Dewar College of Education and Human Services Assessment System

The Dewar College of Education and Human Services' assessment system was developed to ensure that education candidates are meeting the Conceptual Framework Standards and Guiding Principles and to determine the extent to which educators are being prepared to "positively impact learning through evidence-based practices." The Educator Preparation Program (EPP), with guidance from its assessment committee, has adopted a set of candidate assessment instruments which are completed using internal and external sources. Each program has, with its constituent groups, reviewed, refined, and/or developed program-level assessments to ensure that candidates are meeting Georgia Professional Standards Commission (GaPSC) and Specialized Professional Association (SPA) standards. Additionally, assessments of EPP operations have been reviewed to ensure consistency with the Conceptual Framework and to ensure the continuous improvement of the EPP. This work has been undertaken with the primary purpose of evaluating how well the EPP and its individual programs are achieving the mission and vision. The assessment system incorporates processes to guide instruction, including curricular development and implementation; provide feedback to candidates; evaluate individual programs and the EPP; and document accountability. Assessment occurs through on-going data collection, aggregation, disaggregation, analysis, and use.

Our faculty develop reflective practitioners who positively impact learning through evidence-based practices. One important facet of developing quality programs lies with faculty being involved in continuous program evaluation and refinement. Therefore, faculty engage in the examination of data with the goal of continuously improving the quality of education and services provided to our candidates and the students they serve in the P-12 schools. Based on this practice and feedback from the previous Board of Examiners, the EPP developed more systematic procedures for ensuring that all programs use data for program improvement. This system includes the completion of an internal "Data Use for Program Improvement" report annually at both the program and EPP level. All programs complete this report at the end of the spring term. The report includes annual disaggregated data for each of the following areas for EPP-adopted assessments as well as program specific assessments: Content Assessment, Pedagogical Content Assessment, Pedagogical Knowledge and Skills Assessment, Student Learning Assessment, Disposition Assessment, Portfolio Assessment, Candidate Survey for Program Improvement, Employer Survey for Program Improvement and Graduate Survey for Program Improvement. Once the data are collected and analyzed, programs develop an action plan for the use of data.

The Dewar College of Education and Human Services' Assessment Committee is composed of faculty from the Colleges of Education and Human Services, Arts, Arts and Sciences, and P-12 teacher and administrator partners. This committee has provided on-going input into the design of the assessment instruments; revision of the assessment instruments; sharing of the data for unit and program improvement; and refinement of the assessment system. The assessment system was designed by this committee in 2003; the committee has been extremely active, meeting from two to four times per year over the past 10 years. Several revisions have been made to the assessment system as needed to improve and

update our data collection, analysis, and use for program and EPP improvement. Minutes of the meetings are available on the EPP website and in the LiveText Exhibit Center.

In the Fall of 2004, LiveText was adopted as the electronic platform used to manage the EPP, program, and candidate data. Initial and advanced candidates submit evidence to LiveText through their electronic portfolios, Teacher Work Samples, edTPA tasks, and other program and course projects to illustrate the achievement of each of the Conceptual Framework Standards. The evidence submitted by candidates is assessed and submitted into a database for summarizing and analyzing to continuously improve our education preparation programs.

The foundation of the Conceptual Framework for the Dewar College of Education and Human Services is **positively impacting learning through evidence-based practices**. The EPP adopted the following definition of evidence-based practices: Evidence-based practices are grounded in professional wisdom and/or systematic inquiry and when properly implemented in appropriate settings have been demonstrated to positively impact teaching and learning. Other key components of the Conceptual Framework include the Standards and Guiding Principles. There are eight evidence-based practice principles that guide the work of the Dewar College of Education and Human Services. The eight Guiding Principles include: dispositions, equity, process, ownership, support, impact, technology, and standards. The Conceptual Framework has six Standards for educators: content and curriculum, students and their learning, learning environments, planning and instruction, assessment, and professionalism. Individual programs also align their curriculum with national (SPA) and state (GaPSC) standards. As noted in the program reports, the Standards and Guiding Principles of the Conceptual Framework are infused in the courses for each of the programs, and both program and EPP assessments are built around those elements.

