



Branch Alliance
for Educator Diversity

VSU Individualized Transformation Plan

FOR THE BRANCH ALLIANCE FOR EDUCATOR DIVERSITY

Natalie M Kuhlmann

VALDOSTA STATE UNIVERSITY | 1500 N. PATTERSON STREET, VALDOSTA, GEORGIA 31698

DAVID COLE, APRIL DOYLE, JOYCE DEAN, ALEX ALVAREZ, AND ROYCE THOMAS
VALDOSTA CITY SCHOOLS | 1204 WILLIAMS STREET, VALDOSTA, GEORGIA 31601

GETTING STARTED

- This **document is formatted for printing landscape on legal (8 ½" X 14") paper**; printing on letter (8 ½" X 11") paper may shrink text. Enlarge text sections as needed before printing but be mindful of page breaks in the tables as you adjust.
- This document contains headings arranged by **Domains, Objectives, Outcomes and Indicators**
- Some **pages may appear blank** between indicators. This is intentional to control formatting and overflow; please **do not adjust**
- To jump to specific indicators in this document in **Microsoft Word** or online in **Word for the Web**, open the **Navigation Plane (Ctrl+F)**, click on **Headings**, then click the **Indicator**
- View the figure below for details on the section layout and how to populate this document with **Commitment Statements, Milestones, and Anticipated Evidence & Data Sources**

Institution		Domain	Objective X: Objective language will appear here (with an Objective Synopsis)	Outcome X: Outcome statements will appear here	
INSTRUCTIONAL KEY					
X1x □ Indicator					
Description of indicator appears here		MILESTONES		ANTICIPATED EVIDENCE & DATA SOURCES	
COMMITMENT STATEMENT: State the goals/targets you hope to achieve by end of year three of transformation.		BASELINE Indicate Baseline Rating (use Drop Menu Provided to Rate Baseline and Years) [Provide a rationale supporting your rating and refer to evidence if applicable.]		Use this space to list artifacts and data sources you will use to validate your rating/status in the rubric for each year.	
		YEAR 1 Forecast your EOY1 Rating [List the major activities you will implement in Year 1 towards your commitments. Use numbering to identify each major activity.]		Year 1 Evidence	
		YEAR 2 Forecast your EOY2 Rating [List the major activities you will implement in Year 2 towards your commitments. Use numbering to identify each major activity.]		Year 2 Evidence	
		YEAR 3 Forecast your EOY3 Rating [List the major activities you will implement in Year 3 towards your commitments. Use numbering to identify each major activity.]		Year 3 Evidence	
Domain X1x Transformation Progress Assessment	NOT YET STARTED “Haven’t begun” Elements of the indicator are not yet evident in the EPP.	DEVELOPING “Planning for it” Elements of the indicator are not evident, but implementation is in early development stage. “We are working on ...” <ul style="list-style-type: none">• Talking about it• Identifying needs• Building background knowledge• Collecting input• Building consensus and buy-in• Dismantling barriers...	EMERGING “Working on it” Implementation is evident, but elements of the indicator need further development/execution. “We are working on ...” <ul style="list-style-type: none">• Putting plans into action• Monitoring• Reviewing and Revising• Working on policies, structures, and cultural conditions for full implementation	SUSTAINING “Living it” Full implementation is evident with strong evidence. “We are working on ...” <ul style="list-style-type: none">• Establishing process and routine structures to ensure consistent implementation and fidelity• Getting to scale – moving beyond isolated implementation toward widespread execution	TRANSFORMATIONAL Shifting the paradigm” Continual innovation is leading to transformation. “We are working on ...” <ul style="list-style-type: none">• Not only sustaining but innovating, disrupting, thinking outside the box• Using evidence for continuous improvement



INSTITUTION

QUALITY

Objective A: Programming builds teacher candidate competency to meet the needs of students (Candidate Learning)

Outcome 1: There is a common understanding and tool for measuring teacher candidate competencies

A1a

Evidence of shared understanding of the competencies among preparation program administration, teacher educators, teacher candidates

Commitment Statement:

We will develop a shared understanding of the competencies among preparation program administration, teacher educators, and teacher candidates.

MILESTONES	
BASELINE DEVELOPING	
<ul style="list-style-type: none"> We host stakeholder meetings consisting of school principals, school teachers, program faculty, and teacher candidates to identify needs. We have started making changes based on the outcomes from these meetings. 	
YEAR 1 DEVELOPING	
<ul style="list-style-type: none"> Ensure a culturally and linguistically diverse (CLD) group of key stakeholders who reflect the demographics of the K-12 partnership and VSU candidate populations to develop a shared vision of teacher candidate competencies Set up regular and consistent meetings with stakeholders to identify needs. 	
YEAR 2 EMERGING	
<ul style="list-style-type: none"> Ensure competencies have an explicit diversity, equity, and inclusion focus and reflect skills and dispositions desired by partner schools 	
YEAR 3 SUSTAINING	
<ul style="list-style-type: none"> Develop and implement a process for routine calibration to ensure shared understanding of the competencies by new and existing stakeholders 	

ANTICIPATED EVIDENCE & DATA SOURCES
Year 1 Evidence
<ul style="list-style-type: none"> Documentation of collaborative activities focused on shared vision (e.g., a roster of participants, meeting recordings, meeting minutes)
Year 2 Evidence
<ul style="list-style-type: none"> List of competencies wherein diversity, equity, and inclusion are explicitly stated
Year 3 Evidence
<ul style="list-style-type: none"> Documentation of the process for routine calibration to ensure shared understanding of candidate competencies among stakeholders

Quality	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
---------	------------------------------------	---------------------------------	-----------------------------	---------------------------	---

<p>A1a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

A1b

Evidence of a tool for measuring program competencies (i.e., Instructional rubric)

MILESTONES

ANTICIPATED EVIDENCE & DATA SOURCES

Commitment Statement: We will develop and use a tool for measuring program competencies.	BASELINE NOT YET EVIDENT <ul style="list-style-type: none"> Current assessments measure candidates' mastery of state standards. Tools to measure candidates' mastery of the competencies desired by key stakeholders are yet to be determined since those competencies have not been developed. 	Year 1 Evidence <ul style="list-style-type: none"> Documentation of collaborative activities focused on shared vision (e.g., a roster of participants, meeting recordings, meeting minutes)
	YEAR 1 DEVELOPING <ul style="list-style-type: none"> Ensure a culturally and linguistically diverse (CLD) group of key stakeholders who reflect the demographics of the K-12 partnership and VSU candidate populations to develop a shared vision of teacher candidate competencies Set up regular and consistent meetings with stakeholders to identify needs. 	Year 2 Evidence <ul style="list-style-type: none"> A stand-alone instrument measuring competencies or a crosswalk detailing where the competencies are assessed if they are embedded throughout multiple assessments Assurance of instrument alignment with criteria for high quality rubrics Assurance of diversity, equity, and inclusion representation in the instrument(s)
	YEAR 2 EMERGING <ul style="list-style-type: none"> Develop or modify an instrument(s) to assess candidate competencies determined in A1a Align the instrument(s) with criteria for high quality rubrics Ensure that values about diversity, equity, and inclusion are represented in the instrument(s) 	Year 3 Evidence <ul style="list-style-type: none"> Documentation of a formative longitudinal process for assessing the competencies (e.g., an assessment chart showing evaluation of candidate competencies happening throughout the arc of candidate experience)
	YEAR 3 SUSTAINING <ul style="list-style-type: none"> Ensure a formative process for assessing the competencies (i.e., evaluation occurring as a continuous process as opposed to a one-time, summative process) 	

	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
Quality A1b	Elements of the indicator are not yet evident in the EPP.	Elements of the indicator are not evident, but implementation is in early development stage. "We are working on ..." <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	Implementation is evident, but elements of the indicator need further development/execution. "We are working on ..." <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	Full implementation is evident with strong evidence. "We are working on ..." <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	Continual innovation is leading to transformation. "We are working on ..." <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

A1c

<p>Evidence that program components (e.g., coursework, clinical experience) prepare candidates with strategies to address racial, ethnic, linguistic, and other differences</p>	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> We have created a college diversity plan. However, the implementation of diversity plan has not taken place. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Identify the competencies that align with meeting the needs of students from diverse backgrounds. <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Conduct a curriculum audit to identify the extent to which those competencies are embedded across program of study. <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Revise your curriculum to address any gaps identified in the audit 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> List of competencies pertaining to teaching students from diverse backgrounds <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Curriculum audit <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Documentation of revisions
<p>Commitment Statement: We will prepare candidates with strategies to address racial, ethnic, linguistic, and other differences.</p>		

Quality A1c	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

INSTITUTION

QUALITY

Objective A: Programming builds teacher candidate competency to meet the needs of students (Candidate Learning)

Outcome 2: Programming provides opportunities for teacher candidates to develop, practice, and demonstrate competencies, including content and pedagogical knowledge and skills that promote learning for all students

A2a

Evidence of clinical experiences that provide these opportunities (e.g., high quality clinical supervision, formative/summative assessment, multiples sources of feedback about candidate performance, frequent feedback cycles, performance assessments)

Commitment Statement:

We will provide clinical experiences that provide opportunities to build teacher candidate competencies to meet the needs of students (e.g., high quality clinical supervision, formative/summative assessment, multiples sources of feedback about candidate performance, frequent feedback cycles, performance assessments)

MILESTONES

BASELINE | EMERGING

- We offer scaffolded clinical experiences where teacher candidates are placed with a mentor teacher in diverse settings and assessed on competencies.

YEAR 1 | EMERGING

- Provide diverse settings for clinical experiences
- Ensure that tools/instruments used to assess candidate performance align with the tenets of equitable teaching
- Establish a process for onboarding mentor teachers

YEAR 2 | EMERGING

- Develop a systematic feedback cycle that provides candidates opportunities to reflect, set goals, and attempt improvements based on feedback from multiple people at multiple points in time.
- Implement with one program to test parameters.

YEAR 3 | SUSTAINING

- Implement a systematic feedback cycle that provides candidates opportunities to reflect, set goals, and attempt improvements based on feedback from multiple people at multiple points in time

ANTICIPATED EVIDENCE & DATA SOURCES

Year 1 Evidence

- A documented process for strategic placement of candidates in clinicals (e.g., in clinical experience handbook)
- A documented process for onboarding mentor teachers
- Description of clinical experiences (e.g., length, settings, candidate roles and responsibilities)
- Candidate performance assessment tool(s) aligned with the tenets of equitable teaching

Year 2 Evidence

- A documented feedback cycle that provides candidates opportunities to reflect, set goals, and attempt improvements based on feedback from multiple people at multiple points in time

Year 3 Evidence

- Examples of feedback provided to candidates based on feedback from multiple persons at multiple points in time

Quality

NOT YET STARTED
“Haven’t begun”

DEVELOPING
“Planning for it”

EMERGING
“Working on it”

SUSTAINING
“Living it”

TRANSFORMATIONAL
“Shifting the paradigm”

<p>A2a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

A2b

Evidence of curricula and coursework that provide these opportunities (e.g., modeling, opportunity to apply new learning in classroom settings, formative/summative assessment of candidate application)

<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> ● Programs are currently identifying, revising, and developing key coursework strategies and activities that ensure teacher candidates have opportunities to develop, practice, and demonstrate competencies

<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p>
--

<p>Commitment Statement: We will provide modeling and opportunities for candidates to apply new learning in classroom settings, with formative/summative assessments</p>	<ul style="list-style-type: none"> Some programs have started looking into diverse approaches for candidates to apply new learning such as mixed reality simulations to incorporate across the programs. Some programs use analysis of videos. All programs have live observations during clinicals and some programs have live observations before clinicals. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Review coursework to understand where candidates see effective teaching being modelled (e.g., by their instructors or through mixed reality simulations, analysis of videos, live observation) and make necessary improvements, as needed <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Ensure that candidates have opportunities to engage in carefully planned and scaffolded experiences to practice teaching and develop their craft before they begin clinicals. (e.g., microteaching, mixed reality simulations, case-based instruction, reciprocal teaching, lesson study, peer teaching, fieldwork) <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Ensure candidates are assessed and provided feedback as they apply learning in low-risk environments in all programs. 	<ul style="list-style-type: none"> Sample activities/assignments that provide opportunities for candidates to see effective and equitable teaching being modelled <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Documentation of practice opportunities provided before clinicals (e.g., a map/matrix of beginning, middle, and late in program practice experiences, sample assignments) <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Sample formative feedback provided to candidates, as well as their subsequent reflection, goal setting, and revisions (all deidentified)
---	---	---

Quality A2b	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

A2c

Evidence that K-12 curricula is used in coursework and clinical experience

Commitment Statement:
We will ensure K-12 curricula is used in coursework and clinical experience.

