

Georgia Gwinnett College
Standard Three Evidence Set 5
R3.3 (GaPSC 3.5) Content Knowledge and Competency at Completion

Alignment to National Standards: This evidence set, entitled *Content Knowledge and Competency Upon Completion*, re-presents evidence for the CAEP Standard 3 reviewer from Standard One Evidence Set: GACE, Standard One Evidence Set: edTPA, Standard One Evidence Set: Lesson Plans Data, and Standard One Evidence Set: CAPS Data, all of which provide evidence to support:

GaPSC Standard 3.5: Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a **high standard for content knowledge** in the fields where certification is sought and can teach effectively with **positive impacts on P-12 student learning and development**.

GaPSC 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present **multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all these domains**.

Standard 3: Candidate Recruitment, Progression, and Support The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.3 Competency at completion

The provider ensures candidates possess academic **competency to teach effectively with positive impacts on diverse P-12 student learning and development through the application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) of certification sought**. Multiple measures are provided, and data is disaggregated and analyzed based on race, ethnicity, and other categories relevant to the EPP's mission.

How is alignment assured: The Assistant Dean of Assessment and Accreditation, in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, GaPSC, InTASC, and appropriate Technology Standards. The Assistant Dean of Assessment and Accreditation coordinates and maintains alignments and adherence to multiple Georgia state laws and policy regulations. All Standards have been maintained utilizing Excel Spreadsheets and Class Climate Survey by Scantron; however, maintenance will be transferred to a suite of digital assessment tools on Watermark – VIA beginning fall 2021. The Assistant Dean of Assessment and Accreditation will maintain a standards database so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

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Evidence Overview

Re-presentation of evidence from Standard One Evidence Set 1 GACE– Content Knowledge

Purpose of Assessment: The Georgia PSC requires specific content knowledge specialty examinations [GACE] to evaluate pre-service teachers’ content knowledge as preparation for certification. Georgia Gwinnett College teacher candidates are encouraged to pass state-required GACE subject area exams related to program content prior to student teaching. This provides GGC with a 99-100% pass rate from 2018 to 2021. The GACE Categories/Sub-tests are analyzed from the various content areas to strengthen program coursework and candidate content knowledge.

Details of Assessment Administration: Georgia Gwinnett Colleges, School of Education requires all candidates in all programs leading to initial licensure to pass the GACE content area examination for program completion. Licensure Requirements are described within each program on page 20 in the EPP Handbook, along with Section 8 on Assessment and Evaluation of field and clinical experiences.

Evaluation Measure: Educational Testing Service (ETS) scores the GACE examinations. Georgia requires specific [passing scores](#) in each content knowledge specialty examination [GACE] as preparation for licensure/certification. GGC adheres to the state of Georgia requirements. Below are the pass rates for GGC licensure programs (See Table 1). These pass rates are based on first-time test opportunities for GGC Completers.

Table 1: GACE Pass Rates

Program 2018-2019	GACE Pass Rate
Bachelor of Science, Elementary Education (Grades K-6)	N=83 100%
Bachelor of Science, Special Education	N=14 100%
Bachelor of Science, TCP English	N=4 100%
Bachelor of Science, TCP History	N=6 100%
Bachelor of Science, TCP Biology	N=3 100%
Bachelor of Science, TCP Math	N=3 100%
Bachelor of Science, TCP Chemistry	N=0

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Program 2019-2020	GACE Pass Rate
Bachelor of Science, Elementary Education (Grades K-6)	N=63 100
Bachelor of Science, Special Education	N=23 100%
Bachelor of Science, TCP English	N=5 100%
Bachelor of Science, TCP History	N=5 100%
Bachelor of Science, TCP Biology	N=9 100%
Bachelor of Science, TCP Math	N=2 84%
Bachelor of Science, TCP Chemistry	N=1 100%

Program 2020-2021	GACE Pass Rate
Bachelor of Science, Elementary Education (Grades K-6)	N=60 100%
Bachelor of Science, Special Education	N=21 100%
Bachelor of Science, TCP English	N=4 100%
Bachelor of Science, TCP History	N=9 100%
Bachelor of Science, TCP Biology	N=4 100%
Bachelor of Science, TCP Math	N=7 50%
Bachelor of Science, TCP Chemistry	N=0

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How is the evaluation used to measure candidate progress: The GACE Content Knowledge tests provide credible evidence of whether teacher candidates have learned fundamental concepts of the content and relationships among those concepts that they are required to teach.

All students must have a score of 220 or above in each content area. For more information on the GACE scores, click this link: https://www.gace.ets.org/program_providers/scores/interpret.

Candidates seeking help related to any GACE content knowledge examination can obtain support from the Dean's office in the School of Education and the GGC Academic Enhancement Center

Re-presentation of evidence from Standard One Evidence Set One Impact on Student Learning,

Purpose of Assessment: All programs underwent the initial review by the Georgia PSC.

Assessment for Instruction administered concurrently with a clinical placement measured by the CAPS and CDPA, GACE, and the EdTPA. The EdTPA demonstrates teacher candidate knowledge and understanding of:

- 1) the selection and development of an assessment;
- 2) preparing learners for assessment guiding prompts, including such for selected focus students and as a means of demonstrating knowledge of the purpose and characteristics of different kinds of assessments and appropriate accommodations for learners with disabilities and language needs;
- 3) administering and analyzing the assessment data for student learning including analysis of data for selected focus students including guiding learners in the examination of their own thinking and learning;
- 4) reflecting on the assessment including identified focus students; and
- 5) the use of formal and informal assessment strategies to plan, evaluate and strengthen instruction that promotes continuous intellectual, social, emotional, and physical development of each student.

The purpose of the **CAPS presented in this Evidence Set**, related to Impact on Student Learning, is to provide credible evidence that each candidate can affect student pre- to post-learning gains in their student teaching. The purpose of the **CDPA presented in this Compendium**, related to Impact on Student Learning, is to provide credible evidence that each candidate possesses the dispositions required to be an effective teacher. See Table 2 to review the alignment of capstone evaluations and the impact on student learning. See Table 3 for the details of each assessment and when the assessment is given to students. See Table 4 for details on how each assessment measures candidates' progress.