The assessments for the programs reflect the Conceptual Framework through the infused evaluation of the Standards and the Guiding Principles. For example, the COE Observation Instrument is an assessment designed to address each of the Conceptual Framework Standards for teachers (i.e., content and curriculum, students and their learning, learning environments, planning and instruction, assessment, and professionalism). Also, professional courses in all programs are guided by the COE Conceptual Framework Standards, and the course objectives and assessments are directly aligned to the Conceptual Framework Standards.

The LiveText management system provides faculty with readily available assessment results in the form of records, tables, reports, and graphs to monitor candidate performance. Many of the EPP and program assessments are administered several times throughout the programs. The COE Observation Instrument is used by faculty one or more times during each of the field experience semesters and several times during the clinical/student teaching experience. The assessment rubrics are submitted into the LiveText database, and faculty can monitor and assess candidate content knowledge and skill performances throughout the program. Content knowledge of candidates is further assessed through the

Georgia Assessment for the Certification of Educators (GACE). These scores are placed into LiveText so that program faculty and the EPP can use these data to monitor and implement program modifications as needed.

At the EPP level, candidates are introduced to EPP-adopted dispositions through the completion of a disposition survey administered in their entry course to the program. This EPP-adopted survey asks for candidates' agreement or disagreement with several statements that reflect important dispositions for educators directly related to the EPP-adopted dispositions of fairness and the belief that all students can learn. In several initial preparation programs, additional disposition assessments are completed for candidates during field experiences and clinical practice by university supervisors, mentor teachers, and by self-assessment. Disposition assessments of candidates are tracked and monitored by faculty.

Current initial and advanced EPP-level and program-level evaluation measures are displayed in Table 2.1. This table is organized into two types of assessments: internal and external. In addition, the table summarizes assessments at both the EPP level and program level. The EPP's internal measures are assessed by faculty, supervisors, and candidates. External measures include GACE Content Assessment pass rates, candidate performance data at entry and exit to clinical practice as rated by public school mentors, employer satisfaction data, program completers' satisfaction survey data, graduate satisfaction survey data, and reviews from external program accreditation and SPA. Accredited initial teacher preparation programs in the EPP include the Music Education Program—National Association of Schools of Music (NASM) and the Art Education Program—National Association of Schools of Art and Design (NASAD). Nationally recognized programs in the EPP include the Special Education-Deaf or Hearing Impaired Program—Council for Exceptional Children (CEC), Middle Grades Education Program—Association for Middle Level Education (AMLE), the Early Childhood Education Program—Association for Childhood Education International (ACEI, recognized with conditions), the School Library Media Specialist Program—American Library Association/American Association of School Librarians (ALA/AASL), and the Foreign Language Education (Spanish) Program—American Council on the Teaching of Foreign Languages (ACTFL).

Table 2.1
EPP and Program Assessment Measures

Type	Program Assessment	Unit Assessment
Internal (Assessments Completed by Faculty, University Supervisors, and Candidates)	**Candidate Performance:** Program specific requirements at admission points and exit Key assessments of professional content standards (SPA & GaPSC) COE Observation Instrument (university supervisor) COE Observation Instrument (self-assessment) Portfolio Assessment Impact on Student Learning Assessment Program/EPP Disposition Assessments	**Candidate Performance:** Common requirements at each decision point of admission, retention, entry to clinical practice, and exit COE Observation Instrument (university supervisor & candidate self-assessment) Candidate Survey for Program Improvement – CSPI (initial teachers only-at exit) Portfolio Assessment (initial teachers) Disposition Survey (initial teachers) COE Advanced Observation Instrument (advanced teachers only) COE Advanced Observation Instrument Self-Assessment (advanced teachers only) COE Advanced Educator Self-Assessment (advanced teachers only) Advanced Impact on Student Learning (advanced teachers only) COE Advanced Candidate Portfolio (advanced teachers only) Advanced Educator Disposition Survey (advanced teachers and other school professionals) Literature Review (advanced teacher and other school professionals