MILESTONES	
BASELINE DEVELOPING	
<ul style="list-style-type: none"> We have some programs using K12 curricula while other programs are not. 	
YEAR 1 DEVELOPING	
<ul style="list-style-type: none"> Identify courses that already develop candidates’ understanding of: <ul style="list-style-type: none"> PK-12 college and career ready standards Policies, technologies, systems, and processes used in the districts (e.g., curriculum policies, grading methods, data dashboards, assessments, apps, and tools to develop individualized education plans, etc.) <p>AND/OR develop candidates’ ability to:</p> <ul style="list-style-type: none"> Use district curriculum Analyze and critique PK-12 curriculum materials (e.g., for equitable representation, alignment with standards) Adapt/supplement curriculum materials Design or revise PK-12 curricula 	
YEAR 2 EMERGING	
<ul style="list-style-type: none"> Ensure that at least half of the programs have course(s) that develop candidates’ understanding and ability to complete the above items. 	
YEAR 3 SUSTAINING	
<ul style="list-style-type: none"> Ensure at least 75% of programs have course(s) that develop candidates understanding and ability to complete the above items. 	

ANTICIPATED EVIDENCE & DATA SOURCES	
Year 1 Evidence	
<ul style="list-style-type: none"> List of courses and/or clinical experiences that provide candidates practice opportunities with what is taught and used in PK-12 settings 	
Year 2 Evidence	
<ul style="list-style-type: none"> Sample assignments, activities, and/or (deidentified) student work samples (evidence should pertain to the bullet points on left) Updated List of courses and/or clinical experiences that provide candidates practice opportunities with what is taught and used in PK-12 settings 	
Year 3 Evidence	
<ul style="list-style-type: none"> Sample assignments, activities, and/or (deidentified) student work samples (evidence should pertain to the bullet points on left) Updated List of courses and/or clinical experiences that provide candidates practice opportunities with what is taught and used in PK-12 settings 	

Quality	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
----------------	---	--	------------------------------------	----------------------------------	--

<p>A2c</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

A2d

<p>Evidence of quality control “gates” that use assessments of candidate knowledge, skills, dispositions to inform candidate advancement from one stage to another</p>	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> We have transition points in the programs that use assessments of candidate knowledge, skills, dispositions to inform candidate advancement from one stage to another but this is applied inconsistently across programs and candidates <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Identify specific transition points with corresponding assessments (for content, pedagogy, dispositions) to signify candidate advancement Identify biases that may be present in the transition points and impact advancement of candidates from various demographics and/or backgrounds <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Address biases that may be present in the transition points and impact advancement of candidates from various demographics and/or backgrounds Ensure that the transition points are transparent to candidates and teacher educators <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Articulate a remedial process that involves implementing plans/interventions when a candidate does not perform at the level required to progress to the next phase of their program 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> Documentation of transition points with corresponding assessments <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Documentation of actions taken to address biases (if identified) in transition points Evidence of transparency in communicating transition points (e.g., communication plans, orientations) <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Documentation of a process for intervention Sample remediation plan (deidentified)
<p>Commitment Statement: We will use quality control “gates” that use assessments of candidate knowledge, skills, dispositions to inform candidate advancement from one stage to another</p>		

Quality A2d	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

TPP STRENGTHS	TPP AREAS OF IMPROVEMENT	REQUESTED SUPPORTS
<p><i>What are your program’s strengths aligned to this objective’s outcomes?</i></p>	<p><i>What are your program’s areas of improvement aligned to this objective’s outcomes?</i></p>	<p><i>What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective’s indicators?</i></p>
<ul style="list-style-type: none"> ● We have protocols to measure competencies: <ul style="list-style-type: none"> ● GACE Content ● CAPS ● PBDA ● We require diverse settings for clinical experiences ● We have many opportunities for field experiences before clinical practice ● Nearly all faculty have experiences in PK 12 settings ● We conduct occasional stakeholder meetings consisting of school administration, teachers, program faculty, and teacher candidates. ● We currently use assessments which measure teacher candidates’ mastery of state standards. ● We have a diversity plan. ● We offer scaffolded clinical experiences where teacher candidates are placed with a mentor teacher in diverse settings and assessed on competencies. ● We offer live observations and video observations during clinicals and some programs have live observations before clinicals. ● We have access to virtual reality simulations to teacher candidates. ● We have some programs using K12 Curricula. ● We have transition points in the programs that use assessments of candidate knowledge, skills, dispositions to inform candidate advancement from one stage to another but this is applied inconsistently across programs and candidates. 	<ul style="list-style-type: none"> ● Transition points for candidates need to be better defined ● We need to develop and implement a process for routine calibration to ensure shared understanding of the competencies by new and existing stakeholders. ● We need to ensure our programs have a formative process for assessing the competencies. ● We need to revise our curriculum to address any gaps discovered in the planned audit. ● We need to implement a systematic feedback cycle that provides candidates opportunities to reflect, set goals, and attempt improvements based on feedback from multiple people at multiple points in time. ● We need to ensure candidates are assessed and provided feedback as they apply learning in low-risk environments in all programs. ● We need to articulate a remedial process that involves implementing plans/interventions when a candidate does not perform at the level required to progress to the next phase of their program. ● We need to ensure at least 75% of programs have course(s) that develop candidates understanding and ability to complete the following: <ol style="list-style-type: none"> 1. PK-12 college and career ready standards 2. Policies, technologies, systems, and processes used in the districts (e.g., curriculum policies, grading methods, data dashboards, assessments, apps, and tools to develop individualized education plans, etc.) 3. Use district curriculum 4. Analyze and critique PK-12 curriculum materials (e.g., for equitable representation, alignment with standards) 5. Adapt/supplement curriculum materials 6. Design or revise PK-12 curricula 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input checked="" type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input type="checkbox"/> Coaching <input type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input type="checkbox"/> Thought partnership and capacity building <input checked="" type="checkbox"/> Professional Development and Community Building <input type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

INSTITUTION

QUALITY

Objective B: Program demonstrates commitment to using data for continuous improvement (Data Use)

Outcome 1: The teacher preparation program systematically collects, analyzes, and uses teacher candidate performance data, K-12 school system feedback, and graduate data (attitudinal, observational, outcome) to make instructional and programmatic decisions

B1a

Evidence that teacher preparation program uses information about teacher candidate performance to assess needs, deploy and gauge effectiveness of supports, and reallocate resources at every level

Commitment Statement:
We will ensure our teacher preparation program uses information about teacher candidate performance to assess needs, deploy and gauge effectiveness of supports, and reallocate resources at every level.

MILESTONES			
BASELINE NOT YET EVIDENT			
<ul style="list-style-type: none"> We are starting conversations about looking at data and identifying what data we want to collect for each program. We collect some candidate performance data for behavior and pedagogy, but it is not disaggregated. As we are supporting candidates, we are looking at performance data informally. 			
YEAR 1 DEVELOPING			
<ul style="list-style-type: none"> Conduct a data inventory to list all types of candidate performance data currently available and develop a plan to obtain any additional data needed Select specific data points (from the inventory) that will be utilized for identification of support needs 			
YEAR 2 EMERGING			
<ul style="list-style-type: none"> Gather, analyze, and discuss aggregated and disaggregated data (e.g., disaggregated by race, ethnicity, language, gender, ability, income-level and other key background factors) Based on analysis, identify areas in need of support Decide and implement the support(s) that may yield the best outcomes 			
YEAR 3 SUSTAINING			
<ul style="list-style-type: none"> Continue to gather, analyze, and discuss aggregated and disaggregated data (e.g., disaggregated by race, ethnicity, language, gender, ability, income-level and other key background factors) Based on analysis, identify areas in need of support Decide and implement the support(s) that may yield the best outcomes 			

ANTICIPATED EVIDENCE & DATA SOURCES	
Year 1 Evidence	
<ul style="list-style-type: none"> Data Inventory 	
Year 2 Evidence	
<ul style="list-style-type: none"> Evidence of ongoing discussions regarding the analysis/findings (e.g., a schedule for ongoing data conversations and notes/agendas/recordings from those conversations) Documentation of how analysis of candidate performance data led to identification and allocation of supports focused on equity 	
Year 3 Evidence	
<ul style="list-style-type: none"> Documentation of how analysis of candidate performance data led to identification and allocation of supports focused on equity Documentation of how analysis of candidate performance data led to identification and allocation of supports focused on equity 	

Quality	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
---------	------------------------------------	---------------------------------	-----------------------------	---------------------------	---

B1a	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

B1b

<p>The organization uses its data and research capacity to test the impact of its programming, compare the results with alternatives, and build a body of evidence for what works</p>	<p>MILESTONES</p> <p>BASELINE NOT YET EVIDENT</p>	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p>
		<p>Year 1 Evidence</p>

<p>Commitment Statement: We will use our data and research capacity to test the impact of its programming, compare the results with alternatives, and build a body of evidence for what works.</p>	<ul style="list-style-type: none"> We are starting conversations about looking at data and identifying what data we want to collect for each program. We collect some candidate performance data for behavior and pedagogy, but it is not disaggregated. We have not started looking at the impacts or comparing results. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Work on the milestones identified for Y1 in B1a to build the infrastructure for implementation <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Work on the milestones identified for Y2 in B1a to build the infrastructure for implementation <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Assess the impact of supports implemented in B1a, comparing performance before and after the supports Draw preliminary conclusions and develop some next steps 	<ul style="list-style-type: none"> Data Inventory <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Evidence of ongoing discussions regarding the analysis/findings (e.g., a schedule for ongoing data conversations and notes/agendas/recordings from those conversations) Documentation of how analysis of candidate performance data led to identification and allocation of supports focused on equity <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Evidence of ongoing discussions regarding the analysis/findings (e.g., a schedule for ongoing data conversations and notes/agendas/recordings from those conversations) Documentation of how the efficacy of the supports and next steps were shared with program leadership, faculty, and key stakeholders within and beyond the EPP 			
Quality	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"

B1b	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

B1c

<p>Evidence of instructional and program changes directly tied to data</p>	<p>MILESTONES</p>		<p>ANTICIPATED EVIDENCE & DATA SOURCES</p>
<p>Commitment Statement: We will make instructional and program changes directly tied to data</p>	<p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> ● We have started having programs meet to identify data they can collect in order to make instructional and program changes. Some programs have started collecting data whereas others are still identifying potential data. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> ● Engage in an ongoing process of inquiry focused on continuous improvement ● Document and implement changes <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> ● Engage in an ongoing process of inquiry focused on continuous improvement ● Document and implement changes <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> ● Engage in an ongoing process of inquiry focused on continuous improvement ● Document and implement changes 		<p>Year 1 Evidence</p> <ul style="list-style-type: none"> ● Documentation of ongoing process of inquiry ● Documentation of changes implemented (e.g., a table displaying data, results, and actions) <p>Year 2 Evidence</p> <ul style="list-style-type: none"> ● Documentation of ongoing process of inquiry ● Documentation of changes implemented (e.g., a table displaying data, results, and actions) <p>Year 3 Evidence</p> <ul style="list-style-type: none"> ● Documentation of ongoing process of inquiry ● Documentation of changes implemented (e.g., a table displaying data, results, and actions)

Quality B1c	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement

B1d

Evidence that data is widely shared and widely deployed to teacher educators to inform instruction and used, as needed, to make programmatic changes	MILESTONES BASELINE EMERGING	ANTICIPATED EVIDENCE & DATA SOURCES Year 1 Evidence
---	--	---

<p>Commitment Statement: We will share data widely to teacher educators to inform instruction and used, as needed, to make programmatic changes</p>	<ul style="list-style-type: none"> We have an office that shares aggregate, program-level data each year but the mechanism for this sharing has changed and has not been figured out yet. <p>YEAR 1 EMERGING</p> <ul style="list-style-type: none"> Identify a process for systematic dissemination of data to a broad base of teacher educators Engage in an ongoing process of inquiry focused on continuous improvement Document and implement changes <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Create opportunities for teacher educators to explore data together and make recommendations for program improvement Engage in an ongoing process of inquiry focused on continuous improvement Document and implement changes <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Engage in an ongoing process of inquiry focused on continuous improvement Document and implement changes 	<ul style="list-style-type: none"> A documented process for systematic dissemination of data to a broad base of stakeholders (e.g., a data flowchart, matrix, or narrative detailing data collection, analysis, and dissemination process) <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Documentation of data conversations (e.g., a schedule for ongoing data conversations and notes/agendas/recordings from those conversations). <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Examples of changes as a result of data sharing (e.g., a table displaying data, results, and actions)
--	--	--