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Table 2: Alignment of Evaluations specific to Impact on Student Learning

Student Teaching 2018-2019					
Program	Observation of CDPA	CAPS 1-10 Observation Teaching Event	GACE (pass rate) Test 1/Test 2	EdTPA	GPA
Bachelor of Science, Elementary Education (Grades K-6)	3.46	3.4	98/98	3.17	3.54
Bachelor of Science, Special Education	3.5	3.07	100/100	3.16	3.34
Bachelor of Science, TCP English	3.36	3.27	100/100	3.13	3.73
Bachelor of Science, TCP History	3.22	3.1	100/100	3.08	3.3
Bachelor of Science, TCP Biology	3.9	3.44	100/100	3.19	3.8
Bachelor of Science, TCP Math	3.88	3.23	100/100	3.02	3.1

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Student Teaching 2019-2020					
Program	Observation of CDPA	Observation Teaching Event CAPS 1-10	GACE	EdTPA	GPA
Bachelor of Science, Elementary Education (Grades K-6)	3.5	3.31	97/95	3.04	3.5
Bachelor of Science, Special Education	3.26	3.15	100/100	3.17	3.35
Bachelor of Science, TCP English	3.13	3.14	100/100	3.2	3.58
Bachelor of Science, TCP History	3.18	3.1	100/100	3.03	3.36
Bachelor of Science, TCP Biology	3.49	3.44	100/100	3.01	3.24
Bachelor of Science, TCP Math	3.44	3.23	100/67	2.80	3.5
Bachelor of Science, TCP Chemistry	4.00	3.8	100/100	3.13	3

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Student Teaching 2020-2021					
Program	<i>Observation of CDPA</i>	<i>Observation Teaching Event CAPS 1-10</i>	<i>GACE</i>	<i>EdTPA</i>	<i>GPA</i>
Bachelor of Science, Elementary Education (Grades K-6)	3.52	3.42	100/70	2.87	3.55
Bachelor of Science, Special Education	3.43	3.29	100/100	2.82	3.38
Bachelor of Science, TCP English	3.15	2.93	100/100	3.00	3.6
Bachelor of Science, TCP History	3.23	3.31	100/100	2.92	3.46
Bachelor of Science, TCP Biology	3.15	3	100/100	2.68	3.43
Bachelor of Science, TCP Math	3.75	3.42	67/33	2.40	3.33
Bachelor of Science, TCP Chemistry	N=0				

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Table 3: Details of Assessment Administration

Evaluation	Details	Point in all Teacher Preparation Programs
Georgia Assessment for the Certification of Educators GACE	The <i>Georgia Assessment for the Certification of Educators</i> (GACE) exams are content assessments required for professional certification by the Georgia Professional Standards Commission. Each assessment consists of two subtests. Passing scores on both subtests are required to pass the assessment. Candidates generally complete these assessments during their final semester in the teacher education program. While passing scores are not required for graduation from Georgia Gwinnett College, they are required for an institutional recommendation for a Georgia teaching certificate.	Semesters 3 & 4
EdTPA	The <i>Educator Teacher Performance Assessment</i> (edTPA) is a performance-based, subject-specific support and assessment system used by educator preparation programs (EPPs) nationwide. edTPA complements a multiple-measures assessment system as a summative capstone that allows candidates to integrate what they have learned about effective teaching practice throughout their program and to demonstrate that they can plan, teach, and assess based on knowledge of their students in their clinical field experience.	Final Semester of Year-Long Student Teaching
Candidate Dispositions Performance Assessment Rubric CDPA	The <i>Candidate Dispositions Performance Assessment (CDPA) rubric</i> is used by field and clinical faculty supervisors and mentor teachers to assess the professional dispositions exhibited by teacher candidates. The Candidate Dispositions Performance Assessment Rubric includes candidates' personal, interpersonal, professional, instructional, and socio-cultural attitudes and behaviors. Data are collected for every course with embedded field experiences and clinical experiences at the 3000 and 4000 level from field and clinical faculty supervisors and mentor teachers. Scores on this instrument obtained each semester are aggregated and used for program and unit assessment purposes. Data for individual teacher candidates are reviewed at	Semesters 1-4

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	transition points to determine readiness for progression.	
Candidate Assessment of Performance Standards Rubric CAPS	<p>The <u>Candidate Assessment of Performance Standards (CAPS) assessment rubric</u> is used by field and clinical faculty supervisors and mentor teachers to assess the classroom teaching performance of teacher candidates during field and clinical experiences. It is used in all courses in which field or clinical experiences are embedded. Since these experiences occur throughout the educator preparation program, the scoring of this instrument has been designed so that candidates can demonstrate growth in teaching skills over time.</p> <p>Scores on this instrument obtained each semester are aggregated and used for program and unit assessment purposes. Data for individual students are reviewed at transition points to determine readiness for progression.</p>	Semesters 1-4

Table 4- Measurement of Progress:

Evaluation	Measurement of Progress
Georgia Assessment for the Certification of Educators GACE	<p>Expected Level of Performance: A passing score is 220 at the induction level and 250 at the professional level on GACE I and GACE II content exams.</p> <p>How are Results Used: Candidates must pass GACE Content Area Assessments to become certified. The EPP will use the results for continuous program improvement.</p>
EdTPA	<p>Expected Level of Performance: Pass edTPA to graduate. For ELED, that is a score of 45/72, and SPED and TCP are 38/60.</p> <p>How are Results Used: Teacher candidates must pass edTPA to become certified. Results can inform employers as to strengths and opportunities for growth for new teachers during the induction phase.</p> <p>The EPP will use the results for continuous program improvement.</p>
Candidate Dispositions Performance Assessment Rubric CDPA	<p>Expected Level of Performance: Semesters 1 & 2 Candidates must score satisfactory ratings on the Candidate Dispositions Performance Assessment Rubric as follows: Candidates must score at three or above on the following items to complete the course and move on to their final semester/student teaching: One: Integrity</p>

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	<p>Two: Interaction with students Six: Attendance Seven: Dependability and reliability Eleven: Teachability and Accountability Thirteen: Cultural Sensitivity Fifteen: Fairness Sixteen: Use of Technology Eighteen: Self Control Nineteen: Professional Appearance Twenty-one: Professional Judgement Twenty-two: Passion for teaching Twenty-three: Commitment to school Candidates who do not meet the criteria will be placed in a candidate support plan.</p> <p>Semester 3 To complete the course and graduate, candidates must meet the minimum performance requirements (earn at or above a “C”). Candidates can score no more than two items at level 1. **Any “Level 1” score will result in a supervisor/administrator conference and/or additional consequences. Candidates who do not meet the criteria will be placed in a candidate support plan.</p> <p>Semester 4 Candidates must meet the minimum performance requirements (earn at or above a “C”) to complete the course and graduate without being placed on a candidate support plan. Candidates can score no more than two items at level 1. **Any “Level 1” score will result in a supervisor/administrator conference and/or additional consequences.</p> <p>How are Results Used: The results are used to mentor candidates and support their progression in the program. The EPP will use the results for continuous program improvement.</p>
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Candidate Assessment of Performance Standards Rubric CAPS	<p>Expected Level of Performance:</p> <p>Semester 1 Candidates are scored on six of the ten standards of CAPS: Professional Knowledge, Instructional Planning, Instructional Strategies, Positive Learning Environment, Professionalism, and Communication. To complete the course, candidates must meet the minimum performance requirements (earn at or above a “C”). Candidates can score no more than four items at level 2 and no more than 1 item at level 1 to progress. Candidates who do not meet the criteria will be placed in a candidate support plan.</p> <p>Semester 2 Candidates are scored on seven of the ten standards of CAPS: Professional Knowledge, Instructional Planning, Instructional Strategies, Positive Learning Environment, Academically Challenging Environment, Professionalism, and Communication. To complete the course, candidates must meet the minimum</p>
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	<p>performance requirements (earn at or above a “C”). Candidates can score no more than four items at level 2 and no more than 1 item at level 1 to complete the course and move on to their final semester/student teaching. Candidates who do not meet the criteria will be placed in a candidate support plan.</p> <p>Semester 3 Candidates are scored on all ten standards of CAPS: Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism, and Communication. To complete the course and graduate, candidates must meet the minimum performance requirements (earn at or above a “C”). Candidates can score no more than four items at level 2 and no more than one item at level 1 in completing the course. **Any “Level 1” score will result in supervisor/administrator conference and/or additional consequences. Candidates who do not meet the criteria will be placed in a candidate support plan.</p> <p>Semester 4 Candidates are scored on all ten standards of CAPS: Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism, and Communication. To complete the course and graduate, candidates must meet the minimum performance requirements (earn at or above a “C”). Candidates can score no more than three items at level 2 and no items at level 1 to progress. **Any “Level 1” score will result in supervisor/administrator conference and/or additional consequences.</p> <p>How are Results Used: The results are used to mentor candidates and support their progression in the program regarding their teaching practices. The EPP uses the results to make changes to field-based instruction and requirements and provide support for teacher candidates.</p>
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Evaluation Instruments:

Candidate Dispositions Performance Assessment (CDPA) Rubric Adopted fall 2018

Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
<p>Integrity - Teacher candidate abides by professional codes of ethics for teaching and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of good reputable character. S/he always maintains confidentiality.</p> <p>SOE Outcome: 1.1 CAEP Standards: 1.1, 3.3 InTASC Standard: 9 IEE Goal: 6</p>	<p>Teacher candidate behaves in such a way that initial certification would be denied or suspended, such as failure to report potential child abuse, inappropriate conduct with students, use of alcohol on school premises (see <i>state's code of ethics</i> for relevant state(s) for complete list).</p>	<p>Teacher candidate behaves in such a way to warrant a reprimand, warning, or monitoring.</p>	<p>Teacher candidate abides by professional codes of ethics of the state(s) in which he/she plans to teach and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of good reputable character. S/he always maintains confidentiality.</p>	<p>Teacher candidate abides by professional codes of ethics of the state(s) in which he/she plans to teach and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of reputable character. S/he always maintains confidentiality, and candidate exemplifies behavior that represents the education profession with dignity and integrity.</p>

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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
<p>Interaction with Students - Teacher candidate interacts positively and maintains appropriate relationships with students. *Reference your state’s code of ethics for teaching if clarification on “appropriate relationships with students” is needed.</p> <p>CAEP Standards: 1.1, 3.3 InTASC Standard: 9</p>	<p>Teacher candidate interacts negatively with students, such as yelling or screaming at a student and/or belittling students.</p>	<p>Teacher candidate may struggle with managing a class of students and possibly resort to yelling at the class. Or, s/he fails to maintain an appropriate relationship with students, such as taking on a “friend role” without maintaining a sense of authority.</p>	<p>Teacher candidate interacts positively and maintains appropriate relationships with students.</p>	<p>Teacher candidate interacts positively and maintains appropriate and caring relationships with students and has good rapport with all students.</p>
<p>Attitude & Demeanor - Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.</p> <p>CAEP Standards: 1.1, 3.3</p>	<p>Teacher candidate is negative about the school, administration, and/or students. S/he is resistant to changes, causing complications by word or actions. S/he demonstrates an</p>	<p>Teacher candidate is professional in attitude and demeanor, but does not exhibit enthusiasm. Candidate may seem apathetic or speak freely of</p>	<p>Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.</p>	<p>Teacher candidate maintains a positive attitude and demeanor and encourages others to do so as well. S/he is flexible, professional, and enthusiastic.</p>

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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
	unprofessional attitude.	discontent with the school, administration, and/or students.		
<p>Communication - Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact.</p> <p>SOE Outcome: 4.2 CAEP Standards: 1.1, 3.3 InTASC Standard: 8 IEE Goals: 1, 5</p>	Teacher candidate communicates unprofessionally or without tact, or does not communicate at all. Candidate does not use accepted conventions or vocabulary when communicating.	Teacher candidate fails to contact parents or guardians for needed intervention or only communicates with parents or guardians solely about students' poor performance or behavior. Candidate may use technology for communication but uses it ineffectively (e.g. teacher website is not updated regularly). Candidate may	Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. Candidate may choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Candidate is prompt with communicating with parents or guardians regarding students' good performance or behavior.	Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. Candidate may choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Candidate is prompt with communicating with parents or guardians regarding students' performance or behavior, both for areas needing

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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
		not speak clearly or loudly, or may be inconsistent with use of accepted conventions and vocabulary.		improvement and areas of progress or excellence. S/he communicates with a personal tone and care when interacting with parents or guardians and students.

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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
<p>High Expectations for All Students - Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all students.</p> <p>SOE Outcome: 1.2 CAEP Standards: 1.1, 3.3 InTASC Standard: 2 IEE Goal: 4</p>	<p>Teacher candidate has low expectations for some students, demonstrated in ways such as attitude toward students, lowering standards for some students, spending less time assisting lower achieving students, etc.</p>	<p>Teacher candidate expresses a belief that all students can learn but limits teaching style primarily to one method.</p>	<p>Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all students, demonstrated by effort to plan and provide instruction to reach a variety of learners.</p>	<p>Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all students and tailors learning opportunities to capitalize on all students' academic abilities, cultural experiences, and backgrounds.</p>
<p>Attendance/Punctuality Teacher candidate is always present and on time to work/school, meetings, and events.</p> <p>CAEP Standards: 1.1, 3.3</p>	<p>Teacher candidate is tardy to school or class more than twice in a semester; is absent without an excuse or permission; exceeds the number of allowable absences; and/or is tardy to or does not attend school meetings.</p>	<p>Teacher candidate is tardy to school/class no more than twice in a semester and/or only attends or is tardy to required meetings.</p>	<p>Teacher candidate is always present and on time to work/school, meetings, and events.</p>	<p>Teacher candidate is always present and on time to work/school, meetings, and events. Candidate also attends non-mandatory supporting activities or events, such as school dances or sporting events.</p>