Type	Program Assessment	Unit Assessment
		only) Advanced Candidate Survey for Program Improvement – ACSPI (advanced teacher and other school professionals only – exit)
	Field Experiences: Placements in program courses Placements in practica/apprenticeship/ methods courses Current classroom/school placements as P-12 employees (HSTE, T&I, MAT, advanced teachers, other school professionals)	**Clinical Practice:** Placements in student teaching/internship Observations
		Diversity: Candidates Field Experiences Faculty Mentors
	End of Program: Candidate Survey for Program Improvement – CSPI (initial teachers only-at Exit) Advanced Candidate Survey for Program Improvement-ACSPI (advanced teachers & other school professionals-at exit)	**Faculty:** Biographical information Vitae and supporting documentation Student Opinion of Instruction Surveys Performance reviews (annual, reviews for promotion, reviews for tenure, post-tenure review) Candidate evaluation of advising

Type	Program Assessment	Unit Assessment
		Resources: Budget Facilities Technology
External (State and National Exams and Assessments Completed by School-based Mentors, Graduates, and Employers)	**Candidate Performance:** GACE Basic Skills GACE Content Assessments MAT/GRE (Advanced only) Candidate Observation Instrument (Mentor Evaluation – Initial teacher only)	**End of Program:** COE Observation Instrument (mentors for initial candidates only)
		Graduates: First- or Second- Year Follow-up Survey-GSPI (initial and advanced)
		Employers: Surveys of Employers of First- or Second- Year Graduates-ESPI (initial teachers, endorsements, and other school professionals only)

The EPP's internal measures related to advanced candidate performance of candidates in other school professional roles include admissions data, performance on comprehensive examinations or acceptable substitute, and dispositions surveys of candidates. External measures include GACE Content Assessment pass rates, employer satisfaction data, graduate satisfaction survey data, and reviews from external program accreditation reviews. Accredited advanced programs in the EPP include the Communication Disorders Program – Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and the School Counseling Program – Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For advanced teacher preparation programs, the EPP has developed a comprehensive set of measures that includes content assessment as measured through successful completion of a comprehensive examination or acceptable substitute, content assessment as measured through a review of literature paper, self-assessment of overall teaching practices aligned to the Georgia Framework for Teaching, self-assessment of applied teaching practices within a teaching episode, a candidate disposition survey, and a project that evaluates candidates' impact on P-12 learning.

Although several of the measures are similar, differences exist between instruments used in initial teacher preparation programs and advanced teacher preparation programs. For example, the dispositions survey includes basically the same items; however, candidates in advanced teacher preparation programs are asked to explain how their classroom or educational practice reflects agreement or disagreement with each statement. Additionally, candidates in advanced preparation programs, while responding to the same items on the COE Observation Instrument as initial candidates, may rate themselves at a more advanced level on each item than is available for candidates completing initial programs. Finally, the graduate follow-up survey, while similar in format to the survey administered to program completers of initial programs, includes different items for candidates to evaluate. Tables 2.2, 2.3, and 2.4 provide an overview of transition point candidate assessments across initial teacher, advanced teacher, and other school professional programs.

Table 2.2
Unit Assessment System: Transition Point Assessments for Initial Teacher Preparation Programs

Initial Teacher Preparation Programs						
Program	**Admission to Teacher Education**	**Retention Check-points**	**Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**Induction**
Art- Bachelor's and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment	GPA	GPA Satisfactory Completion of All Coursework Satisfactory Completion of Field Experiences	Disposition Survey COE Observation Instrument	CSPI GACE Content Assessment Portfolio	GSPI ESPI
Early Childhood- Bachelor's and	GPA	GPA	GPA	Disposition	TWS	GSPI

Initial Teacher Preparation Programs						
Program	**Admission to Teacher Education**	**Retention Check-points**	**Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**Induction**
Certification Only	Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey		Content Assessment Satisfactory Completion of All Coursework Satisfactory Completion of Field Experiences	Survey COE Observation Instrument Content Assessment	CSPI GACE Content Assessment Portfolio	ESPI Content Assessment
Foreign Language-French Bachelor's and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey	GPA	GPA Satisfactory Completion of All Coursework Satisfactory Completion of Field Experiences	Disposition Survey COE Observation Instrument	TWS CSPI GACE Content Assessment Portfolio	GSPI ESPI
Foreign Language-Spanish Bachelor's and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills	GPA	GPA Satisfactory Completion of All Coursework Satisfactory Completion of	Disposition Survey COE Observation Instrument	TWS CSPI GACE Content Assessment	GSPI ESPI

