EPP Assessments and Evaluations
Revised Effective Fall 2020

Course Prefix & Number	Assessment/Evaluation Name	Source	Completed By
EDUC 2999	*Early Teacher's Sense of Self Efficacy*	Teach.valdosta.edu	Teacher Candidate
1st Field Experience Course (Ex. MGED 3220)	Early Field Experience Candidate Assessment of Performance Standards (CAPS)/Intern Keys Evaluation	LiveText	University Supervisor
	Entry Professional Behaviors and Dispositions Assessment (PBDA)	Teach.valdosta.edu	Teacher Candidate
2nd Field Experience Course (ex. MGED 3990)	*Final Field Experience CAPS/Intern Keys Evaluation*	LiveText	University Supervisor
	Mid Teacher's Sense of Self Efficacy	LiveText/Qualtrics	Teacher Candidate
3rd Field Experience Course (ex. MGED 4620)	Final Field Experience Dispositions Evaluation (PBDA)	LiveText	University Supervisor
	GaPSC Educator Ethics Exit Assessment	ETS	Teacher Candidate
	GACE Content Assessment	ETS	Teacher Candidate
Clinical Practice Course (ex. MGED 4790)	edTPA	Pearson	Teacher Candidate
	Initial Formative CAPS/Intern Keys Evaluation	Teach.valdosta.edu	School Mentor, Teacher Candidate, Univ. Supervisor
	Mid Formative CAPS/Intern Keys Evaluation	Teach.valdosta.edu	
	Mid Formative Dispositions Evaluation (PBDA)	Teach.valdosta.edu	
	Final Formative CAPS/Intern Keys Evaluation	Teach.valdosta.edu	
	Summative CAPS/Intern Keys Evaluation	Teach.valdosta.edu	University Supervisor
	Summative Dispositions Evaluation (PBDA)	Teach.valdosta.edu	University Supervisor
	Teacher Candidate Evaluation of University Supervisor	Teach.valdosta.edu	Teacher Candidate
	Teacher Candidate Evaluation of Mentor Teacher	Teach.valdosta.edu	Teacher Candidate
	Mentor Survey for Program Improvement	Teach.valdosta.edu	School Mentor
	Mentor Teacher Evaluation of University Supervisor & Clinical Practice	Teach.valdosta.edu	School Mentor
	Candidate Survey for Program Improvement	Teach.valdosta.edu	Teacher Candidate
	Clinical Practice Placement Form	Teach.valdosta.edu	Teacher Candidate
Seminar Course (ex. MGED 4800)	Professional Learning Plan for Induction	LiveText	Teacher Candidate & Assessed by Instructor
	Impact on Student Learning	LiveText	Teacher Candidate & Assessed by Instructor
	Final Teacher's Sense of Self-Efficacy	Teach.valdosta.edu	Teacher Candidate

Italicized words indicate change or addition in Fall 2020

Proposed Survey for Program Improvement
Questions Developed by GaPSC

1 Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught.

2 Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught.

3 Develops and manages a collaborative classroom in which all students have ownership.

4 Implements effective classroom management strategies and procedures in all school areas.

5 Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.

6 Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.

7 Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet
      a the diverse learning needs of: Gifted Students
      b the diverse learning needs of: Students with Disabilities
      c the diverse learning needs of: English Language Learners
      d the diverse learning needs of: At-Risk Students

8 Uses technological tools and a variety of communication strategies to build communities that engage learners.

9 Creates experiences to build accurate conceptual understandings.

10 Creates opportunities for students to learn, practice, and master academic language.

11 Uses academic language in a way that encourages learners to integrate content areas.

12 Utilizes strategies to create learning environments which engage students in individual and collaborative learning.

13 Creates opportunities for learners to develop diverse social and cultural perspectives.

14 Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.

15 Examines data to understand each learner's progress and learning needs.

16 Engages learners in monitoring their own progress.

17 Develops supports for literacy development across content areas.

18 Develops flexible learning environments that foster discovery, exploration, and expression.

19 Utilizes a variety of technological resources to support and promote student learning.

20 Promote students' responsible use of interactive technologies.

21 Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.

22 Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs.

23 Uses formative and summative data to adjust instruction to enhance learning.

24 Uses a variety of evidence-based practices to differentiate and support learning.

25 Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.

26 Aligns instructional goals and activities with state and district performance standards.

27 Reflects on the strengths and weaknesses of his/her professional practice.

28 Seeks professional development opportunities to further develop his/her practice.

29 Works collaboratively with colleagues and other professionals.

30 Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.

31 Contributes to positive changes in practice and advances the teaching profession