Quality B1d	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

B2a

<p>Evidence that the teacher preparation program certifies and periodically calibrates evaluators</p>	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> The program faculty meet together to work toward reliability but an EPP-level training is inconsistently offered. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Work with evaluators to develop a documented plan and process for engaging new and returning evaluators in regular calibration exercises that address any potential bias. Identify the instruments for calibration. Identify the evaluators assigned to score those instruments. <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Implement, document, and report calibration exercises <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Ensure that multiple perspectives (evaluators) are engaged in the calibration exercises. The calibration and instruments are evaluated on a documented timeline. Evaluate and revise instruments as needed to ensure potential biases are addressed in calibration exercises. 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> Develop a plan for calibration identify the instruments and evaluator roles <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Documentation of calibration sessions and attendance <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Roster of who completed the calibration activity
<p>Commitment Statement: We will ensure our teacher preparation program certifies and periodically calibrates evaluators</p>		

Quality B2a	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

B2b

Evidence that the teacher preparation program uses multiple measures to monitor candidate performance

Commitment Statement:
We will ensure the teacher preparation program uses multiple measures to monitor candidate performance

MILESTONES	
BASELINE EMERGING	
<ul style="list-style-type: none"> All teacher programs use a few valid measures to monitor candidate performance over time but the reliability is not strong and program assessments are not usually valid or reliable. We have identified some assessments with thresholds for pass/fail to monitor candidates' content and pedagogical knowledge and dispositions 	
YEAR 1 EMERGING	
<ul style="list-style-type: none"> We will identify and document all program and EPP assessments used to monitor candidates' content and pedagogical knowledge and dispositions Ensure that those assessments occur across the entire program of study and over time 	
YEAR 2 EMERGING	
<ul style="list-style-type: none"> Identify and document the plan to conduct validity and reliability checks for EPP-created assessments 	
YEAR 3 SUSTAINING	
<ul style="list-style-type: none"> Conduct validity and reliability checks for EPP-created assessments 	

ANTICIPATED EVIDENCE & DATA SOURCES	
Year 1 Evidence	
<ul style="list-style-type: none"> what assessments are used and when thresholds for passing/failing 	
Year 2 Evidence	
<ul style="list-style-type: none"> identify and document a process for validity and reliability of EPP-created assessments 	
Year 3 Evidence	
<ul style="list-style-type: none"> validity and reliability check of EPP-created assessments 	

Quality B2b	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL Shifting the paradigm"
	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

INSTITUTION	QUALITY	<i>Objective B: Program demonstrates commitment to using data for continuous improvement (Data Use)</i>	<i>Outcome 3: The teacher preparation program systematically measures the fidelity of program implementation and assesses whether key program features correlate to desired outcomes</i>
--------------------	----------------	---	--

B3a

Evidence of monitoring to ensure the program is administered with fidelity	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> Some programs have developed consistency with program objectives and procedures but others are very compartmentalized. Few programs have faculty who have collaboratively reviewed programs of study to determine objectives, outcomes, procedures, and performance. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> We will identify program objectives and procedures across courses, clinical placements, semesters, and program of study <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> We will identify a process for monitoring fidelity in program objectives and procedures across programs. <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> We will implement the process to monitor fidelity. 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> A matrix will be developed for each program on objectives and outcomes across courses. <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Process for monitoring fidelity in program objectives and procedures across programs <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Examples of measures used to monitor fidelity (e.g., syllabi for multi-section courses, student learning outcomes, etc.) and a plan to adjust measures if needed.
<p>Commitment Statement: We will monitor and ensure the program is administered with fidelity</p>		

Quality B3a	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL Shifting the paradigm”
		<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution

B3b

<p>Evidence that the teacher preparation program correlates program features to desired outcomes</p>	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> We create a document annually that involves an alignment to 2-4 student learning outcomes and an analysis of those performance results but the outcomes don't always align with teacher preparation outcomes or state review requirements. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Identify the desired outcomes that should exist within each of the programs of study for teacher programs <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Evaluate program features (coursework, field experiences, practicum) that are already in place for the desired outcomes identified in Year 1 to identify any gaps within each program. <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Design a plan of action to resolve the gaps identified in Year 2. 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> Documentation of the desired outcomes <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Documentation of findings showing associations between outcomes and program features/attributes <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Documentation of plan of action between outcomes and program features/attributes
---	--	--

<p>Quality B3b</p>	<p>NOT YET STARTED "Haven't begun"</p>	<p>DEVELOPING "Planning for it"</p>	<p>EMERGING "Working on it"</p>	<p>SUSTAINING "Living it"</p>	<p>TRANSFORMATIONAL "Shifting the paradigm"</p>
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

B3c

<p>Evidence that the teacher preparation program uses information about fidelity to inform program improvement efforts</p>	<p>MILESTONES BASELINE DEVELOPING</p> <ul style="list-style-type: none"> Some programs have developed consistency with program objectives and procedures but others are very compartmentalized. Few programs have faculty who have collaboratively reviewed programs of study to determine objectives, outcomes, procedures, and performance. 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p>
<p>Commitment Statement: We will ensure the teacher preparation program uses information about fidelity to inform program improvement efforts</p>	<p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Work on the milestones identified for Y1 in B3a to build the infrastructure for implementation <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Work on the milestones identified for Y2 in B3a to build the infrastructure for implementation <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Disseminate the set of criteria from B3a used for assessing the current fidelity of programs Ensure programs have a defined method of ensuring fidelity in their programs systematically 	<p>Year 1 Evidence</p> <ul style="list-style-type: none"> A matrix will be developed for each program on objectives and outcomes across courses. <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Process for monitoring fidelity in program objectives and procedures across programs <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Share documentation of sustainable efforts toward a review of program fidelity

<p>Quality B3c</p>	<p>NOT YET STARTED “Haven’t begun”</p>	<p>DEVELOPING “Planning for it”</p>	<p>EMERGING “Working on it”</p>	<p>SUSTAINING “Living it”</p>	<p>TRANSFORMATIONAL Shifting the paradigm”</p>
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

INSTITUTION	QUALITY	Objective B: Program demonstrates commitment to using data for continuous improvement (Data Use)
--------------------	----------------	---

TPP STRENGTHS	TPP AREAS OF IMPROVEMENT	REQUESTED SUPPORTS
What are your program's strengths aligned to this objective's outcomes?	What are your program's areas of improvement aligned to this objective's outcomes?	What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective's indicators?
<ul style="list-style-type: none"> ● We are starting conversations about looking at data and identifying what data we want to collect for each program. We collect candidate performance data on content and pedagogical knowledge as well as teacher dispositions but data are not disaggregated. ● We examine performance data informally throughout the teacher candidates' program. ● We have started having programs meet to identify data they can collect in order to make instructional and program changes. Some programs have started collecting data whereas others are still identifying potential data. ● We have an office that shares aggregate, program-level data each year but the mechanism for this sharing has changed and has not been figured out yet. ● The program faculty meet together to work toward reliability but an EPP-level training is inconsistently offered. ● All teacher programs use a few valid measures to monitor candidate performance over time but the reliability is not strong and program assessments are not usually valid or reliable. ● We have identified some assessments with thresholds for pass/fail to monitor candidates' content and pedagogical knowledge and dispositions. ● Some programs have developed consistency with program objectives and procedures but others are very compartmentalized. Few programs have faculty who have collaboratively reviewed programs of study to determine objectives, outcomes, procedures, and performance. ● We create a document annually that involves an alignment to 2-4 student learning outcomes and an analysis of those performance 	<ul style="list-style-type: none"> ● We need to continue to gather, analyze, and discuss aggregated and disaggregated data (e.g., disaggregated by race, ethnicity, language, gender, ability, income-level and other key background factors) ● We need to identify areas in need of support based on data analysis. ● We need to decide and implement the support(s) that may yield the best outcomes. ● We need to assess the impact of supports implemented in B1a, comparing performance before and after the supports. ● We need to solidify the way we engage in an ongoing process of inquiry focused on continuous improvement. ● We need to do a better job documenting and implementing changes. ● We need to design a plan of action to resolve the gaps identified in Year 2. ● We need to ensure that multiple perspectives (evaluators) are engaged in the calibration exercises. ● We need to evaluate the calibration of instruments on a documented timeline. ● We need to evaluate and revise instruments as needed to ensure potential biases are addressed in calibration exercises. ● We need to conduct more widespread validity and reliability checks for EPP-created assessments. ● We need to ensure programs have a defined method of ensuring fidelity in their programs systematically. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input checked="" type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input checked="" type="checkbox"/> Coaching <input type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input type="checkbox"/> Thought partnership and capacity building <input type="checkbox"/> Professional Development and Community Building <input checked="" type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input checked="" type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input checked="" type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

results but the outcomes don't always align with teacher preparation outcomes or state review requirements.		
---	--	--

INSTITUTION	QUALITY	<i>Objective C: Program ensures teacher educators are effective (Teacher Educator Effectiveness)</i>	<i>Outcome 1: The teacher preparation program sets expectations for effective teaching for teacher educators</i>
--------------------	----------------	--	--

C1a

Evidence of shared understanding of teacher educator competencies (e.g., teacher educator framework)	MILESTONES			ANTICIPATED EVIDENCE & DATA SOURCES
Commitment Statement: We will ensure a shared understanding of teacher educator competencies	BASELINE DEVELOPING			Year 1 Evidence
	<ul style="list-style-type: none"> There are structured minimum requirements for teacher educator clinical practice supervisors which are met. However, non-clinical practice supervisors do not have an identified set of competencies. EPP faculty are hired using baseline criteria. We have required office hours, syllabi, and other similar requirements. We have not identified specific competencies of what teacher educators should know and be able to do. 			<ul style="list-style-type: none"> Documentation of collaborative activities focused on developing or revising teacher educator competencies (e.g., a roster of participants, meeting recording, meeting minutes)
	YEAR 1 DEVELOPING			Year 2 Evidence
	<ul style="list-style-type: none"> Engage a diverse group(s) of key stakeholders (i.e., EPP and A&S faculty, school-based teachers, candidates) in a participatory process to develop new or revise existing teacher educator competencies. 			<ul style="list-style-type: none"> List of competencies wherein diversity, equity, and inclusion are explicitly stated
YEAR 2 EMERGING			Year 3 Evidence	
<ul style="list-style-type: none"> Ensure that the competencies have an explicit diversity, equity, and inclusion focus. 				
YEAR 3 SUSTAINING			<ul style="list-style-type: none"> Documentation of the process for routine calibration to ensure shared understanding of teacher educator competencies 	
<ul style="list-style-type: none"> Develop and implement a process for routine calibration to ensure shared understanding of the competencies by new and existing teacher educators. 				