Initial Teacher Preparation Programs						
Program	**Admission to Teacher Education**	**Retention Check-points**	**Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**Induction**
	Assessment Disposition Survey		Field Experiences		Portfolio	
Health Care Science Technology Education − Bachelor's and Certification Only	− Content Assessment − Disposition Survey	− GPA	− New Teacher Institute (NTI)	− Disposition Survey − COE Observation Instrument	− CSPI − PortfolioI	- GSPI - ESPI
Health and Physical Education- Bachelor's and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey	GPA	GPA Program Content Assessment Satisfactory Completion of All Coursework Satisfactory Completion of Field Experiences	Disposition Survey COE Observation Instrument	ISL Project CSPI GACE Content Assessment Portfolio	GSPI ESPI
Middle Grades- Bachelor's and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills	GPA	GPA Content Assessment Satisfactory Completion of All	Disposition Survey COE Observation Instrument Content	TWS CSPI GACE Content Assessment	GSPI ESPI Content Assessment

Initial Teacher Preparation Programs						
Program	**Admission to Teacher Education**	**Retention Check-points**	**Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**Induction**
	Assessment Disposition Survey		Coursework Satisfactory Completion of Field Experiences	Assessment	Portfolio	
Middle Grades- Master of Arts in Teaching and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey	GPA	GPA Content Assessment Satisfactory Completion of All Coursework Satisfactory Completion of Field Experiences	Disposition Survey COE Observation Instrument Content Assessment	TWS CSPI GACE Content Assessment Portfolio	GSPI ESPI Content Assessment
Music- Bachelor's and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey	GPA	GPA Content Assessment Satisfactory Completion of All Coursework Satisfactory Completion of	Disposition Survey COE Observation Instrument Content Assessment	CSPI GACE Content Assessment Portfolio	GSPI ESPI Content Assessment

Initial Teacher Preparation Programs						
Program	**Admission to Teacher Education**	**Retention Check-points**	**Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**Induction**
			Field Experiences			
Secondary Education– All Content Areas Master of Arts in Teaching and Certification Only	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey	GPA	GPA Content Assessment Satisfactory Completion of All Coursework Satisfactory Completion of Field Experiences	Disposition Survey COE Observation Instrument	TWS CSPI GACE Content Assessment Portfolio	GSPI ESPI Content Assessment
Special Education- Early Childhood Special Education General Curriculum Bachelor's	GPA Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey	GPA	GPA Content Assessment Satisfactory Completion of All Coursework Satisfactory Completion of Field Experiences	Disposition Survey COE Observation Instrument	Capstone Project CSPI GACE Content Assessment Portfolio	GSPI ESPI
Special Education- Deaf and Hard of	GPA	GPA	GPA			

Initial Teacher Preparation Programs						
Program	**Admission to Teacher Education**	**Retention Check-points**	**Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**Induction**
Hearing Master of Education	Grade of C or better in ENGL 1101 & 1102 GACE Basic Skills Assessment Disposition Survey		B.S.Ed. in Special Education-Deaf and Hard of Hearing Satisfactory Completion of Field Experiences			
Special Education-Deaf and Hard of Hearing Master of Arts in Teaching		GPA	GPA			
Special Education-Adapted Curriculum Master of Arts in Teaching	GPA GRE/MAT Disposition Survey	GPA	GPA	COE Observation Instrument	Capstone Project CSPI GACE Content Assessment Portfolio	GSPI ESPI
Special Education-General Curriculum Master of Arts in	GPA GRE/MAT	GPA	GPA	COE Observation Instrument	Capstone Project CSPI GACE Content	GSPI ESPI

