

### Unit and Program Assessment Measures

Type	Program Assessment	Unit Assessment
<b>Internal</b>	<p><b>Candidate Performance:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program specific requirements at admission points and exit</li> <li><input type="checkbox"/> Key assessments of professional content standards (SPA &amp; GAPSC)</li> <li><input type="checkbox"/> COE Observation Instrument (university supervisor)</li> <li><input type="checkbox"/> COE Observation Instrument Self-evaluation</li> <li><input type="checkbox"/> Portfolio Assessment</li> <li><input type="checkbox"/> Impact on Student Learning Rubric</li> <li><input type="checkbox"/> Self assessment</li> </ul>	<p><b>Candidate Performance:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Common requirements at each decision point of admission, retention, entry to clinical practice, and exit</li> <li><input type="checkbox"/> COE Observation Instrument</li> <li><input type="checkbox"/> Candidate Survey for Program Improvement – CSPI (formerly Student Teaching Program Improvement Survey – STPIS) at Exit</li> <li><input type="checkbox"/> Portfolio Assessment</li> <li><input type="checkbox"/> Georgia AssessOnline (initial teacher only)</li> <li><input type="checkbox"/> Literature Review (Advanced teacher only)</li> </ul>
	<p><b>Field Experiences:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Placements in program courses</li> <li><input type="checkbox"/> Placements in practica/methods courses</li> <li><input type="checkbox"/> Current classroom placements (T&amp;I, ACT, initial preparation at graduate level, advanced)</li> </ul>	<p><b>Field Experiences:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Placements in student teaching</li> <li><input type="checkbox"/> Observations</li> </ul> <p><b>Diversity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Candidates</li> <li><input type="checkbox"/> Field Experiences</li> <li><input type="checkbox"/> Faculty</li> <li><input type="checkbox"/> Mentors</li> </ul>
	<p><b>End of Program:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate Survey for Program Improvement – CSPI (formerly Student Teaching Program Improvement Survey – STPIS) at Exit</li> </ul>	<p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biographical information</li> <li><input type="checkbox"/> Vitae and supporting documentation</li> <li><input type="checkbox"/> Candidate evaluations</li> <li><input type="checkbox"/> Performance reviews (annual, reviews for promotion, reviews for tenure, post-tenure review)</li> <li><input type="checkbox"/> Candidate evaluation of advising</li> </ul>

Type	Program Assessment	Unit Assessment
		<b>Resources:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Budget</li> <li><input type="checkbox"/> Facilities</li> <li><input type="checkbox"/> Technology</li> </ul>
<b>External</b>	<b>Candidate Performance:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regents' Examination</li> <li><input type="checkbox"/> Praxis I</li>   <li><input type="checkbox"/> Praxis II</li>   <li><input type="checkbox"/> MAT/GRE (Advanced only)</li>   <li><input type="checkbox"/> Candidate Observation Instrument (Mentor Evaluation – Initial teacher only)</li>   <li><input type="checkbox"/> Georgia AssessOnline</li> </ul>	<b>End of Program:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate Observation Instrument (mentors for initial candidates only)</li>   <li><input type="checkbox"/> Georgia AssessOnline</li> </ul> <hr/> <b>Graduates:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> First- or Second- Year Follow-up Survey (initial and advanced)</li> </ul> <hr/> <b>Employers:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Surveys of Employers of First- or Second- Year Graduates (initial teachers and other school personnel only)</li> </ul> <hr/> <b>Report of Progress Toward Meeting the Board of Regents' Principles</b>