Quality	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
---------	------------------------------------	---------------------------------	-----------------------------	---------------------------	---

C1a	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

INSTITUTION	QUALITY	<i>Objective C: Program ensures teacher educators are effective (Teacher Educator Effectiveness)</i>	<i>Outcome 2: The teacher preparation program systematically provides feedback to teacher educators</i>
--------------------	----------------	--	---

<p>C2a</p> <p>Evidence that feedback protocols and instruments (e.g., observation and evaluation tools) are aligned to competencies of effective teacher educators</p>	<p>MILESTONES</p> <p>BASELINE NOT YET EVIDENT</p>	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p>
---	---	--

<p>Commitment Statement: We will ensure that feedback protocols and instruments (e.g., observation and evaluation tools) are aligned to competencies of effective teacher educators.</p>	<ul style="list-style-type: none"> • The assessment office disseminates clinical practice evaluation data to clinical practice supervisors annually. These evaluations are completed by candidates. Mentor teachers in clinical practice are evaluated in clinical practice as well by candidates. These evaluations are not aligned to competencies. • We have not articulated specific DEI-focused competencies for our EPP faculty or teacher educators. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> • Engage a diverse group(s) of key stakeholders (i.e., EPP and A&S faculty, school-based teachers, candidates) in a participatory process to develop new or revise existing teacher educator competencies <p>YEAR 2 DEVELOPING</p> <ul style="list-style-type: none"> • In collaboration with stakeholders, develop new or revise existing feedback instrument(s) and protocol(s) that directly assess the teacher educator competencies developed in C1a <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> • Pilot the new instrument and revise as needed based on the results. 	<ul style="list-style-type: none"> • Documentation of collaborative activities focused on developing or revising teacher educator competencies (e.g., a roster of participants, meeting recording, meeting minutes) <p>Year 2 Evidence</p> <ul style="list-style-type: none"> • Evidence of stakeholder engagement in development or revision of feedback protocols and instruments that directly assess the teacher educator competencies developed in C1a • New or revised feedback instrument <p>Year 3 Evidence</p> <ul style="list-style-type: none"> • Documentation of piloting process.
---	---	---

Quality C2a	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	Elements of the indicator are not yet evident in the EPP.	Elements of the indicator are not evident, but implementation is in early development stage. “We are working on ...” <ul style="list-style-type: none"> • Talking about it • Identifying needs • Building background knowledge • Collecting input • Building consensus and buy-in • Dismantling barriers • Planning actions • Answering what, where, who, when, and how • Designing the infrastructure for implementation 	Implementation is evident, but elements of the indicator need further development/execution. “We are working on ...” <ul style="list-style-type: none"> • Putting plans into action • Monitoring • Reviewing and revising • Working on policies, structures, and cultural conditions for full implementation 	Full implementation is evident with strong evidence. “We are working on ...” <ul style="list-style-type: none"> • Establishing process and routine structures to ensure consistent implementation and fidelity • Getting to scale – moving beyond isolated implementation toward widespread execution 	Continual innovation is leading to transformation. “We are working on ...” <ul style="list-style-type: none"> • Not only sustaining but innovating, disrupting, thinking outside the box • Using evidence for continuous improvement

C2b

<p>Evidence that all teacher educators have frequent opportunities to receive feedback on their instructional practice</p>	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> The assessment office disseminates clinical practice evaluation data to clinical practice supervisors annually. These evaluations are completed by candidates. Mentor teachers in clinical practice are evaluated in clinical practice as well by candidates. These evaluations are not aligned to competencies. EPP faculty receive feedback from students using a university-wide Student Opinion of Instruction survey, but these surveys do not align to DEI-focused competencies. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Engage a diverse group(s) of key stakeholders (i.e., EPP and A&S faculty, school-based teachers, candidates) in a participatory process to develop new or revise existing teacher educator competencies. <p>YEAR 2 DEVELOPING</p> <ul style="list-style-type: none"> In collaboration with stakeholders, develop new or revise existing feedback instrument(s) and protocol(s) that directly assess the teacher educator competencies developed in C1a <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Design a process to systematize teacher educators’ feedback on their instructional practice based on the competencies 				<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> Documentation of collaborative activities focused on developing or revising teacher educator competencies (e.g., a roster of participants, meeting recording, meeting minutes) <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Evidence of stakeholder engagement in development or revision of feedback protocols and instruments that directly assess the teacher educator competencies developed in C1a New or revised feedback instrument <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Documentation of the systematic process An anonymous example of feedback provided to a teacher educator
<p>Quality C2b</p>	<p>NOT YET STARTED “Haven’t begun”</p>	<p>DEVELOPING “Planning for it”</p>	<p>EMERGING “Working on it”</p>	<p>SUSTAINING “Living it”</p>	<p>TRANSFORMATIONAL “Shifting the paradigm”</p>
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

C2c

Evidence that multiple sources of information are used to assess teacher educator effectiveness and to provide targeted support

Commitment Statement:
We will ensure that multiple sources of information are used to assess teacher educator effectiveness and to provide targeted support.

MILESTONES	
BASELINE DEVELOPING	
<ul style="list-style-type: none"> We provide targeted professional development each semester but we do not have multiple sources used to assess teacher educator effectiveness. 	
YEAR 1 DEVELOPING	
<ul style="list-style-type: none"> Engage a diverse group(s) of key stakeholders (i.e., EPP and A&S faculty, school-based teachers, candidates) in a participatory process to develop new or revise existing teacher educator competencies. 	
YEAR 2 DEVELOPING	
<ul style="list-style-type: none"> In collaboration with stakeholders, develop new or revise existing feedback instrument(s) and protocol(s) that directly assess the teacher educator competencies developed in C1a 	
YEAR 3 SUSTAINING	
<ul style="list-style-type: none"> Design a process to use findings from those measures to identify targeted professional development for teacher educators 	

ANTICIPATED EVIDENCE & DATA SOURCES	
Year 1 Evidence	
<ul style="list-style-type: none"> Documentation of collaborative activities focused on developing or revising teacher educator competencies (e.g., a roster of participants, meeting recording, meeting minutes) 	
Year 2 Evidence	
<ul style="list-style-type: none"> Evidence of stakeholder engagement in development or revision of feedback protocols and instruments that directly assess the teacher educator competencies developed in C1a New or revised feedback instrument 	
Year 3 Evidence	
<ul style="list-style-type: none"> Process design created to use findings 	

Quality	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
---------	------------------------------------	---------------------------------	-----------------------------	---------------------------	---

C2c	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-----	---	--	--	---	--

INSTITUTION	QUALITY	<p><i>Objective C: Program ensure teacher education</i></p> <p><i>Outcome 3: The teacher at preparation program delivers high or quality PD based on teachers' needs, teacher candidate performance, and program completion performance</i></p>
-------------	---------	--

		eff ec tiv e (T ea ch er Ed uc at or Eff ec tiv en es s)	
--	--	--	--

C3a

Evidence that teacher preparation program provides relevant support to all teacher educators	MILESTONES	ANTICIPATED EVIDENCE & DATA SOURCES
Commitment Statement: We will ensure that teacher preparation program provides relevant support to all teacher educators.	BASELINE DEVELOPING <ul style="list-style-type: none"> We provide targeted professional development each semester but it does not relate to the effectiveness measures within C2c. 	Year 1 Evidence <ul style="list-style-type: none"> Documentation of the planned professional development and the rationale for the topics/methods.
	YEAR 1 DEVELOPING <ul style="list-style-type: none"> Plan professional development addressing trends, problems of practice, tools and resources that promote equitable learning experiences for all students. 	Year 2 Evidence <ul style="list-style-type: none"> Documentation of the professional development provided (e.g., PD calendar, list of PD events/topics, PD event flyers, roster of participants, etc.) Professional Development Plan
	YEAR 2 EMERGING <ul style="list-style-type: none"> Deliver professional development addressing trends, problems of practice, tools and resources that promote equitable learning experiences for all students Develop a plan to design and deliver regular professional development based on C2 data indicators. 	Year 3 Evidence <ul style="list-style-type: none"> Documentation of the professional development provided (e.g., PD calendar, list of PD events/topics, PD event flyers, roster of participants, etc.)
	YEAR 3 SUSTAINING <ul style="list-style-type: none"> Design and deliver professional development addressing trends, problems of practice, tools and resources that promote equitable learning experiences for all students 	

	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
Quality C3a	Elements of the indicator are not yet evident in the EPP.	Elements of the indicator are not evident, but implementation is in early development stage. “We are working on ...” <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	Implementation is evident, but elements of the indicator need further development/execution. “We are working on ...” <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	Full implementation is evident with strong evidence. “We are working on ...” <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	Continual innovation is leading to transformation. “We are working on ...” <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement

C3b

Evidence that the preparation program assesses the quality of its professional development (e.g., participant survey, PD observations)	MILESTONES	ANTICIPATED EVIDENCE & DATA SOURCES
	BASELINE NOT YET EVIDENT	Year 1 Evidence

<p>Commitment Statement: We will ensure that the preparation program assesses the quality of its professional development (e.g., participant survey, PD observations)</p>	<ul style="list-style-type: none"> Occasionally, the office that offers educator professional development distributes a survey to attendees after professional development is offered. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Develop a process and instrument(s) to assess the efficacy of professional development provided to teacher educators <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Deliver professional development addressing trends, problems of practice, tools and resources that promote equitable learning experiences for all students Implement the process and instrument(s) developed in YR 1 to assess the efficacy of professional development provided to teacher educators Collect Data. <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Analyze and interpret the results Identify ways to use the findings in a variety of ways (e.g., demonstrate successful outcomes to your stakeholders, garner additional support for your PD activities, identify specific ways to improve PD implementation, make decisions about what PD activities to continue or change moving forward, etc.) 	<ul style="list-style-type: none"> Instrument and process used to assess the efficacy of the professional development provided <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Documentation of the professional development provided (e.g., PD calendar, list of PD events/topics, PD event flyers, roster of participants, etc.) Documentation of the data collected to assess the efficacy of the professional development. <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Sample results from varied professional development offerings Examples of how assessments of professional development can be used in the near future.
--	--	---

Quality C3b	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

INSTITUTION

QUALITY

Objective C: Program ensures teacher educators are effective (Teacher Educator Effectiveness)

<p>TPP STRENGTHS</p>	<p>TPP AREAS OF IMPROVEMENT</p>	<p>REQUESTED SUPPORTS</p>
<p><i>What are your program's strengths aligned to this objective's outcomes?</i></p>	<p><i>What are your program's areas of improvement aligned to this objective's outcomes?</i></p>	<p><i>What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective's indicators?</i></p>
<ul style="list-style-type: none"> • Teacher educators and clinical supervisors are experienced K-12 teachers. • The EPP possesses clinical practice evaluation data about supervisors and K-12 mentor teachers. • The EPP provides targeted professional development each semester to improve teacher effectiveness. 	<ul style="list-style-type: none"> • Specific teacher educator competencies are unidentified and/or misaligned. • Teacher educators do not receive clinical practice evaluation data to improve instruction/mentorships. • Multiple data sources are not used to assess teacher educator effectiveness nor provide targeted professional development. • Professional development is not systematically assessed for effectiveness. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input type="checkbox"/> Thought partnership and capacity building <input checked="" type="checkbox"/> Professional Development and Community Building <input checked="" type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

D1a

Evidence of candidate recruitment practices that contribute to a teaching workforce that reflects:

- Skills and dispositions desired by school system partners
- Subject areas, grade levels, etc. desired by school system partners
- Demographics of the K-12 community

Commitment Statement:

We will enact recruitment practices that contribute to a teaching workforce that reflects: Skills and dispositions desired by school system partners; Subject areas, grade levels, etc. desired by school system partners; and Demographics of the K-12 community

MILESTONES

BASELINE | NOT YET EVIDENT

- A student recruitment plan exists for the college but it is not catered to educator preparation and it was not developed with an “eye” toward the partner school hiring needs. The previous college recruitment plan included recruitment efforts targeting students of color.

