy & Leadership Pvcs. Comp. 4 (EDIT 6961) Final Professional Website Comp 5 (EDIT 5202)
B.S. Middle Grades Education Teacher Work Sample Standards-Based Capstone Portfolio	**M.Ed./Cert Library Media** Needs Assessment, Prj. Comp. 2 (EDIT 6268) Teaching & Learning Pr. Comp 3 (EDIT 6262/64/66)
B.S. Special Education FBA/BIP Field-based Project Family Partnership Project	**M.Ed./Ed.D. Curriculum & Instruction** Assessment Sharable Comp 4 (EDCI 6102) Action Research Prj. Poster Comp 3 (EDCI 6201)
MAT Elementary Education Teacher Work Sample	
MAT Middle Grades Integrated Curriculum Unit (EDMG 5245) Initial Capstone Portfolio (EDMG 5960)	**Ed.S. Teacher Leadership** Task Plan #4 Comp. 3 (EDTL 7120) Task Plan #5 Comp. 4 (EDTL 7140)
MAT Special Education FBA/BIP Field-based Project (EDEX 6117) Family Partnership Project (EDEX 6114)	**M.Ed./Cert Ed. Leadership Tier I** CI3 Comp 2 SEOv Comp 4
MAT Secondary Education Culturally Relevant Teaching (EDFS 5209) Learner Development Plan (EDFS 5203)	**Ed. S. Ed. Leadership Tier II** LCI 1.3 Comp 2 PL3 Comp 4

MAT Music Education GC Student Teaching Evaluation Form (MUED 6980 & 6990) Teaching Project (MUED 6980 and 6990)	
MAT Physical Education Curriculum Project (KINS 6723) ADEPT (KINS 6733 and 6753)	
Advanced Teacher Education Programs	
M.Ed. Elementary Education Case Study Rubric	
M.Ed. Special Education FBA/BIP Field-based Project Family Partnership Project Personal Leadership Evaluation & Dev Plan	
Ed.S. Special Education Thesis Literature Review Instructional Coaching Project Problem-based Leadership Plan	


• Assessment Day (August)
• Department & Program Meetings
• (Aug-Dec)
Analyze &Review GACE, Survey, PPEM and Other Program and Unit Data
Establish SMART Goals and Continuous Improvement Plans
EPSC Spring Meeting: Feedback
EPSC Fall Meeting: Review Data and Establish Priorities
• Department &
• Program Meetings
• (Jan-April)
• Continuous Improvement Impact Checks (January)