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<p>Dependability & Reliability- Teacher candidate demonstrates consistency in tasks and responsibilities; s/he is considered to be reliable and dependable by peers, professors, and mentor teachers.</p> <p style="text-align: center;"><i>CAEP Standards: 1.1, 3.3</i></p>	<p>Teacher candidate leaves tasks unfinished; s/he has developed a reputation of being unreliable.</p>	<p>Teacher candidate is inconsistent with completion of tasks and responsibilities.</p>	<p>Teacher candidate demonstrates consistency and follow-through in tasks and responsibilities; s/he is considered to be reliable and dependable by peers, professors, and mentor teachers.</p>	<p>Teacher candidate demonstrates consistency and follow-through in tasks and responsibilities; s/he is regarded as an example of reliability and dependability in all dealings with peers and the entire school community.</p>
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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
<p>Interaction with Adults - Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.).</p> <p>CAEP Standards: 1.1, 3.3 InTASC Standard: 10</p>	<p>Teacher candidate interacts in an unacceptable manner with adults; for example, s/he might use vulgar or inappropriate language in a professional setting, yell at or harass another adult, or have inappropriate physical contact with another adult.</p>	<p>Teacher candidate appears uncomfortable around parents, colleagues, etc. and interacts at a minimal level.</p>	<p>Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues etc.).</p>	<p>Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.). S/he seeks out opportunities to foster a positive and professional relationship with adults within the school community.</p>
<p>Collaboration - Teacher candidate works collaboratively with colleagues and is a valuable member to the team. S/he is cooperative and a team player who is willing to assist and accept responsibilities.</p> <p>SOE Outcome: 4.2 CAEP Standards: 1.1, 3.3 InTASC Standard: 10</p>	<p>Teacher candidate is unwilling to work with other candidates, mentor teacher(s), or school personnel. Or, s/he is aggressive toward other candidates.</p>	<p>Teacher candidate has difficulty working collaboratively. Issues of gossip, pettiness, or other poor team-member characteristics may be present. S/he inconsistently or may not carry his/her weight on</p>	<p>Teacher candidate works well with other candidates, mentor(s), or school personnel. S/he is a responsible and cooperative team member. S/he carries his/her weight on collaborative projects/work.</p>	<p>Teacher candidate works well with other candidates and mentor(s). S/he is a responsible and cooperative team member and actively contributes to an atmosphere of collegiality. S/he initiates collaboration, carries his/her weight on collaborative projects/work, and is willing to take on a</p>

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IEE Goal: 1, 5		collaborative projects/work.		reasonable amount of responsibility to help the team accomplish its goals.
Organization & Preparedness - Teacher candidate organizes classroom to optimize learning and provides academically challenging learning environment. S/he is well-prepared for teaching. SOE Outcome: 5.1 CAEP Standards: 1.1, 3.3 InTASC Standard: 3	Teacher candidate does not have lessons planned prior to teaching. Or, candidate's organization of the lesson or classroom is chaotic in such a way that impedes student learning and/or leads to boredom.	Teacher candidate has lessons loosely planned. Structure of lesson, classroom management, and/or classroom organization may lead to a loss of instructional time or boredom. Candidate may not have all supplies needed for lesson.	Teacher candidate organizes classroom to optimize learning. S/he is well- prepared for teaching and always has lessons planned beforehand. S/he always has needed supplies for activities and instruction, and candidate plans for an academically challenging learning environment.	Teacher candidate organizes classroom to optimize learning. S/he is well- prepared for teaching and always has lessons planned beforehand. S/he always has needed supplies for activities and instruction, and organizes and implements lessons that ensure learning opportunities provide students with an academically challenging and engaging learning environment.

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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
<p>Teachability and Adaptability - Teacher candidate demonstrates a willingness to learn and/or grow professionally and has a commitment to improving his/her practice. S/he adapts to change and accepts constructive criticism and feedback well.</p> <p>SOE Outcome: 5.1 CAEP Standards: 1.1, 3.3 InTASC Standards: 9, 10</p>	<p>Teacher candidate does not acknowledge or accept feedback from professors or mentor(s) and/or is rude upon receiving constructive criticism. And/or, s/he resists changes implemented by school administration or mentor and is unwilling to change/grow as a professional.</p>	<p>Teacher candidate has difficulty in receiving feedback from professors or mentor(s). And/or, s/he is not openly receptive of changes implemented by school administration or mentor.</p>	<p>Teacher candidate demonstrates a willingness to learn and/or grow professionally and has a commitment to improving his/her practice. S/he is open to consulting relevant literature and reflects upon his/her own practice. S/he adapts to change and accepts constructive criticism and feedback well.</p>	<p>Teacher candidate maintains a positive and teachable attitude that is contagious and impacts classmates and colleagues in a way that boosts morale. S/he consults relevant literature, reflects upon his/her own practice, and shares what he/she learns with peers and/or mentor. S/he accepts constructive criticism and feedback well, considers feedback thoughtfully and critically, and modifies practice with feedback in mind.</p>

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<p>Content Knowledge - Teacher candidate stays current in field and understands potential biases within his/her content areas. S/he values critical thinking.</p> <p>SOE Outcome: 2.1 CAEP Standards: 1.1, 3.3 InTASC Standard: 4</p>	<p>Teacher candidate uses outdated teaching materials or biased materials intentionally. S/he is uncompromising about his/her opinion about or selections/choices of the content.</p>	<p>Teacher candidate uses outdated teaching materials or biased materials unintentionally, without questioning and/or expressing concern. S/he fails to appreciate that knowledge is dynamic and shows little evidence of critical thinking.</p>	<p>Teacher candidate is proficient in content knowledge, stays current in field and understands potential biases within his/her content area, expressed in the consistent selection of current and unbiased materials. S/he values critical thinking.</p>	<p>Teacher candidate stays current in field and understands potential biases within his/her content areas, demonstrated by intentional curriculum material selection and robust lessons that challenge students to think critically about the content. S/he values critical thinking, and is, thus, eclectic in practice.</p>
<p>Cultural Sensitivity - Teacher candidate shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and sexuality.</p> <p>SOE Outcome: 1.2 CAEP Standards: 1.1, 3.3 InTASC Standard: 2 IEE Goal: 4</p>	<p>Teacher candidate discriminates against certain student(s); s/he makes racial/religious/other slur or demeaning joke(s); s/he does not work with a particular demographic of students.</p>	<p>Teacher candidate interacts more frequently with students who identify with or look/believe like s/he; or gender inequity might be present within the classroom (e.g., boys may be called on more than girls and vice versa).</p>	<p>Teacher candidate shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and/or sexuality.</p>	<p>Teacher candidate creates an atmosphere that models and teaches students to appreciate and respect differences among people, including a respect for and understanding of differences in race, class, gender, ability, culture, religion, and/or sexuality.</p>