YEAR 1 | DEVELOPING

- EPP and district partners collaboratively identify:
 - desired skills and dispositions of beginning teachers
 - shortage areas in the teaching workforce
 - what recruitment plans have already been created by both partner district and EPP and its effectiveness

YEAR 2 | EMERGING

- EPP and district partners collaboratively identify ways to increase and attract diversification of the teacher workforce to better reflect the PK-12 community.
- Create a beginning/preliminary draft of the additional diversification goals to serve as the beginning structure in the district and EPP plan(s)

YEAR 3 | SUSTAINING

- EPP and district partners collaboratively finalize and implement a first iteration of a recruitment plan to recruit teacher candidates of color that meet the workforce and demographic needs of district partners inclusive of diversification strategies

ANTICIPATED EVIDENCE & DATA SOURCES

Year 1 Evidence

- Agendas and/or minutes from meetings where hiring needs (e.g., desired skills and dispositions, shortage areas, demographics) are identified and discussed

Year 2 Evidence

- Agendas and/or minutes from meetings where hiring needs (e.g., desired skills and dispositions, shortage areas, demographics) are identified and discussed

Year 3 Evidence

- A co-created recruitment plan (with a timeline)

Quality	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
----------------	---	--	------------------------------------	----------------------------------	--

D1a	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

D1b

<p>Evidence of candidate training practices that contribute to a teaching workforce that reflects:</p> <ul style="list-style-type: none"> ● Skills and dispositions desired by school system partners. ● Subject areas, grade levels, etc. desired by school system partners ● Demographics of the K-12 community 	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> ● We have informal discussions with the partner districts about their hiring needs and we are working toward beginning stages of “grow your own” and residency programs. However, the implementation of a clinical residency is not consistently implemented across programs nor do we provide financial compensation of residencies for candidates. 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> ● List of skills and dispositions, shortage areas, and ideas for increasing candidate diversification
--	---	--

<p>Commitment Statement: We will engage in candidate training practices that contribute to a teaching workforce that reflects: Skills and dispositions desired by school system partners; Subject areas, grade levels, etc. desired by school system partners; Demographics of the K-12 community</p>	<p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> EPP and district partners collaboratively identify: <ul style="list-style-type: none"> desired skills and dispositions of beginning teachers shortage areas in the teaching workforce ways to increase and attract diversification of the teacher workforce to better reflect the PK-12 community <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Plan and pilot methods to implement the desired skills and dispositions throughout the program coursework <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> EPP and district partners collaboratively finalize and implement a first iteration of a recruitment plan to recruit teacher candidates of color that meet the workforce and demographic needs of district partners inclusive of diversification strategies 				<p>Year 2 Evidence</p> <ul style="list-style-type: none"> A map/matrix showing skill and disposition alignment A matrix of programs offered aligned with shortage areas Plans to add new program areas to meet specific shortage areas (if necessary) <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Documentation of strategies used to attract candidates reflective of district demographics
<p>Quality D1b</p>	<p>NOT YET STARTED “Haven’t begun”</p>	<p>DEVELOPING “Planning for it”</p>	<p>EMERGING “Working on it”</p>	<p>SUSTAINING “Living it”</p>	<p>TRANSFORMATIONAL “Shifting the paradigm”</p>
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

D1c

<p>Evidence that the school and teacher preparation program:</p> <ul style="list-style-type: none"> ● Work together to implement systems for anticipating hiring needs ● Engage in shared recruitment ● Collaborate in training teachers 	<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> ● We offer career and education expos each semester where school districts are offered opportunities to discuss potential teaching employment at their schools. We do not have a formal agreement with school districts for teacher candidate recruitment nor employment. Whenever we receive an inquiry about available candidates to be hired, we share those inquiries with candidates and/or departments. 			<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> ● Documentation of collaborative PD plan development. ● Process and timeline to collaboratively assess and project future hiring needs
<p>Commitment Statement:</p> <p>We will ensure the school and teacher preparation program: Work together to implement systems for anticipating hiring needs; Engage in shared recruitment; Collaborate in training teachers</p>	<p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> ● Develop a plan to collaboratively provide PD to in-service teachers ● Develop a process and timeline to proactively anticipate hiring needs to respond in a timely manner ● Inventory program offerings to determine recruitment and hiring needs alignment with the district shortages <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> ● Implement a plan to collaboratively provide PD to in-service teachers <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> ● EPP and district partners collaboratively design a sustainable plan to implement plans to recruit teacher candidates of color that meet the workforce and demographic needs of district partners (e.g., Grow Your Own initiatives, residency programs, accelerated programs) ● Design and deliver professional development addressing trends, problems of practice, tools and resources that promote equitable learning experiences for all students ● Monitor the effects of the shared recruitment plan and revise accordingly 			<p>Year 2 Evidence</p> <ul style="list-style-type: none"> ● Supporting documentation on planning the delivery of collaborative PD for in-service teachers <p>Year 3 Evidence</p> <ul style="list-style-type: none"> ● Documentation of shared recruitment efforts (e.g., event agendas, promotional materials, etc.) ● Analysis of recruitment efforts to determine successes and any next steps ● professional development agenda

Quality D1c	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement

D1d

Evidence that the cost to the candidate is reasonable compared to other programs in the region to promote a diverse, robust pipeline of new teachers

Commitment Statement:
We will ensure the cost to the candidate is reasonable compared to other programs in the region to promote a diverse, robust pipeline of new teachers

MILESTONES
BASELINE DEVELOPING
<ul style="list-style-type: none"> We work on reducing textbooks costs within courses, We removed assessment management system costs during the Fall 2021 semester The state of Georgia removed edTPA as a cost for students in Spring 2020 as well as the basic skills admission requirement in Summer 2022.
YEAR 1 DEVELOPING
<ul style="list-style-type: none"> Analyze and benchmark the total program cost for teacher candidates
YEAR 2 EMERGING
<ul style="list-style-type: none"> Document current resources available for financial assistance and identify other possible resources
YEAR 3 SUSTAINING
<ul style="list-style-type: none"> In collaboration with district partner(s), identify and implement other cost saving measures for candidates such as residency models, access to substitute opportunities, paid tutoring/mentor opportunities, Grow Your Own programs, early college opportunities, student employment, Open Educational Resources initiatives, and so forth

ANTICIPATED EVIDENCE & DATA SOURCES
Year 1 Evidence
<ul style="list-style-type: none"> Analysis of total program cost for candidates
Year 2 Evidence
<ul style="list-style-type: none"> A list of resources that can provide financial assistance to candidates
Year 3 Evidence
<ul style="list-style-type: none"> Documented cost saving initiatives the EPP and district partner(s) collaboratively

Quality D1d	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

D2a	<p style="background-color:#f39c12; padding: 2px; margin: 0;">Evidence that the program is monitored and adjusted based on joint review of program data</p> <p>Commitment Statement: We will monitor and adjust the program based on joint review of program data.</p>	<p>MILESTONES</p> <p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> ● We do not systematically share nor collaboratively analyze data with our school districts to determine program effectiveness. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> ● Identify data sources that are used to assess program effectiveness. <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> ● Develop a systematic process and timeline to collaboratively review, analyze, and act upon the identified data points <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> ● Implement a systematic process and timeline to collaboratively review, analyze, and act upon the identified data points 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p style="background-color:#f39c12; padding: 2px; margin: 0;">Year 1 Evidence</p> <ul style="list-style-type: none"> ● List of data sources <p style="background-color:#f39c12; padding: 2px; margin: 0;">Year 2 Evidence</p> <ul style="list-style-type: none"> ● Calendar for collaborative data discussions <p style="background-color:#f39c12; padding: 2px; margin: 0;">Year 3 Evidence</p> <ul style="list-style-type: none"> ● Documentation of collaborative data discussions and resulting changes (as needed)
-----	---	--	--

Quality D2a	<p style="text-align:center; font-weight:bold; font-size:1.1em;">NOT YET STARTED “Haven’t begun”</p>	<p style="text-align:center; font-weight:bold; font-size:1.1em;">DEVELOPING “Planning for it”</p>	<p style="text-align:center; font-weight:bold; font-size:1.1em;">EMERGING “Working on it”</p>	<p style="text-align:center; font-weight:bold; font-size:1.1em;">SUSTAINING “Living it”</p>	<p style="text-align:center; font-weight:bold; font-size:1.1em;">TRANSFORMATIONAL “Shifting the paradigm”</p>
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement

D2b

Evidence of shared decision-making		MILESTONES			ANTICIPATED EVIDENCE & DATA SOURCES
<p>Commitment Statement: We will share decision-making with our EPP and district partners.</p>		<p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> We have stakeholder meetings to provide updates and occasionally share data. However, we do not systematically share in the decision-making of programmatic changes with districts. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Develop a process/protocol for shared decision making <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Pilot an implementation of the process/protocol for shared decision making <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Revise a process/protocol for shared decision making (as needed) in order to ensure sustainability 			<p>Year 1 Evidence</p> <ul style="list-style-type: none"> Documented decision-making process/protocol/shared governance document <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Documented decision-making process/protocol/shared governance document <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Documented decision-making process/protocol/shared governance document
Quality D2b	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

D2c

Evidence of mutually beneficial partnerships where teacher preparation programs and districts/schools collaborate to implement quality teacher preparation and induction programming

Commitment Statement:
We will create a mutually beneficial partnerships where teacher preparation programs and districts/schools collaborate to implement quality teacher preparation and induction programming

MILESTONES
BASELINE NOT YET EVIDENT
<ul style="list-style-type: none"> We have stakeholder meetings to provide updates and occasionally share data. However, we do not systematically share in the decision-making of programmatic changes with districts.
YEAR 1 DEVELOPING
<ul style="list-style-type: none"> Identify the D2b process/protocol.
YEAR 2 EMERGING
<ul style="list-style-type: none"> Pilot the implementation of the process/protocol articulated in D2b to achieve partnership goals
YEAR 3 SUSTAINING
<ul style="list-style-type: none"> Assess progress on goals from piloted programs Create a plan to annually assess the quality of the partnership in a sustainable manner

ANTICIPATED EVIDENCE & DATA SOURCES
Year 1 Evidence
<ul style="list-style-type: none"> D2b process/protocol plan.
Year 2 Evidence
<ul style="list-style-type: none"> Agenda and meeting minutes evidencing the implementation of the process and protocol articulated in D2b
Year 3 Evidence
<ul style="list-style-type: none"> Assessment of partnership goals and outcomes Plan of annual assessment of the quality of partnership

Quality D2c	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>"We are working on ..."</p> <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

INSTITUTION

QUALITY

Objective D: Programming is responsive to K-12 school systems and the communities they serve (PK-12 District Partnership)

TPP STRENGTHS	TPP AREAS OF IMPROVEMENT	REQUESTED SUPPORTS
<p><i>What are your program’s strengths aligned to this objective’s outcomes?</i></p>	<p><i>What are your program’s areas of improvement aligned to this objective’s outcomes?</i></p>	<p><i>What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective’s indicators?</i></p>
<ul style="list-style-type: none"> ● We have a teacher candidate recruitment plan. ● We have stakeholder meetings to provide updates and occasionally share performance data. ● We have informal discussions with the partner districts about their needs and we are working toward beginning stages of “grow your own” and residency programs. ● We offer career and education expos each semester where school districts are offered opportunities to discuss potential teaching employment at their schools. ● Cost reduction: <ul style="list-style-type: none"> ○ We work on reducing textbooks costs within courses. ○ We removed assessment management system costs during the Fall 2021 semester. ○ The state of Georgia removed edTPA as a cost for students in Spring 2020 as well as the basic skills admission requirement in Summer 2022. 	<ul style="list-style-type: none"> ● A student recruitment plan exists at the university level but it does not align with the hiring needs of our school district nor does it target the recruitment of students of color. ● We do not systematically share the decision-making of programmatic changes with school districts, nor do we analyze data collaboratively to determine program effectiveness. ● We do not have a formal agreement with school districts for teacher candidate recruitment nor employment. ● Clinical residency is not consistently implemented across programs, nor do we provide financial compensation of residencies for candidates. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input checked="" type="checkbox"/> Thought partnership and capacity building <input checked="" type="checkbox"/> Professional Development and Community Building <input type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

A1a

The teacher preparation program uses a deliberate process to identify relevant stakeholders

Commitment Statement:

We will use a deliberate process to identify relevant stakeholders.

MILESTONES

BASELINE | DEVELOPING

- The departments decide who the stakeholders are. These stakeholders usually include the school principals and mentor teachers that we work with and have built relationships with or volunteers. This decision is very department and program based.
- The dean of the college is developing new student advisory board but this process is in the development phase.

YEAR 1 | EMERGING

- Conduct stakeholder mapping based on transformation initiatives.

YEAR 2 | EMERGING

- Conduct stakeholder mapping based on transformation initiatives.