Initial Teacher Preparation Programs						
Program	**Admission to Teacher Education**	**Retention Check-points**	**Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**Induction**
Teaching	Disposition Survey				Assessment Portfolio	
Technical and Industrial Education Associate's Bachelor's	Content Assessment Disposition Survey		New Teacher Institute (NTI)	Disposition Survey COE Observation Instrument	CSPI Portfolio	GSPI ESPI

Table 2.3

Unit Assessment System: Transition Point Assessments for Advanced Teacher Preparation Programs

Advanced Programs for Licensed Teachers				
Program	**Admission**	**Program Retention and Progression**	**Program Completion**	**After Program Completion**
M.Ed. Adult and Career Education/ Trade and Industrial Education	Admission to the VSU Graduate School Disposition Survey COE Advanced Educator Self-Assessment	GPA COE Advanced Observation Instrument COE Advanced Literature Review COE Advanced Impact on P-12 Learning	GPA Comp. Exam or Acceptable Substitute Disposition Survey COE Advanced Educator Self-	Advanced Candidate Survey for Program Improvement-AGSPI

Advanced Programs for Licensed Teachers				
Program	**Admission**	**Program Retention and Progression**	**Program Completion**	**After Program Completion**
			Assessment	
M.Ed. Early Childhood Education	Admission to the VSU Graduate School Disposition Survey COE Advanced Educator Self-Assessment	GPA COE Advanced Observation Instrument COE Advanced Literature Review COE Advanced Impact on P-12 Learning	GPA Comp. Exam or Acceptable Substitute Disposition Survey COE Advanced Educator Self-Assessment	Advanced Candidate Survey for Program Improvement-AGSPI
Ed.S. Special Education	Admission to the VSU Graduate School Disposition Survey COE Advanced Educator Self-Assessment	GPA COE Advanced Observation Instrument COE Advanced Literature Review COE Advanced Impact on P-12 Learning	GPA Comp. Exam or Acceptable Substitute Disposition Survey COE Advanced Educator Self-Assessment	Advanced Candidate Survey for Program Improvement-AGSPI
M.Ed. Health and Physical Education	Admission to the VSU Graduate	GPA	GPA	Advanced Candidate Survey

Advanced Programs for Licensed Teachers				
Program	**Admission**	**Program Retention and Progression**	**Program Completion**	**After Program Completion**
	School Disposition Survey COE Advanced Educator Self-Assessment	COE Advanced Observation Instrument COE Advanced Literature Review COE Advanced Impact on P-12 Learning	Comp. Exam or Acceptable Substitute Disposition Survey COE Advanced Educator Self-Assessment	for Program Improvement-AGSPI
Ed.S. Coaching Pedagogy in Physical Education	Admission to the VSU Graduate School Disposition Survey COE Advanced Educator Self-Assessment	GPA COE Advanced Observation Instrument COE Advanced Literature Review COE Advanced Impact on P-12 Learning	GPA Comp. Exam or Acceptable Substitute Disposition Survey COE Advanced Educator Self-Assessment	Advanced Candidate Survey for Program Improvement-AGSPI
M.Ed. Middle Grades & Middle Grades Math and Science	Admission to the VSU Graduate School Disposition Survey	GPA COE Advanced Observation Instrument	GPA Comp. Exam or Acceptable Substitute	Advanced Candidate Survey for Program Improvement-

Advanced Programs for Licensed Teachers				
Program	**Admission**	**Program Retention and Progression**	**Program Completion**	**After Program Completion**
	COE Advanced Educator Self-Assessment	COE Advanced Literature Review COE Advanced Impact on P-12 Learning	Disposition Survey COE Advanced Educator Self-Assessment	AGSPI
M.Ed. Secondary Education	Admission to the VSU Graduate School Disposition Survey COE Advanced Educator Self-Assessment	GPA COE Advanced Observation Instrument COE Advanced Literature Review COE Advanced Impact on P-12 Learning	GPA Comp. Exam or Acceptable Substitute Disposition Survey COE Advanced Educator Self-Assessment	Advanced Candidate Survey for Program Improvement-AGSPI

Table 2.4
Unit Assessment System: Transition Point Assessments for Other School Professional Preparation Programs