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<p>Assessment - Teacher candidate uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments with his/her students.</p> <p>SOE Outcomes: 3.1, 3.2, 3.3 CAEP Standards: 1.1, 3.3 InTASC Standard: 6 IEE Goal: 8</p>	<p>Teacher candidate does not make necessary accommodations on assessments, or s/he uses unfair or unethical assessment practices.</p>	<p>Teacher candidate uses assessments that do not align exactly with the learning objectives, or uses inconsistent assessment practices, or does not use multiple assessment measures. S/he struggles with implementing approved accommodations for assessments. Candidate does not always follow school policies when reporting grades to students and parents.</p>	<p>Teacher candidate uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments, including formative assessments, with his/her students. Candidate reports assessment results to students and parents/guardians based on school policy.</p>	<p>Teacher candidate uses assessments ethically, makes appropriate accommodations, uses a variety of assessments, including formative assessments, with his/her students, and follows school policies for reporting grades. Candidate also uses assessment results to help students set goals for their learning.</p>
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<p>Fairness - Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably.</p> <p>SOE Outcome: 1.1 CAEP Standards: 1.1, 3.3 InTASC Standard: 6 IEE Goal: 6</p>	<p>Teacher candidate treats some student(s) unfairly based on stereotypes.</p>	<p>Teacher candidate treats all students equally without reference to available data/evidence; and/or does not provide equitable educational opportunities tailored to students' needs. Candidate assumes fair means equal.</p>	<p>Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs.</p>	<p>Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs. S/he is an advocate for equity and fairness within his/her school, encouraging colleagues and students to treat all students fairly.</p>
<p>Use of Technology - Teacher candidate understands and practices legal and ethical boundaries for technology. S/he uses technology to enhance student learning and communicates efficiently. Misuse of cell phone and/or social media is not an issue with the candidate.</p> <p>SOE Outcome: 2.3 CAEP Standards: 1.1, 1.5, 3.3 InTASC Standard: 9 IEE Goal: 3</p>	<p>Teacher candidate uses technology in a way that violates school's policies; allows students to access non-lesson related websites; and/or teacher candidate hosts a social media forum that violates the school's policy.</p>	<p>Teacher candidate uses cell phone for calls or texting during instructional time or time with students.</p>	<p>Teacher candidate understands and observes legal and ethical boundaries for technology. S/he uses technology to enhance student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate.</p>	<p>Teacher candidate understands and observes legal and ethical boundaries for technology. S/he uses technology to enhance student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate. S/he maintains a professional and ethical demeanor in all technological platforms or all media s/he uses and teaches students and/or peers how to use</p>

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<i>ISTE Educator Standards: 3c, 5b, 6b</i>				technology safely and ethically.
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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
<p>Time management - Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadlines.</p> <p>CAEP Standard: 1.1, 3.3 InTASC Standard: 7</p>	<p>Teacher candidate submits work late or not at all, or misses deadlines more than twice in a semester. Planned lessons are poorly executed, with significant instructional time lost and/or wasted.</p>	<p>Teacher candidate submits work late or misses a deadline no more than twice in a semester. Time management of lessons are weak at the start or end of lessons, with some instructional time lost getting the lesson started or with students ending early without clear instructions of how to use any extra time.</p>	<p>Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadlines. Lesson transitions are paced efficiently, with minimal to no loss of instructional time.</p>	<p>Teacher candidate plans effectively, manages time well, and is proactive in meeting deadlines by turning in work early. Lesson transitions are planned and paced efficiently, maximizing instructional time. S/he assists peers in organizing and managing time.</p>
<p>Self-Control - Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress.</p> <p>CAEP Standards: 1.1, 3.3 InTASC Standard: 9</p>	<p>Teacher candidate has an outburst of anger, walks out of the class/meeting/school in anger or frustration, or displays behaviors indicative of inability to handle stress.</p>	<p>Teacher candidate discusses frustration and stress in front of students or demeans students, mentor, school, university, or colleagues.</p>	<p>Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress. S/he may discuss frustration or struggles with mentor.</p>	<p>Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress in a productive manner, and may discuss frustration or struggles with mentor. S/he is quick to listen and look for a positive solution and does not react rashly. S/he assists peers in managing the stress that comes with teaching.</p>

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Rated Item(s)	1	2	3	4
	Unacceptable	Needs Development	Proficient	Exemplary
<p>Professional Appearance - Teacher candidate dresses according to school policy and presents him/herself in a professional manner.</p> <p>CAEP Standards: 1.1, 3.3</p>	<p>Teacher candidate violates the school dress code more than twice in a semester or after being reprimanded. S/he is unkempt, wears t-shirts or clothes that support inappropriate content for the school setting (e.g. messages of hate, drugs, sex, etc.).</p>	<p>Teacher candidate breaks school dress code policy no more than twice in a semester; for example, candidate may wear a skirt, dress, or shirt that is too short; wrinkled clothes; shoes not allowed in the policy.</p>	<p>Teacher candidate dresses according to school policy and presents him/herself in a professional manner.</p>	<p>Teacher candidate dresses according to school policy and presents him/herself in a professional manner, and is considered a role model for professional appearance and presentation of self.</p>
<p>Initiative - Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated.</p> <p>CAEP Standards: 1.1, 3.3 InTASC Standard: 10</p>	<p>Teacher candidate is unable to get started on a task, even with support. S/he is unable to find a solution to a problem, even with support. Candidate appears to lack motivation.</p>	<p>Teacher candidate needs support in getting started on tasks. S/he appears to be extrinsically motivated.</p>	<p>Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated.</p>	<p>Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated, voluntarily assisting mentor teacher. Candidate helps peers think creatively and involves them in resolving issues and becoming more resourcefulness in finding solutions.</p>

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Professional Judgement - Teacher candidate demonstrates professional judgement and makes professional decisions consistently. CAEP Standards: 1.1, 3.3 InTASC Standard: 9	Teacher candidate makes a questionable professional decision more than twice in a semester. S/he is unprofessional among classmates, teachers, and mentors.	Teacher candidate makes a questionable professional decision no more than twice in a semester.	Teacher candidate demonstrates professional judgement and makes professional decisions consistently.	Teacher candidate demonstrates professional judgement, makes professional decisions consistently, and is a role model for peers with regard to professional judgement; s/he may be sought out by others for wise counsel/guidance.
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NOTE: InTASC standards were developed by CCSSO.