YEAR 3 | SUSTAINING

- Review your stakeholder groups (i.e., advisory groups, task forces, ad hoc committees) annually and reconfigure them as needed

ANTICIPATED EVIDENCE & DATA SOURCES

Year 1 Evidence

- Documentation of identified stakeholders (e.g., stakeholder map)

Year 2 Evidence

- Documentation of identified stakeholders (e.g., stakeholder map)

Year 3 Evidence

- Documentation showing that stakeholder mapping is not a one-time process (i.e., stakeholder groups change and evolve)

Sustainability	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL Shifting the paradigm"
----------------	------------------------------------	---------------------------------	-----------------------------	---------------------------	--

<p>A1a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

A1b

<p>The teacher preparation program engages stakeholders through a deliberate, differentiated strategy that is designed to build the support of varied stakeholder groups</p>	<p>MILESTONES</p> <p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> ● Attempts are made to meet annually with stakeholders by program. Though we collect data from our school partners to inform our practice, we do not inform the stakeholders of changes based on the meetings. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> ● Identify a series of differentiated strategies to engage and inform stakeholders (e.g., via group meetings, surveys, focus groups, moderated discussions, newsletters, workshops, retreats, website updates, social media posts, town hall sessions, phone class, etc.) <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> ● Implement the identified strategies and review/revise as needed <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> ● Implement the identified strategies and review/revise as needed 			<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> ● Documentation of specific, differentiated engagement strategies for stakeholders <p>Year 2 Evidence</p> <ul style="list-style-type: none"> ● Documentation of specific, differentiated engagement strategies for stakeholders <p>Year 3 Evidence</p> <ul style="list-style-type: none"> ● Documentation of specific, differentiated engagement strategies for stakeholders 	
<p>Sustainability</p>	<p>NOT YET STARTED “Haven’t begun”</p>	<p>DEVELOPING “Planning for it”</p>	<p>EMERGING “Working on it”</p>	<p>SUSTAINING “Living it”</p>	<p>TRANSFORMATIONAL Shifting the paradigm”</p>

<p>A1b</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

A1c

<p>There is a critical mass of relevant stakeholder groups inside the organization that understand and support the preparation program’s priority goal to implement scaled, high-quality, sustainable programming</p>	<p>MILESTONES</p> <p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> ● Initiatives for change or improvement are introduced and moved forward at the administrative level. 	<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p>
---	---	--

Commitment Statement: We will create relevant stakeholder groups inside the organization that understand and support the preparation program’s priority goal to implement scaled, high-quality, sustainable programming.	YEAR 1 DEVELOPING <ul style="list-style-type: none"> Identify a diverse group of key stakeholders within the institution 	<ul style="list-style-type: none"> Documentation of identified internal stakeholders 	
	YEAR 2 DEVELOPING <ul style="list-style-type: none"> Invite them to forums/meetings to provide an overview of the work and the vision Engage them in a participatory process to identify ways they can contribute and support the transformation work 		Year 2 Evidence <ul style="list-style-type: none"> Relevant meeting minutes
	YEAR 3 SUSTAINING <ul style="list-style-type: none"> Develop and implement a plan of action Evaluate the plan of action Reconfigure the stakeholder group as necessary 		Year 3 Evidence <ul style="list-style-type: none"> Action plan and evaluation of the action plan (showing multiple iterations of implementation rather than a one-time process)

	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL Shifting the paradigm”
Sustainability A1c	Elements of the indicator are not yet evident in the EPP.	Elements of the indicator are not evident, but implementation is in early development stage. “We are working on ...” <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	Implementation is evident, but elements of the indicator need further development/execution. “We are working on ...” <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	Full implementation is evident with strong evidence. “We are working on ...” <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	Continual innovation is leading to transformation. “We are working on ...” <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

A1d

<p>There is a critical mass of relevant stakeholder groups outside of the organization that understand and support the preparation program’s priority goal to implement scaled, high-quality, sustainable programming</p>		<p>MILESTONES</p> <p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> The departments decide who the stakeholders are. These stakeholders usually include the school principals and mentor teachers that we work with and have built relationships with or volunteers. This decision is very department and program based. The departments decide who the stakeholders are - usually the principals and mentor teachers that we work with and have built relationships with or volunteers. Very department and program based. We have a new advisory board we are trying to develop at the dean’s level, but it is still in the development phase. <p>YEAR 1 EMERGING</p> <ul style="list-style-type: none"> Identify a diverse group of key stakeholders outside the institution. Ensure each stakeholder group is demographically reflective of the PK-12 community. There should be racial, ethnic, and linguistic diversity, as well as diversity of role and responsibilities. <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Invite them to forums/meetings to provide an overview of the work and the vision Engage them in a participatory process to identify ways they can contribute and support the transformation work <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Develop and implement a plan of action Evaluate the plan of action Reconfigure the stakeholder group as necessary 			<p>ANTICIPATED EVIDENCE & DATA SOURCES</p> <p>Year 1 Evidence</p> <ul style="list-style-type: none"> Documentation of identified external stakeholders <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Relevant meeting minutes <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Action plan and evaluation of the action plan (showing multiple iterations of implementation rather than a one-time process) 	
<p>Sustainability</p>	<p>NOT YET STARTED “HAVEN’T BEGUN”</p>	<p>DEVELOPING “PLANNING FOR IT”</p>	<p>EMERGING “WORKING ON IT”</p>	<p>SUSTAINING “LIVING IT”</p>	<p>TRANSFORMATIONAL “SHIFTING THE PARADIGM”</p>	

A1d	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

INSTITUTION	SUSTAINABILITY	<i>Objective A: Quality, scaled programming can be sustained (Programs)</i>	<i>Outcome 2: The teacher preparation program can maintain quality and impact beyond grant funding</i>
--------------------	-----------------------	---	--

A2a Evidence of sustainable allocation of human capital with the skills and expertise to support quality programming	MILESTONES	ANTICIPATED EVIDENCE & DATA SOURCES
--	-------------------	--

<p>Commitment Statement: We will provide evidence of sustainable allocation of human capital with the skills and expertise to support quality programming.</p>	<p>BASELINE DEVELOPING</p> <ul style="list-style-type: none"> • There is a strong structure in place to ensure that colleges in the university have the resources to hire faculty. • Distribution of faculty for work teams/committees is frequently voluntary and/or recommended. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> • Provide a plan for allocation of human capital for sustainability of transformation <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> • Provide a plan for allocation of human capital for sustainability of transformation <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> • Provide a plan for allocation of human capital for sustainability of transformation 				<p>Year 1 Evidence</p> <ul style="list-style-type: none"> • The plan (e.g., a table showing planned activities/initiatives and the expected source of human capital for those plans) <p>Year 2 Evidence</p> <ul style="list-style-type: none"> • The plan (e.g., a table showing planned activities/initiatives and the expected source of human capital for those plans) <p>Year 3 Evidence</p> <ul style="list-style-type: none"> • The plan (e.g., a table showing planned activities/initiatives and the expected source of human capital for those plans)
<p>Sustainability A2a</p>	<p>NOT YET STARTED “Haven’t begun”</p>	<p>DEVELOPING “Planning for it”</p>	<p>EMERGING “Working on it”</p>	<p>SUSTAINING “Living it”</p>	<p>TRANSFORMATIONAL “Shifting the paradigm”</p>
	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> • Talking about it • Identifying needs • Building background knowledge • Collecting input • Building consensus and buy-in • Dismantling barriers • Planning actions • Answering what, where, who, when, and how • Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> • Putting plans into action • Monitoring • Reviewing and revising • Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> • Establishing process and routine structures to ensure consistent implementation and fidelity • Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> • Not only sustaining but innovating, disrupting, thinking outside the box • Using evidence for continuous improvement

Evidence of systems that promote efficiency and effectiveness		MILESTONES			ANTICIPATED EVIDENCE & DATA SOURCES	
Commitment Statement: We will provide evidence of systems that promote efficiency and effectiveness.		BASELINE NOT YET EVIDENT <ul style="list-style-type: none"> We have not yet systematically explored our bottlenecks and inefficiencies in our day-to-day operations. YEAR 1 DEVELOPING <ul style="list-style-type: none"> Identify bottlenecks and/or inefficiencies in day-to-day operations (e.g., identifying supports that remove barriers to entry, particularly those disproportionately impacting candidates of color; establishing supports for staff and faculty of color; making improvements to the technology infrastructure to remove barriers and support learner success etc.) Brainstorm and implement ways to ameliorate them YEAR 2 EMERGING <ul style="list-style-type: none"> Identify bottlenecks and/or inefficiencies in day-to-day operations (e.g., identifying supports that remove barriers to entry, particularly those disproportionately impacting candidates of color; establishing supports for staff and faculty of color; making improvements to the technology infrastructure to remove barriers and support learner success etc.) Brainstorm and implement ways to ameliorate them YEAR 3 SUSTAINING <ul style="list-style-type: none"> Identify bottlenecks and/or inefficiencies in day-to-day operations (e.g., identifying supports that remove barriers to entry, particularly those disproportionately impacting candidates of color; establishing supports for staff and faculty of color; making improvements to the technology infrastructure to remove barriers and support learner success etc.) Brainstorm and implement ways to ameliorate them 			Year 1 Evidence <ul style="list-style-type: none"> Examples of operations made more efficient, more effective, and less complicated, time-consuming Year 2 Evidence <ul style="list-style-type: none"> Examples of operations made more efficient, more effective, and less complicated, time-consuming Year 3 Evidence <ul style="list-style-type: none"> Examples of operations made more efficient, more effective, and less complicated, time-consuming 	
Sustainability	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”	

A2b	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

A2c

Evidence of sustainable allocation of finances	MILESTONES			ANTICIPATED EVIDENCE & DATA SOURCES	
<p>Commitment Statement: We will provide evidence of sustainable allocation of finances.</p>	BASELINE DEVELOPING			<p>Year 1 Evidence</p> <ul style="list-style-type: none"> ● The plan (e.g., a table showing planned activities/initiatives and the expected source of funds for those plans) <p>Year 2 Evidence</p> <ul style="list-style-type: none"> ● The plan (e.g., a table showing planned activities/initiatives and the expected source of funds for those plans) <p>Year 3 Evidence</p> <ul style="list-style-type: none"> ● The plan (e.g., a table showing planned activities/initiatives and the expected source of funds for those plans) 	
	YEAR 1 EMERGING				
	YEAR 2 EMERGING				
	YEAR 3 SUSTAINING				
	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL Shifting the paradigm”

<p>A2c</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

TPP STRENGTHS	TPP AREAS OF IMPROVEMENT	REQUESTED SUPPORTS
<p><i>What are your program’s strengths aligned to this objective’s outcomes?</i></p> <ul style="list-style-type: none"> • We try to meet annually with stakeholders by program. • We oftentimes meet informally with our partners to acquire their feedback. • These are not always consistent nor formal. While we collect data from them to inform our practice, we do not inform the stakeholders of changes based on the meetings. • Departments have budgets and the Dean’s office provides supplemental finances. There is a structure for the way finances are distributed from the system office to departments. • There is a strong structure in place to make sure that colleges have the resources to hire faculty. 	<p><i>What are your program’s areas of improvement aligned to this objective’s outcomes?</i></p> <ul style="list-style-type: none"> • Stakeholder meetings are not always consistent nor formal. By year three, there will be a sustainable and documented process in place. • To supplement financial expenses, more faculty could seek grants that support the EPP’s and districts efforts for DEI. • Distribution of faculty for work teams/committees is frequently voluntary, recommended, and unequal. We need a sustainable method of supporting stakeholder groups inside the organization that understand and support the preparation program’s priority goal to implement scaled, high-quality, sustainable programming. 	<p><i>What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective’s indicators?</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input checked="" type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input checked="" type="checkbox"/> Coaching <input type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input checked="" type="checkbox"/> Thought partnership and capacity building <input type="checkbox"/> Professional Development and Community Building <input checked="" type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input checked="" type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

INSTITUTION	IMPACT	<i>Objective A: Teacher Candidates are diverse and effective (Teacher Candidates)</i>	<i>Outcome 1: Teacher preparation programs collaborate with their K-12 partners to recruit diverse candidates who reflect the demographics of the students they intend to serve</i>
--------------------	---------------	---	---

A1a

Evidenced by enrollment demographics

MILESTONES

ANTICIPATED EVIDENCE & DATA SOURCES

<p>Commitment Statement: Will strive to build enrollment for demographic parity between teacher candidates and PK-12 students in partner districts(s).</p>	<p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> Currently, we have a difference of -54.4% between candidate demographics and PK12 student demographics of our district partner. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Gather, monitor, and review candidates' demographics Gather and review PK-12 student demographics of district partner(s) Demonstrate that we are reducing the gap between candidate and PK12 student demographics <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Gather, monitor, and review candidates' demographics Gather and review PK-12 student demographics of district partner(s) Demonstrate that we are reducing the gap between candidate and PK12 student demographics <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Gather, monitor, and review candidates' demographics Gather and review PK-12 student demographics of district partner(s) Demonstrate that we are reducing the gap between candidate and PK12 student demographics 				<p>Year 1 Evidence</p> <ul style="list-style-type: none"> Candidate enrollment demographics PK-12 student enrollment demographics Statement of whether the gap is reducing. If targets were met/exceeded, indicate enabling factors If they were unmet, indicate inhibiting factors and identify a plan for growth 	
	<p>Year 2 Evidence</p> <ul style="list-style-type: none"> Candidate enrollment demographics PK-12 student enrollment demographics Statement of whether targets are met or exceeded. If targets were met/exceeded, indicate enabling factors If they were unmet, indicate inhibiting factors and identify a plan for growth 					
	<p>Year 3 Evidence</p> <ul style="list-style-type: none"> Candidate enrollment demographics PK-12 student enrollment demographics Statement of whether targets are met or exceeded. If targets were met/exceeded, indicate enabling factors If they were unmet, indicate inhibiting factors and identify a plan for growth 					
	Impact	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"