Advanced Programs for Other School Professionals				
Program	**Admission**	**Program Retention and Progression**	**Program Completion**	**After Program Completion**
Communication Disorders	Admission to VSU Graduate School GPA and GRE/MAT scores (combined) Disposition Survey	GPA GPA Satisfactory Completion of Practicum Experiences Completion of all coursework	GPA COE Observation Instrument Comp. Exam or Acceptable Substitute Praxis II Disposition Survey	GSPI ESPI
Ed. Leadership	Admission to the VSU Graduate School GPA and GRE/MAT scores Disposition Survey	GPA Inventory of Leadership Experiences	GPA GACE Content Assessment Inventory of Leadership Experiences Disposition Survey	GSPI ESPI
Media Specialist	GPA and GRE/MAT	Approval of contract by	GPA	GSPI

	scores (combined) Disposition Survey	university supervisor GPA Completed coursework Internship review by university supervisor and field mentor	GACE Content Assessment Comp. Exam or Acceptable Substitute	ESPI
Reading	Admission to VSU Graduate School GPA and GRE/MAT scores (combined) Disposition Survey	GPA Literacy Handbook Correction of Reading Difficulties Case Study Diagnosis of Reading Difficulties Case Study Comprehension Strategy Assessment Literacy Coaching: Critical Analysis of Prof. Dev. Interdisciplinary Writing Unit	GPA Completion of Reading Program Portfolio	GSPI ESPI
School Counseling (M.Ed.)	Admission to VSU Graduate School GPA and GRE/MAT scores	National Board for Certified Counselors (NBCC) Internship Review by faculty	GACE Content Assessment Comp. Exam or Acceptable Substitute	GSPI ESPI

| | (combined)

Disposition Survey

Completed application

Personal Interview if needed | | | |
|---|---|---|---|---|
| School Counseling (Ed.S.) | GPA and GRE/MAT scores (combined)

Completed Application

Disposition Survey

Certification as a School Counselor | GPA

Faculty review of candidates to determine readiness

Internship Review by faculty | GPA

Thesis | AGSPI |

A variety of assessments are used to manage and improve operations and programs of the EPP. For example, external reviews (e.g., GaPSC program reviews, accrediting bodies of national associations) provide valuable information for improving and managing both EPP operations (e.g., its field experiences) and the programs in the EPP. Feedback from advisory committees, graduates, employers, and candidates is analyzed,

aggregated, and disaggregated to inform improvements at the EPP and program levels. Advising evaluations and Student Opinion of Instruction surveys (SOIs) are used by faculty and administrators to improve operations and programs.

Initial Preparation Programs Several types of assessments are implemented in the COE initial programs. Some of these assessments include portfolios, GACE Content Assessment, observations of field experiences, Teacher Work Samples, course projects, case studies, action research projects, and Evaluation of Teacher Candidate Dispositions. These assessments are evaluated through the use of a variety of evaluation tools, such as rubrics, surveys, and scoring guides.

The data from these assessments provide clear evidence that the COE assessments predict the success of the EPP's candidates. Four measures of success are identified: mentor evaluations of the performance of candidates, successful completion of clinical practice (student teaching/internship) by candidates, candidates' eligibility for certification (passing of GACE Content Assessments), and employer perceptions of the quality of candidates. It is noteworthy that three of the four measures are external measures; only one is an internal measure (program completion). The results of these external measures provide further validation of program effectiveness and add credibility to assessments completed by faculty and other internal sources.

Mentor teachers rate candidates as exhibiting high levels of competency in content, knowledge of students and their learning, creating learning environments, assessment practices, planning and instruction, and professionalism. Aggregated EPP data from the past three years provide evidence of candidate success as evaluated by mentor teachers. Data from the past three years provide additional evidence that the EPP's assessments predict candidate success. A high percentage of the EPP's candidates entering clinical practice demonstrate the expected standards and successfully complete their student teaching or internship.