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Additional Content Standards: GaPSC Bio 1 - Standard 1: Content Knowledge / GaPSC Bio 3 - Standard 3: Learning Environments / GaPSC Bio 5 - Standard 5: Impact on Student Learning / GaPSC Bio 6 - Standard 6: Professional Knowledge and Skills / GaPSC Chem 1 - Standard 1: Content Knowledge / GaPSC Chem 3 - Standard 3: Learning Environments / GaPSC Chem 5 - Standard 5: Impact on Student Learning / GaPSC Chem 6 - Standard 6: Professional Knowledge and Skills / GaPSC Eng 2 - Standard 2: Content Knowledge / GaPSC Eng 3 - Standard 3: Content Pedagogy: Planning Literature and Reading Inst ELA / GaPSC Eng 4 - Standard 4: Content Pedagogy: Planning Composition Instruction in ELA / GaPSC Eng 6 - Standard 6: Professional Knowledge and Skills / GaPSC Math 1 - Standard 1: Content Knowledge / GaPSC Math 2 - Standard 2: Mathematical Practices / GaPSC Math 4 - Standard 4: Mathematical Learning Environment / GaPSC Math 5 - Standard 5: Impact on Student Learning / GaPSC Math 6 - Standard 6: Professional Knowledge and Skills / Ga PSC SPED 1 - Standard 1: Learner and Learning: Learner Development and Individual / GaPSC SPED 2 - Standard 2: Learning Environments / GaPSC SPED 3 - Standard 3: Curricular Content Knowledge / GaPSC SPED 4 - Standard 4: Assessment / GaPSC SPED 5 - Standard 5: Instructional Planning and Strategies / GaPSC SPED 6 - Standard 6: Professional Learning and Ethical Practice / GaPSC SPED 7 - Standard 7: Collaboration / ISTE Edu 3.c - Empowered Professional: 3.c Citizen / ISTE Edu 5.b - Learning Catalyst: 5.b Designer / ISTE Edu 6.b - Learning Catalyst:6.b Facilitator / GaPSC Hist 1 - Standard 1 Content Knowledge: / GaPSC Hist 3 - Standard 3 Design and Implementation of Instruction and Assessment: / GaPSC Hist 4 - Standard 4: Social Studies Learners and Learning: / GaPSC Hist 5 - Standard 5 Professional Responsibility and Informed Action: / GaPSC Pols 1 - Standard 1 Content Knowledge: / GaPSC Pols 3 - Standard 3 Design and Implementation of Instruction and Assessment: / GaPSC Pols 4 - Standard 4: Social Studies Learners and Learning: / GaPSC Pols 5 - Standard 5 Professional Responsibility and Informed Action: / ELED 2 - Standard 2: Building Family and Community Relationships / ELED 3 - Std 3: Observing, Documenting, & Assessing Support Children/Families / ELED 4 - Standard 4: Using Developmentally Effective Approaches / ELED 5 - Standard 5: Using Content Knowledge to Build Meaningful Curriculum / ELED 6 - Standard 6: Becoming a Professional / GaPSC MGED 1 - Standard 1: Middle Grades Core / GaPSC MGED 4 - Standard 4: Language Arts Concentration / GaPSC MGED 5 – Standard 5: Mathematics Concentration / GaPSC MGED 6 - Standard 6: Science Concentration / GaPSC MGED 7 - Standard 7: Social Studies Concentration / GaPSC READ 1 - Standard 1: Standard Foundational Knowledge / GaPSC READ 2 - Standard 2: Curriculum and Instruction. / GaPSC READ 3 - Standard 3: Assessment and Evaluation / GaPSC READ 4 - Standard 4: Diversity and Equity / GaPSC READ 5 - Standard 5: Learners and The Literacy Environment / GaPSC READ 6 - Standard 6: Professional Learning and Leadership

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Candidate Assessment of Performance Standards (CAPS) Rubric Adopted fall 2017

	Exemplary	Proficient	Needs Development	Ineffective
<p>Standard 1: Professional Knowledge</p> <p><i>SOE Outcome: 2.1</i> <i>CAEP Standards: 1.1, 1.3, 1.4</i> <i>InTASC Standard: 4</i></p> <p><i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p>	<p>The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p>The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.</p>	<p>The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.</p>
<p>Standard 2: Instructional Planning</p> <p><i>CAEP Standards: 1.1, 1.3, 1.4, 1.5</i> <i>InTASC Standard: 7</i></p> <p><i>The teacher candidate plans using state and</i></p>	<p>The teacher candidate continually seeks and uses multiple data and real-world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teacher</i></p>	<p>The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	<p>The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.</p>	<p>The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or</p>

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<p><i>local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.</i></p>	<p><i>candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>			<p>data to meet the needs of all students.</p>
<p>Standard 3: Instructional Strategies</p> <p>SOE Outcome: 2.2 CAEP Standard: 1.1 InTASC Standard: 8 IEE Goal: 2</p> <p><i>The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i></p>	<p>The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.</p>	<p>The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.</p>	<p>The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.</p>

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	Exemplary	Proficient	Needs Development	Ineffective
<p>Standard 4: Differentiated Instruction</p> <p>SOE Outcome: 5.1 CAEP Standard: 1.4 InTASC Standard: 2</p> <p><i>The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</i></p>	<p>The teacher candidate continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher candidate consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</p>	<p>The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.</p>	<p>The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.</p>
<p>Standard 5: Assessment Strategies</p> <p>SOE Outcome: 3.1 CAEP Standard: 1.2 InTASC Standard: 6</p> <p><i>The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid</i></p>	<p>The teacher candidate continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher candidate systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p>The teacher candidate inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.</p>	<p>The teacher candidate chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.</p>

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<i>and appropriate for the content and student population.</i>				
<p>Standard 6: Assessment Uses</p> <p>SOE Standards: 3.2, 3.3 CAEP Standard: 1.2 InTASC Standard: 6 IEE Goal: 8</p> <p><i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i></p>	<p>The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	<p>The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.</p>	<p>The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.</p>

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	Exemplary	Proficient	Needs Development	Ineffective
<p>Standard 7: Positive Learning Environment</p> <p>SOE Outcomes: 1.2, 2.4 CAEP Standard: 1.1 InTASC Standard: 3 IEE Goal: 4</p> <p><i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i></p>	<p>The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p>The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p>The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.</p>
<p>Standard 8: Academically Challenging Environment</p> <p>SOE Outcome: 2.4 CAEP Standard: 1.4 InTASC Standard: 3, 5</p> <p><i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and</i></p>	<p>The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p>The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</p>	<p>The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</p>

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<i>students are self-directed learners.</i>				
<p>Standard 9: Professionalism</p> <p>CAEP Standard: 1.2, 3.3 InTASC Standard: 9, 10</p> <p><i>The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i></p>	<p>The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher candidate consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>	<p>The teacher candidate inconsistently supports the school's mission or seldom participates in professional growth opportunities.</p>	<p>The teacher candidate shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.</p>
<p>Standard 10: Communication</p> <p>SOE Outcome: 4.2 CAEP Standards: 1.5, 3.3 InTASC Standards: 9, 10 IEE Goals: 1, 5</p> <p><i>The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and</i></p>	<p>The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.</p>	<p>The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</p>