<p>A1a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

<p>INSTITUTION</p>	<p>IMPACT</p>	<p><i>Objective A: Teacher Candidates</i></p> <p><i>Outcome 2: Teacher candidates demonstrate proficiency on teacher preparation program competencies</i></p>
---------------------------	----------------------	---

		<i>t e s a r e d i v e r s e a n d e f f e c t i v e (T e a c h e r C a n d i d</i>	
--	--	--	--

		a t e s)	
--	--	-----------------------	--

A2a

Evidence of candidate proficiency in content knowledge		MILESTONES			ANTICIPATED EVIDENCE & DATA SOURCES	
Commitment Statement: We will continue to produce candidates with content proficiency		BASELINE SUSTAINING			Year 1 Evidence	
		<ul style="list-style-type: none"> We have a 98% pass rate annually, using the GACE content proficiency assessment. 			<ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in content knowledge from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained 	
		YEAR 1 SUSTAINING			Year 2 Evidence	
		<ul style="list-style-type: none"> Gather, monitor, and review the data. Demonstrate that the high pass rate is maintained. 			<ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in content knowledge from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained 	
		YEAR 2 SUSTAINING			Year 3 Evidence	
		<ul style="list-style-type: none"> Gather, monitor, and review the data. Demonstrate that the high pass rate is maintained. 			<ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in content knowledge from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained 	
		YEAR 3 SUSTAINING				
		<ul style="list-style-type: none"> Gather, monitor, and review the data. Demonstrate that the high pass rate is maintained. 				
Impact	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"	

A2a	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

A2b

Evidence of candidate proficiency in pedagogical knowledge

MILESTONES

ANTICIPATED EVIDENCE & DATA SOURCES

Commitment Statement: We will continue to produce candidates with pedagogical proficiency	BASELINE SUSTAINING				Year 1 Evidence
	<ul style="list-style-type: none"> We have a 99% pass rate annually, using the CAPS pedagogy assessment. 				<ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in pedagogical knowledge from the identified assessment(s)
	YEAR 1 SUSTAINING				Year 2 Evidence
	<ul style="list-style-type: none"> Gather, monitor, and review the data. Demonstrate that the high pass rate is maintained. 				
YEAR 2 SUSTAINING				Year 3 Evidence	
<ul style="list-style-type: none"> Gather, monitor, and review the data. Demonstrate that the high pass rate is maintained. 					<ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in pedagogical knowledge from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained
YEAR 3 SUSTAINING					
<ul style="list-style-type: none"> Gather, monitor, and review the data. Demonstrate that the high pass rate is maintained. 				<ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in pedagogical knowledge from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained 	
Impact	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL Shifting the paradigm”

A2b	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

A2c

Evidence of candidate proficiency in dispositions	MILESTONES	ANTICIPATED EVIDENCE & DATA SOURCES
---	-------------------	--

Commitment Statement: We will continue to produce candidates with favorable dispositions	BASELINE SUSTAINING <ul style="list-style-type: none"> We have a 94% pass rate annually, using the PBDA disposition assessment 	Year 1 Evidence <ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in dispositions from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained Year 2 Evidence <ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in dispositions from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained Year 3 Evidence <ul style="list-style-type: none"> Count (#) and percentage (%) of candidates proficient in dispositions from the identified assessment(s) Statement of whether the high pass rate is maintained Growth plan if high pass rate is not maintained
	YEAR 1 SUSTAINING <ul style="list-style-type: none"> Gather, monitor, and review the data Demonstrate that the high pass rate is maintained 	
	YEAR 2 SUSTAINING <ul style="list-style-type: none"> Gather, monitor, and review the data Demonstrate that the high pass rate is maintained 	
	YEAR 3 SUSTAINING <ul style="list-style-type: none"> Gather, monitor, and review the data Demonstrate that the high pass rate is maintained 	

	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL Shifting the paradigm”
Impact A2c	Elements of the indicator are not yet evident in the EPP.	Elements of the indicator are not evident, but implementation is in early development stage. “We are working on ...” <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	Implementation is evident, but elements of the indicator need further development/execution. “We are working on ...” <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	Full implementation is evident with strong evidence. “We are working on ...” <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	Continual innovation is leading to transformation. “We are working on ...” <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

INSTITUTION

IMPACT

Objective A: Teacher Candidates are diverse and effective (Teacher Candidates)

Outcome 3: Candidates are confident in their ability to teach in schools that serve Black, Latino, and low-income students

A3a

Evidenced by candidate feedback

Commitment Statement:

We will ensure to produce candidates that are confident in their ability to teach in schools that serve Black, Latino and low-income students

MILESTONES

BASELINE | DEVELOPING

- We have a system in place to assess candidate confidence at entry and exit of program. Current self-assessment responses from candidates are favorable. However, we do not have the follow through with it. Additionally, the survey items are not targeted to what this indicator is calling for.

YEAR 1 | DEVELOPING

- Review survey and revise based on exploration of validity and reliability and identify the target
- Gather, monitor, and review the data to demonstrate target is met

YEAR 2 | EMERGING

- Gather, monitor, and review the data to demonstrate target is met

YEAR 3 | SUSTAINING

- Gather, monitor, and review the data to demonstrate target is met

ANTICIPATED EVIDENCE & DATA SOURCES

Year 1 Evidence

- Count (#) and percentage (%) of candidates confident in their ability from the identified assessment(s)
- Statement of whether targets are met or exceeded
- Growth plan if targets are not met

Year 2 Evidence

- Count (#) and percentage (%) of candidates confident in their ability from the identified assessment(s)
- Statement of whether targets are met or exceeded
- Growth plan if targets are not met

Year 3 Evidence

- Count (#) and percentage (%) of candidates confident in their ability from the identified assessment(s)
- Statement of whether targets are met or exceeded
- Growth plan if targets are not met

Impact NOT YET STARTED
"Haven't begun"

DEVELOPING
"Planning for it"

EMERGING
"Working on it"

SUSTAINING
"Living it"

TRANSFORMATIONAL
"Shifting the paradigm"

<p>A3a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

INSTITUTION

IMPACT

Objective A: Teacher Candidates are diverse and effective (Teacher Candidates)

TPP STRENGTHS	TPP AREAS OF IMPROVEMENT	REQUESTED SUPPORTS
<p><i>What are your program’s strengths aligned to this objective’s outcomes?</i></p>	<p><i>What are your program’s areas of improvement aligned to this objective’s outcomes?</i></p>	<p><i>What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective’s indicators?</i></p>
<ul style="list-style-type: none"> The EPP has an organized and well-defined system in place to assess candidate dispositions, confidence, content knowledge, and pedagogy throughout their program. 	<ul style="list-style-type: none"> The EPP needs to strive to strategically address the demographic parity between teacher candidates and P-12 students in partner district(s). The EPP has a system in place to assess candidate dispositions, confidence, content knowledge, and pedagogy throughout their program, however, we need to strengthen the follow through. Additionally, the EPP needs to modify some of these measures to align to DEI and teacher competencies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input checked="" type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input type="checkbox"/> Thought partnership and capacity building <input type="checkbox"/> Professional Development and Community Building <input type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input checked="" type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

B1a

Evidence based on multiple sources of information, including:

- I. Attitudinal measures (e.g., survey data from program completers, hiring principals, students, parents)
- II. Observational measures
- III. Outcome-based measures

Commitment Statement:
We will develop mechanism to ensure program completers are effective

- MILESTONES**
- BASELINE | DEVELOPING**
- The Georgia Professional Standards Commission has a survey that captures how prepared completers are (classroom management, instructional strategies) and it is distributed to completers working in Georgia Public Schools.
 - The state shares 3-year aggregate data on completer performance from observation measures
 - VSU have an alumni survey regarding their perceptions of their experiences
- YEAR 1 | DEVELOPING**
- Identify the attitudinal, observational, and outcome-based measures used to assess completer effectiveness
- YEAR 2 | EMERGING**
- Collaborate with district partner to identify new or revised instruments to begin using and the process for implementation
- YEAR 3 | SUSTAINING**
- Gather and report the outcomes from the identified measures
 - Memorialize the process to sustain this data collection and reporting work

- ANTICIPATED EVIDENCE & DATA SOURCES**
- Year 1 Evidence**
- List of assessments that might work and explore any gaps
 - Drafted additional survey questions that might be needed and begin revisions
- Year 2 Evidence**
- Revised instruments
 - Pilot data if the instrument is administered early enough
- Year 3 Evidence**
- Gathered data
 - Timeline for sustaining this process

Impact	NOT YET STARTED "Haven't begun"	DEVELOPING "Planning for it"	EMERGING "Working on it"	SUSTAINING "Living it"	TRANSFORMATIONAL "Shifting the paradigm"
---------------	---	--	------------------------------------	----------------------------------	--

<p>B1a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

INSTITUTION	IMPACT	<i>Objective B: Program completers are diverse, effective, and retained (Graduates)</i>	<i>Outcome 2: Program completers reflect the demographics of the K-12 student population</i>
--------------------	---------------	---	--

B2a

Evidenced by program completer demographics	MILESTONES	ANTICIPATED EVIDENCE & DATA SOURCES
---	-------------------	--

<p>Commitment Statement: We will ensure that program completers reflect the demographics of the PK12 student population</p>	<p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> Currently, we have a difference of –58.2% between completer demographics and PK12 student demographics of our district partner. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Gather, monitor, and review completers’ demographics Gather and review PK-12 student demographics of district partner(s) Compare PK12 student demographics, candidate enrollment demographics, and completer demographics and report on the results <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> Gather, monitor, and review completers’ demographics Gather and review PK-12 student demographics of district partner(s) Compare PK12 student demographics, candidate enrollment demographics, and completer demographics and report on the results <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Gather, monitor, and review completers’ demographics Gather and review PK-12 student demographics of district partner(s) Compare PK12 student demographics, candidate enrollment demographics, and completer demographics and report on the results 				<p>Year 1 Evidence</p> <ul style="list-style-type: none"> Completer demographics <ul style="list-style-type: none"> PK-12 student enrollment demographics Statement of whether the gap is reducing. <ul style="list-style-type: none"> If yes, indicate enabling factors If no, indicate inhibiting factors and identify a plan for growth <p>Year 2 Evidence</p> <ul style="list-style-type: none"> Completer demographics <ul style="list-style-type: none"> PK-12 student enrollment demographics Statement of whether the gap is reducing. <ul style="list-style-type: none"> If yes, indicate enabling factors If no, indicate inhibiting factors and identify a plan for growth <p>Year 3 Evidence</p> <ul style="list-style-type: none"> Completer demographics <ul style="list-style-type: none"> PK-12 student enrollment demographics Statement of whether the gap is reducing. <ul style="list-style-type: none"> If yes, indicate enabling factors If no, indicate inhibiting factors and identify a plan for growth 	
<p>Impact</p>	<p>NOT YET STARTED “Haven’t begun”</p>	<p>DEVELOPING “Planning for it”</p>	<p>EMERGING “Working on it”</p>	<p>SUSTAINING “Living it”</p>	<p>TRANSFORMATIONAL “Shifting the paradigm”</p>	

<p>B2a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

B3a

Evidenced by employment information	MILESTONES			ANTICIPATED EVIDENCE & DATA SOURCES	
<p>Commitment Statement: We will collect and report evidence of employment information.</p>	BASELINE DEVELOPING			Year 1 Evidence	
	<ul style="list-style-type: none"> • Currently have access to state employment information for completers that are employed in a Georgia Public School, but we do not currently use that data • Past data is also harder to obtain 			<ul style="list-style-type: none"> • Documented process for obtaining employment information on completers 	
	YEAR 1 DEVELOPING			Year 2 Evidence	
	<ul style="list-style-type: none"> • Explore the data that is available from district partners and state resources to obtain employment data over time. • Reach out to the state to continue to collect data. 			<ul style="list-style-type: none"> • Employment information on our completers provided in the Annual Data Report 	
YEAR 2 EMERGING			Year 3 Evidence		
<ul style="list-style-type: none"> • Gather and report the data with an eye toward whether completers are employed in schools that serve Black, Latino and low-income students 			<ul style="list-style-type: none"> • Employment information on our completers provided in the Annual Data Report 		
YEAR 3 SUSTAINING					
<ul style="list-style-type: none"> • Gather and report the data with an eye toward whether completers are employed in schools that serve Black, Latino and low-income students 					
Impact	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL Shifting the paradigm”

B3a	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

B3b

Evidenced by increased teacher retention rates	MILESTONES		ANTICIPATED EVIDENCE & DATA SOURCES
<p>Commitment Statement: We will collect and report evidence of teacher retention rates.</p>	<p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> ● Currently have access to state employment information for completers that are employed in a Georgia Public School, but we do not currently use that data ● Past data is also harder to obtain, which means we are not currently collecting retention information. <p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> ● Explore the data that is available from district partners and state resources to obtain retention data over time. ● Reach out to the state to continue to collect data. <p>YEAR 2 EMERGING</p> <ul style="list-style-type: none"> ● Gather and report the data with an eye toward whether completers are retained in schools that serve Black, Latino and low-income students ● Have conversations with district partners based on the data in comparison to state average and/or peer institutions <p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> ● Gather and report the data with an eye toward whether completers are retained in schools that serve Black, Latino and low-income students ● Continue conversations with district partners based on the data in comparison to state average, peer institutions, and/or local K-12 schools 		<p>Year 1 Evidence</p> <ul style="list-style-type: none"> ● Documented process for obtaining retention information on completers <p>Year 2 Evidence</p> <ul style="list-style-type: none"> ● Retention information on your completers provided in the Annual Data Report <p>Year 3 Evidence</p> <ul style="list-style-type: none"> ● Retention information on your completers provided in the Annual Data Report ● Comparison of data based on averages via state, peer institutions, or local K-12 schools.