A third evaluation of the extent to which the EPP's assessments predict candidate success is measured by candidates' passing rates on GACE Content Assessment. Candidates do not take this exam until the end of their programs, signifying that they have performed successfully on all internal assessments. The EPP's passing rate on GACE Content Assessments across academic content areas, other content areas, and special education exceeds 90% each year for the past three years. For a complete list of GACE Content Assessment scores, see the Title II Reports in Exhibit 1.4.b.

An additional measure of the extent to which the EPP's assessments predict candidate success is the rating of employers of graduates from the past three years. When asked, "Overall, the preparation program prepared the educator [educators listed on the survey] to function in the school/classroom," 97% of employers (2010-11) indicated they strongly agreed or agreed. Clearly employers consider VSU graduates as "successful."

The COE initial program transition points include admission, retention, entry to clinical practice (student teaching/internship), exit from clinical practice, program completion, and induction. The first transition point is the candidate's admission to Teacher Education. The admission criteria were established to ensure equal access to all qualified candidates. Candidates must be admitted in order to enroll in the professional education courses. Candidates must enroll in their program's respective 2999 course to achieve admission into their initial programs. By successfully completing the requirements below, candidates earn a grade of "S" and are admitted to Teacher Education.

- a major leading to teacher certification
- earn at least 30 semester hours
- achieve at least an overall GPA required by program
- achieve a grade of C or better in ENGL 1101 and 1102
- pass or exempt the GACE Basic Skills Assessment
- submit a criminal background check
- purchase professional liability insurance
- purchase a LiveText account, attend a LiveText orientation session, and begin an electronic portfolio
- complete a dispositions survey

Each program designates a course or courses as the retention transition point where all requirements for admission to teacher education must have been maintained. At the entry to clinical practice (student teaching/internship) transition point, candidates are required to have earned minimum grades of "C" in all professional education courses, maintain the cumulative GPA required in their program, and have completed all coursework. In order to successfully complete their program, candidates must have successfully completed all of their program coursework including their clinical practice (student teaching/internships), and must have taken the GACE Content Assessment for their certification area. Candidates recommended for certification have completed all requirements for a degree and have a passing score on the GACE Content Assessment for their certification area. At the induction transition point (first and second year of employment), candidates are asked to complete a survey (GSPI) in which they provide information regarding the quality of their preparation program. Employers of our recent graduates also receive a similar survey (ESPI). These survey data are used for program and EPP improvement.

Advanced Teacher Programs Admission to the VSU Graduate School and successful completion of a program-specific 5999 course is the first transition point for candidates in programs that prepare advanced teachers. The second transition point occurs during program retention and progression where advanced teacher candidates successfully complete coursework and receive feedback from program-specific assessments. At the exit transition point, the candidates must have completed all program coursework and successfully completed a comprehensive examination

or acceptable substitute. A survey for program improvement (AGSPI) is sent to these graduates during the following spring. These survey data are used for program and EPP improvement.

Candidate performance in advanced teacher preparation programs are assessed using four EPP measures: performance on comprehensive examination or acceptable substitute, review of literature paper to evaluate integration of content and pedagogical knowledge, impact on P-12 learning project, and self-evaluation of dispositions. Each program also has program-specific assessments. Data are maintained in the LiveText exhibit center.

Other School Professional Programs Admission to the VSU Graduate School and successful completion of a program-specific 5999 course is the first transition point for candidates in programs that prepare other school professionals. The second transition point in programs preparing other school professionals occurs during program retention and progression. In order to successfully complete the program, candidates must have completed all of their program coursework including their clinical practice and must have taken the GACE Content Assessments for their certification area. Candidates recommended for certification have completed all requirements for a degree and have a passing score on the GACE Content Assessment. During the first year of the graduates' employment, they are asked to complete a survey (GSPI or AGSPI) in which they provide information regarding the quality of their preparation program. Employers of our recent graduates also receive a similar survey (ESPI). These survey data are used for program and EPP improvement.

Candidate performance in other school professional programs is assessed using four EPP measures: performance on comprehensive examination or acceptable substitute, review of literature paper to evaluate integration of content and pedagogical knowledge, impact on P-12 learning project, and self-evaluation of dispositions. Each program also has program-specific assessments. Data are maintained in the LiveText exhibit center.