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<i>other stakeholders in ways that enhance student learning.</i>				
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Additional Content Standards: GaPSC Bio 1 - Standard 1: Content Knowledge / GaPSC Bio 2 - Standard 2: Content Pedagogy / GaPSC Bio 3 - Standard 3: Learning Environments / GaPSC Bio 4 - Standard 4: Safety / GaPSC Bio 5 - Standard 5: Impact on Student Learning / GaPSC Bio 6 - Standard 6: Professional Knowledge and Skills / GaPSC Chem 1 - Standard 1: Content Knowledge / GaPSC Chem 2 - Standard 2: Content Pedagogy / GaPSC Chem 3 - Standard 3: Learning Environments / GaPSC Chem 4 - Standard 4: Safety / GaPSC Chem 5 - Standard 5: Impact on Student Learning / GaPSC Chem 6 - Standard 6: Professional Knowledge and Skills / GaPSC Eng 2 - Standard 2: Content Knowledge / GaPSC Eng 3 - Standard 3: Content Pedagogy: Planning Literature and Reading Inst ELA / GaPSC Eng 4 - Standard 4: Content Pedagogy: Planning Composition Instruction in ELA / GaPSC Eng 5 - Standard 5: Learners and Learning: Implementing English Language Arts / GaPSC Math 1 - Standard 1: Content Knowledge / GaPSC Math 2 - Standard 2: Mathematical Practices / GaPSC Math 3 - Standard 3: Content Pedagogy / GaPSC Math 4 - Standard 4: Mathematical Learning Environment / GaPSC Math 5 - Standard 5: Impact on Student Learning / GaPSC Math 6 - Standard 6: Professional Knowledge and Skills / GaPSC Math 7 - Standard 7: Secondary Mathematics Field Experiences and Clinical Prac / Ga PSC SPED 1 - Standard 1: Learner and Learning: Learner Development and Individual / GaPSC SPED 2 - Standard 2: Learning Environments / GaPSC SPED 3 - Standard 3: Curricular Content Knowledge / GaPSC SPED 4 - Standard 4: Assessment / GaPSC SPED 5 - Standard 5: Instructional Planning and Strategies / GaPSC SPED 6 - Standard 6: Professional Learning and Ethical Practice / GaPSC SPED 7 - Standard 7: Collaboration / ESOL 1 - Standard 1: Language as a System / ESOL 2 - Standard 2: Culture / ESOL 3 - Standard 3: Planning, Implementing, and Managing Instruction / ESOL 5 - Standard 5: Professionalism / GaPSC Hist 1 - Standard 1 Content Knowledge: / GaPSC Hist 2 - Standard 2 Application of Content Through Planning: / GaPSC Hist 3 - Standard 3 Design and Implementation of Instruction and Assessment: / GaPSC Hist 4 - Standard 4: Social Studies Learners and Learning: / GaPSC Hist 5 - Standard 5 Professional Responsibility and Informed Action: / GaPSC Pols 1 - Standard 1 Content Knowledge: / GaPSC Pols 2 - Standard 2 Application of Content Through Planning: / GaPSC Pols 3 - Standard 3 Design and Implementation of Instruction and Assessment: / GaPSC Pols 4 - Standard 4: Social Studies Learners and Learning: / GaPSC Pols 5 - Standard 5 Professional Responsibility and Informed Action: / ELED 1 - Standard 1: Promoting Child Development and Learning / ELED 2 - Standard 2: Building Family and Community Relationships / ELED 3 - Std 3: Observing, Documenting, & Assessing Support Children/Families / ELED 4 - Standard 4: Using Developmentally Effective Approaches / ELED 5 - Standard 5: Using Content Knowledge to Build Meaningful Curriculum / ELED 6 - Standard 6: Becoming a Professional / ELED 7 - Standard 7: Elementary Education Field Experiences / GaPSC MGED 1 - Standard 1: Middle Grades Core / GaPSC MGED 4 - Standard 4: Language Arts Concentration / GaPSC MGED 5 - Standard 5: Mathematics Concentration / GaPSC MGED 6 - Standard 6: Science Concentration / GaPSC READ 2 - Standard 2: Curriculum and Instruction. / GaPSC READ 3 - Standard 3: Assessment and Evaluation / GaPSC READ 4 - Standard 4: Diversity and Equity / GaPSC READ 5 - Standard 5: Learners and The Literacy Environment GaPSC READ 6 - Standard 6: Professional Learning and Leadership

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Content Knowledge and Competency Upon Completion

Table 5- Reliability and Validity Information	
Test	Information about each Assessment
GACE:	<p>This is a proprietary assessment, scored outside of GGC by ETS.</p> <p>Assessment Task for Instruction: Candidates are prepared through their coursework.</p> <p>How Candidates Are Prepared/Instructions: GACE content is aligned to specific courses across all programs. See alignment maps in Standard 1 for all programs.</p> <p>Validity and reliability: Validity and reliability are established by ETS.</p>
CDPA:	<p>The CDPA is used by field and clinical faculty supervisors and mentor teachers to assess the professional dispositions exhibited by teacher candidates during mid-term and final reporting periods.</p> <p>How Candidates Are Prepared/Instructions: The CDPA is reviewed during all field-based courses in the program. Candidates also complete the assessment during midterm as a self-assessment.</p> <p>Validity: To establish content validity, Lawshe's (1975) method was employed. © 2017 Comfort Afolabi; Winifred Nweke; Tasha Perkins -- ALL RIGHTS RESERVED.</p> <p>Reliability: Internal consistency reliability was established (0.96). © 2017 Comfort Afolabi; Winifred Nweke; Tasha Perkins -- ALL RIGHTS RESERVED. Training and inter-rater reliability was established on 5.16.18 and continued on 8.15.18. Thirty-four faculty were trained each time with Intra-class Correlation Average Measures of 0.771 and 0.843, respectively. Training and inter-rater reliability for mentor teachers was established on 7.19.16. Thirteen mentor teachers were trained, and the Intra-class Correlation Average Measures were 0.717. Inter-rater reliability for 27 faculty was repeated on 10.2.19, and the Intra-class Correlation Average Measures were 0.798. Instrument training and inter-rater reliability will be completed with faculty and mentor teachers each academic year. An ideal Intra-class Correlation Average Measures is 0.8. We will continue to train faculty and mentor teachers to work toward this goal each year.</p>
CAPS:	<p>CAPS is used by all Field and Clinical Faculty Supervisors and local school mentor teachers throughout all four semesters of the program. Faculty supervisors submit formative feedback on CAPS throughout the semester during their lesson observations and then submit a final assessment on CAPS at the semester's end.</p> <p>Mentor teachers submit CAPS evaluation data at mid-term and end-of-term each semester.</p> <p>First-semester candidates are evaluated on six of the ten standards, second-semester candidates are evaluated on seven of the ten standards, and third and fourth-semester candidates are evaluated on all ten standards.</p>

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	<p>Candidates Are Prepared/Instructions: Candidates are introduced to CAPS at the beginning of their Teacher Education Program. The teacher candidates use CAPS as a formative evaluation tool to self-assess and receive feedback in their first year in the program. Course work is linked to CAPS throughout the program to familiarize the candidates with the CAPS content.</p> <p>Validity: Face validity, content validity, criterion-related validity, construct validity, and faith validity established by the University of Georgia by Tracy Elder, Atakan Ata, and Stephen E. Cramer 2016.</p> <p>Reliability: A Cronbach's alpha of 0.898 was established by the University of Georgia by Tracy Elder, Atakan Ata, and Stephen E. Cramer 2016. Training and inter-rater reliability for the SOE for GGC was established on 8.15.18. Thirty-five faculty were trained, and the Intra-class Correlation Average Measures were 0.804. Training and inter-rater reliability for mentor teachers was established on 7.19.16. Sixteen mentor teachers were trained, and the Intra-class Correlation Average Measures were 0.672. Inter-rater reliability for 29 faculty was repeated on 10.2.19, and the Intra-class Correlation Average Measures were 0.762. Instrument training and inter-rater reliability will be completed with faculty and mentor teachers each academic year. An ideal Intra-class Correlation Average Measures is 0.8. We will continue to train faculty and mentor teachers to work toward this goal each year.</p>
<p>EdTPA:</p>	<p>The teacher candidates are given directions for the edTPA during their student teaching year. The teacher candidates complete the assessment during the final semester of year-long student teaching. The EdTPA is scored by Pearson.</p> <p>How Candidates Are Prepared/Instructions: Candidates are prepared during each semester. They are introduced to academic language, instructional planning, instructional strategies, and assessment throughout their coursework in year one and year two. The teacher candidates practice the various skills in all semesters and then complete the final portfolio in the second semester of student teaching.</p> <p>We annually train faculty on the edTPA by providing a portion of the Local Evaluation training which introduces the handbook, rubrics, and requirements required for submission to Pearson.</p> <p>Validity and reliability: Validity and reliability are established by Pearson.</p>

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Analysis and Interpretation:

Candidate performance data, disaggregated by program and CAEP Standard One elements, can be found within Standard One Evidence Set. However, the following findings are re-presented to summarize performance relative to **CAEP Standard 3.5**. Please see table six below discussing the disaggregated EPP Data Set results from 2018-2021.