	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
Impact B3b	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement

INSTITUTION	IMPACT	<i>Objective B: Program completers are diverse, effective, and retained (Graduates)</i>	<i>Outcome 4: Program completers are certified to teach in areas that reflect the hiring needs of districts</i>
--------------------	---------------	---	---

B4a	MILESTONES	ANTICIPATED EVIDENCE & DATA SOURCES
Evidenced by certification areas		

<p>Commitment Statement: We will collect and share evidence of certifying completers in areas addressing district shortages.</p>	<p>BASELINE NOT YET EVIDENT</p> <ul style="list-style-type: none"> We have not formally identified shortage areas to act on this data. We do have informal conversations about needs. 				<p>Year 1 Evidence</p>
	<p>YEAR 1 DEVELOPING</p> <ul style="list-style-type: none"> Work with district partners to identify shortage areas in the teaching workforce. Gather the certification information on our completers Compare that information to district shortage areas 				<ul style="list-style-type: none"> List of shortage areas <ul style="list-style-type: none"> Number of completers certified to teach in shortage areas Statement of whether certification areas address district shortages Identify a plan for growth for addressing misalignment
	<p>YEAR 2 DEVELOPING</p> <ul style="list-style-type: none"> Continue to gather the certification information on our completers Compare that information to district shortage areas 				<p>Year 2 Evidence</p> <ul style="list-style-type: none"> List of shortage areas <ul style="list-style-type: none"> Number of completers certified to teach in shortage areas Statement of whether certification areas address district shortages Identify a plan for growth for addressing misalignment
	<p>YEAR 3 SUSTAINING</p> <ul style="list-style-type: none"> Continue to gather the certification information on our completers Compare that information to district shortage areas 				<p>Year 3 Evidence</p> <ul style="list-style-type: none"> List of shortage areas <ul style="list-style-type: none"> Number of completers certified to teach in shortage areas Statement of whether certification areas address district shortages Identify a plan for growth for addressing misalignment
	<p>Impact</p>	<p>NOT YET STARTED “Haven’t begun”</p>	<p>DEVELOPING “Planning for it”</p>	<p>EMERGING “Working on it”</p>	<p>SUSTAINING “Living it”</p>

<p>B4a</p>	<p>Elements of the indicator are not yet evident in the EPP.</p>	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
-------------------	--	--	--	---	--

INSTITUTION

IMPACT

Objective B: Program completers are diverse, effective, and retained (Graduates)

TPP STRENGTHS	TPP AREAS OF IMPROVEMENT	REQUESTED SUPPORTS
<p><i>What are your program's strengths aligned to this objective's outcomes?</i></p>	<p><i>What are your program's areas of improvement aligned to this objective's outcomes?</i></p>	<p><i>What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective's indicators?</i></p>
<p>We have been collecting some data that we have access to. For example:</p> <ul style="list-style-type: none"> • State has a survey that captures how prepared completers are (classroom management, instructional strategies) and it is distributed to completers working in Georgia Public Schools. • The state shares 3-year aggregate data on completer performance from observation measures • VSU have an alumni survey regarding their perceptions of their experiences • Currently have access to state employment information for completers that are employed in a Georgia Public School 	<ul style="list-style-type: none"> • Identify the attitudinal, observational, and outcome-based measures used to assess completer effectiveness • Collaborate with district partner to identify new or revised instruments to begin using and the process for implementation. Then, gather and report the outcomes from the identified measures and memorialize the process to sustain this data collection and reporting work • Gather and compare PK12 student demographics, candidate enrollment demographics, and completer demographics and report on the results • Gather and report the data with an eye toward whether completers are employed and retained in schools that serve Black, Latino and low-income students • Gather the certification information on our completers and compare that information to district shortage areas. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input checked="" type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input type="checkbox"/> Thought partnership and capacity building <input type="checkbox"/> Professional Development and Community Building <input type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

A1a

Number of total candidates trained by teacher prep program	MILESTONES			ANTICIPATED EVIDENCE & DATA SOURCES	
<p>Commitment Statement: We will track the total number of teacher candidates that are enrolled in the teacher preparation programs/pathways and reporting it in the Annual Data Report.</p>	BASELINE SUSTAINING			Year 1 Evidence	
	<ul style="list-style-type: none"> We have a list of program/pathways. We have a process for tracking candidate enrollment in programs/pathways. We track the number of teacher candidates enrolled in them and report it to the state. 			<ul style="list-style-type: none"> A list of the programs/pathways A documented process for tracking candidate enrollment in programs/pathways The number of teacher candidates enrolled in each program/pathway 	
	YEAR 1 SUSTAINING			Year 2 Evidence	
	<ul style="list-style-type: none"> Continue to utilize the process to track candidates each year. 			<ul style="list-style-type: none"> A list of the programs/pathways A documented process for tracking candidate enrollment in programs/pathways The number of teacher candidates enrolled in each program/pathway 	
YEAR 2 SUSTAINING			Year 3 Evidence		
<ul style="list-style-type: none"> Continue to utilize the process to track candidates each year. 			<ul style="list-style-type: none"> A list of the programs/pathways A documented process for tracking candidate enrollment in programs/pathways The number of teacher candidates enrolled in each program/pathway 		
YEAR 3 SUSTAINING					
<ul style="list-style-type: none"> Continue to utilize the process to track candidates each year. 					
Scale	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL Shifting the paradigm”

A1a	Elements of the indicator are not yet evident in the EPP.	<p>Elements of the indicator are not evident, but implementation is in early development stage.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Talking about it ● Identifying needs ● Building background knowledge ● Collecting input ● Building consensus and buy-in ● Dismantling barriers ● Planning actions ● Answering what, where, who, when, and how ● Designing the infrastructure for implementation 	<p>Implementation is evident, but elements of the indicator need further development/execution.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Putting plans into action ● Monitoring ● Reviewing and revising ● Working on policies, structures, and cultural conditions for full implementation 	<p>Full implementation is evident with strong evidence.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Establishing process and routine structures to ensure consistent implementation and fidelity ● Getting to scale – moving beyond isolated implementation toward widespread execution 	<p>Continual innovation is leading to transformation.</p> <p>“We are working on ...”</p> <ul style="list-style-type: none"> ● Not only sustaining but innovating, disrupting, thinking outside the box ● Using evidence for continuous improvement
------------	---	--	--	---	--

A1b

Percentage of candidates trained in the model that reflects all aspects of quality programming

MILESTONES

ANTICIPATED EVIDENCE & DATA SOURCES

Commitment Statement: We will train candidates in models that reflect all aspects of quality programming.	BASELINE NOT YET EVIDENT <ul style="list-style-type: none"> We have not yet implemented the changes for transformation pathways. 	Year 1 Evidence <ul style="list-style-type: none"> The method and timeline for scaling A documented process for tracking candidate enrollment in transformed programs/pathways
	YEAR 1 DEVELOPING <ul style="list-style-type: none"> Identify a reasonable and feasible method and timeline to scale transformed practices, structures, and supports across all programs and pathways to ultimately reach 100% of candidates Utilize the process for tracking candidate enrollment in transformed programs/pathways 	Year 2 Evidence <ul style="list-style-type: none"> List of transformed programs/pathways Percentage (%) of teacher candidates enrolled in the transformed programs/pathways
	YEAR 2 DEVELOPING <ul style="list-style-type: none"> Maintain a list of the transformed programs/pathways (i.e., any pathway/program aligned with transformation efforts undertaken under the Quality domain) 	Year 3 Evidence <ul style="list-style-type: none"> List of transformed programs/pathways Percentage (%) of teacher candidates enrolled in the transformed programs/pathways
	YEAR 3 SUSTAINING <ul style="list-style-type: none"> Maintain a list of the transformed programs/pathways (i.e., any pathway/program aligned with transformation efforts undertaken under the Quality domain) 	

Scale A1b	NOT YET STARTED “Haven’t begun”	DEVELOPING “Planning for it”	EMERGING “Working on it”	SUSTAINING “Living it”	TRANSFORMATIONAL “Shifting the paradigm”
	Elements of the indicator are not yet evident in the EPP.	Elements of the indicator are not evident, but implementation is in early development stage. “We are working on ...” <ul style="list-style-type: none"> Talking about it Identifying needs Building background knowledge Collecting input Building consensus and buy-in Dismantling barriers Planning actions Answering what, where, who, when, and how Designing the infrastructure for implementation 	Implementation is evident, but elements of the indicator need further development/execution. “We are working on ...” <ul style="list-style-type: none"> Putting plans into action Monitoring Reviewing and revising Working on policies, structures, and cultural conditions for full implementation 	Full implementation is evident with strong evidence. “We are working on ...” <ul style="list-style-type: none"> Establishing process and routine structures to ensure consistent implementation and fidelity Getting to scale – moving beyond isolated implementation toward widespread execution 	Continual innovation is leading to transformation. “We are working on ...” <ul style="list-style-type: none"> Not only sustaining but innovating, disrupting, thinking outside the box Using evidence for continuous improvement

INSTITUTION

SCALE

Objective A: Quality programming is scaled within teacher preparation programs (Programming)

TPP STRENGTHS	TPP AREAS OF IMPROVEMENT	REQUESTED SUPPORTS
<p><i>What are your program's strengths aligned to this objective's outcomes?</i></p>	<p><i>What are your program's areas of improvement aligned to this objective's outcomes?</i></p>	<p><i>What support (direct assistance, tools, training, etc.) do you need from BranchED aligned to this objective's indicators?</i></p>
<ul style="list-style-type: none"> ● We have a list of program/pathways. ● We have a process for tracking candidate enrollment in programs/pathways. ● We track the number of teacher candidates enrolled in them and report it to the state. 	<ul style="list-style-type: none"> ● Identify a reasonable and feasible method and timeline to scale transformed practices, structures, and supports across all programs and pathways to ultimately reach 100% of candidates ● Utilize the process for tracking candidate enrollment in transformed programs/pathways ● Maintain a list of the transformed programs/pathways (i.e., any pathway/program aligned with transformation efforts undertaken under the Quality domain) 	<ul style="list-style-type: none"> <input type="checkbox"/> Tools and Resources (e.g., ready-to-use/adapt materials, such as templates, checklists, protocols, facilitator's instructions, hands-on activities, surveys, Open Education Resources) <input checked="" type="checkbox"/> Financial allocation (e.g., strategic use of catalytic funds for sustainability) <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Data support (e.g., refinement of data sources, validity and reliability checks, securing the right data systems, data warehouse development, data platform assessment, data report visualization, data exemplars, establishing data protocol processes, advocacy for data sharing and use) <input checked="" type="checkbox"/> Thought partnership and capacity building <input type="checkbox"/> Professional Development and Community Building <input type="checkbox"/> Online/on-campus professional development events, workshops, or trainings facilitated by subject area experts <input type="checkbox"/> Cohort-based co-learning webinars (e.g., local best practices showcases) <input type="checkbox"/> Asynchronous discussions among cohort institutions for puzzles of practice and solutions

----- END -----