Table 6: Key Assessment Data Analysis

Key Assessment	Data Analysis
<p>GACE Content I and II Pass Rates See Standard 1, Evidence Set 2</p>	<p>After reviewing the data, you will find during 2018-2019, 100% of our year two completers passed the GACE Content Exams in their program of study, with 97% of students passing from 2019-2020, and finally 2020-2021, the SOE had a pass rate of 98%. The passing rates demonstrate the success of each program of study at GGC in teacher education. The SOE has worked diligently with the School of Science and Technology and the School of Liberal Arts to ensure that all of our coursework is aligned to the appropriate state and national standards from K-12 learning environments. The high success rate demonstrates our collaboration with all teaching certification programs in other schools on campus and demonstrates our course's close alignment with the necessary standards. This can be seen in all of our Program alignment charts. Our assessment manual speaks to this as well.</p> <p>If you look at the GACE data disaggregated by program, you will notice that all students performed well overall on the assessment; however, in some cases where we had smaller N's, it looks as though our students didn't perform well is not the case. Most of our scores are above the state in all programs, including Secondary Mathematics. Those scores are low nationally on all Secondary Mathematics, including Praxis, edTPA Portfolio, etc. We exceed others if we score above the state scores on the GACE in most areas. However, we will continue to review all GACE Content Assessment data scores to make sure we maintain them over the next few academic years.</p>
<p>edTPA Pass Rates See Standard 1, Evidence Set 2</p>	<p><i>The edTPA has two scales for measurement. The first is an 18-rubric assessment, titled: Elementary Education of Literacy & Mathematics. The second is a 15-rubric assessment, referring to all Special Education and our secondary Teacher Certification Programs (TCP) content-specific edTPA assessments. Therefore, I will share the edTPA data summary by programs versus Educator Preparation Unit of Analysis.</i></p> <p>After reviewing the data for Elementary Education, you will find that for years 2018-2019, we had a 100% pass rate on the edTPA. The mean was 57 out of 90 total points for all year two completers, with 100% of students meeting the passing score of 48 by the time they completed their program of study. In the 2019-2020 year, the mean was 55 out of</p>

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90 points, with 100% meeting proficiency, and the mean for the 2020-2021 academic year was 51 out of 90 with 92% meeting proficiency. The drop in the edTPA data is due to the state dropping the assessment requirement. Our teacher candidates were still required to take the assessment even though it was not state-mandated. This decision allowed us to complete our three-year cycle of data for accreditation. However, 92% or greater met a passing score all three years. This assessment allows us to see how well our students understand the teaching cycle and perform planning, instruction, and assessment in a classroom setting with students. Looking at the rubric data, we know all students were successful but struggled the most with rubrics ten: analyzing teaching effectiveness and fourteen: analyzing students' language use and content learning. They were most successful with task 1 planning. The data supports that student teachers were successful in clinical experience due to these reports.

All other programs at GGC are 15 rubric assessments. In 2018-2019 the student teachers were found to be successful in their programs of study as well. Overall, the mean for all other programs was 47 out of 75 total points for all year two completers, with 100% of students meeting the passing score of 38 by the time they completed their program of study. In the 2019-2020 year, the mean was 46 out of 75 points, with 100% meeting proficiency, and the mean for the 2020-2021 academic year was 41 out of 75 with 95% meeting proficiency. The drop in the edTPA data is due to the state dropping the assessment requirement. Our teacher candidates were still required to take the assessment even though it was not state-mandated. This decision allowed us to complete our three-year cycle of data for accreditation. However, 95% or greater met a passing score all three years in all programs with 15 rubrics.

Looking at the edTPA data disaggregated by program, all students performed well overall on the assessment. The students were required to meet the minimum score on all 15 or 18 rubrics to graduate at GGC from the School of Education. Ninety-two percent or greater achieved success in all programs. The rubrics the students struggled with Unit-wide were rubrics ten: analyzing teaching effectiveness and fourteen: analyzing students' language use and content learning. The students were proficient on all other rubrics on the edTPA. We will continue to evaluate our students on analyzing teaching effectiveness and academic language even though we discontinued using this key unit assessment for the 2021-2022 school year.

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<p>CDPA Data Link to Standard 1, Evidence Set 2</p>	<p>After reviewing the data, you will find that for the year 2018-2019, the mean was 81 out of 96 total points for all year two completers, with 98% of students meeting the required score of three (proficient) by the time they completed their program of study. In the 2019-2020 year, the mean was 82 out of 96 points, with 97% meeting proficiency, and the mean for the 2020-2021 academic year was 81 out of 96, with 98% meeting proficiency. Therefore, we know all students were successful in their teaching observations and clinical experience due to these reports.</p> <p>Looking at the CDPA data disaggregated by program, all students performed well in all rubric indicators throughout the program from 1st to 4th semester. The students meeting proficiency on the CAPS instrument were 70% or above from 2018-2021. However, in 2020-2021 the students in the 1st semester in all programs of the study demonstrated percent met rates lower than 70%. However, they increased in semesters 2-4, and all were above a 97% proficiency rate by the time they completed their program of study. We will continue to evaluate the data to ensure all students are successful on the 24 CDPA rubric indicators aligned to the INTASC standards.</p>
<p>CAPS Data Link to Standard 1, Evidence Set 2</p>	<p>After reviewing the data, you will find that for the year 2018-2019, the mean was 34 out of 40 total points for all year two completers, with 98% of students meeting the required score of three (proficient) by the time they completed their program of study. In the 2019-2020 year, the mean was 33 out of 40 points, with 97% meeting proficiency; the mean for the 2020-2021 academic year was 32 out of 40, with 97% meeting proficiency. Therefore, we know all students were successful in their teaching observations and clinical experience due to these reports.</p> <p>Looking at the CAPS data disaggregated by program, you will notice that all students performed well in all rubric indicators from the 1st to 4th semester. The students meeting proficiency on the CAPS instrument were 70% or above from 2018-2020. However, in 2020-2021 the students in the 1st semester in Special Education, English, History, Biology, Chemistry, and Math demonstrated percent met rates lower than 70%. However, they increased in semesters 2-4, and all were above a 90% proficiency rate by the time they completed their program of study. We will continue to evaluate the data to ensure all students are successful on the 10 CAPS standards aligned to the INTASC standards.</p>