GEORGIA 2000 STANDARDS FOR THE APPROVAL OF PROFESSIONAL EDUCATION UNITS AND PROGRAMS

(Adapted from the NCATE 2000 Standards)

The Professional Standards Commission has adopted the Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education (NCATE 2000) published by the National Council for the Accreditation of Teacher Education (NCATE), modified to include special Georgia requirements, as the basis for approval of Professional Education Units and Programs in Georgia. These modified standards, referred as the Georgia 2000 Standards for the Approval of Professional Education Units and Programs, are effective 12/1/01, and apply to all professional education units and programs in Georgia.

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards**.**

Elements of Standard 1

CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

Unacceptable	Acceptable	Target
Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than 80 percent of the unit's program completers pass the academic content examinations, PRAXIS II.	Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic content examinations, PRAXIS II.	Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the academic content examinations, PRAXIS II.

CONTENT KNOWLEDGE FOR OTHER PROFESSIONAL SCHOOL PERSONNEL

Unacceptable	Acceptable	Target
Candidates for other professional school roles have an inadequate	Candidates for other professional school roles know their fields and	Candidates for other professional school roles have a thorough

understanding of their field and cannot give examples of important principles or concepts delineated in professional, state, and institutional standards. Fewer than 80 percent of the unit's program completers pass the content examinations, PRAXIS II.	can explain principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations, PRAXIS II.	understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis. All program completers pass the content examinations, PRAXIS II.

PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

Unacceptable	Acceptable	Target
Teacher candidates do not understand the relationship of content and pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn.	Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.	Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS

Unacceptable	Acceptable	Target
Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards as shown in their lack of knowledge of school, family, and community contexts or in their inability to develop learning experiences that draw on students' prior experiences.	Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.	Teacher candidates reflect a thorough understanding of professional knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate student learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experiences, and applying the ideas to real-world problems.

PROFESSIONAL KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PERSONNEL

Unacceptable	Acceptable	Target
Candidates for other professional school roles have not mastered the professional knowledge that undergirds their fields and is delineated in professional, state, and institutional standards. Lack of knowledge is shown in their inability to use research or technology or to understand the cultural contexts of the school(s) in which they provide professional services.	Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.	Candidates for other professional school roles have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

DISPOSITIONS FOR ALL CANDIDATES

Unacceptable	Acceptable	Target
Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students,	Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in	Candidate are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state,

families, and communities.	professional, state, and institutional standards.	and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

STUDENT LEARNING FOR TEACHER CANDIDATES

Unacceptable	Acceptable	Target
Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.	Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.	Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

STUDENT LEARNING FOR OTHER PROFESSIONAL SCHOOL PERSONNEL

Unacceptable	Acceptable	Target
Candidates for other professional school roles cannot facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.	Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities, and the policy contexts within which they work.	Candidates for other professional school roles critique and reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

Standard 2: Assessment System

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its operations.

Elements of Standard 2

ASSESSMENT SYSTEM

Unacceptable	Acceptable	Target
The unit has not involved its professional community in the	The unit has developed an assessment system with its	The unit, with the involvement of its professional community, Is

development of an assessment system. The unit's system does not include a comprehensive and integrated set of evaluation measures to provide information for use in monitoring candidate performance and managing and improving operations and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are not based on multiple assessments. The assessments used are not related to candidate success. The unit has not taken effective steps to examine or eliminate sources of bias in its performance assessments, or has made no effort to establish fairness, accuracy, and consistency of its assessment procedures.	professional community that reflects the conceptual framework and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and to manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.	implementing an assessment system that reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit continuously examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion. Data show the strong relationship of performance assessments to candidate success. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its performance assessment procedures. It also makes changes in its practices consistent with the results of these studies.

DATA COLLECTION, ANALYSIS, AND EVALUATION

Unacceptable	Acceptable	Target
The unit does not regularly and comprehensively gather, compile, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. The unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.	The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, and competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate	The unit is implementing its assessment system and providing regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of a program, including the first years of practice. Data from candidates graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources. The unit maintains a record of formal candidate complaints and documentation of their resolution. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported publicly for the

	performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.	purpose of improving candidate performance, program quality, and unit operations. The unit is developing and testing different information technologies to improve its assessment system.

USE OF DATA FOR PROGRAM IMPROVEMENT

Unacceptable	Acceptable	Target
The unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit fails to make changes in its courses, programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Candidates and faculty are not regularly provided formative feedback based on the unit's performance assessments.	The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively to help them reflect on their performance and improve it.	The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes when evaluations indicate, but also systematically studies the effects of any changes to assure that the intended program strengthening occurs and that there are not adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement.

II. UNIT CAPACITY

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Elements of Standard 3

COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS

Unacceptable	Acceptable	Target
The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the	The unit, its school partners, and other members of the professional community design, deliver, and evaluate field	The school and unit share and integrate resources and expertise to support candidates' learning infield experiences and clinical

schools or other agencies hosting them. The unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.	experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.	practice. Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children. The unit and its school partners jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

Unacceptable	Acceptable	Target
Field experiences are not linked to the development of proficiencies delineated in professional, state, and institutional standards. Field experiences and clinical practice do not reflect the unit's conceptual framework and do not help candidates develop the competencies delineated in standards. Clinical practice does not provide opportunities to use information technology to support teaching and learning. Clinical practice is not long or intensive enough for candidates to demonstrate their ability to take full responsibility for the roles for which they are preparing. Criteria for clinical faculty are not known. Clinical faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do	Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are	Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are

not provide regular and continuing support for student teachers and other interns.	preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.	involved in a variety of school-based activities directed at the improvement of teaching and learning, including the use of information technology. Candidates collect data on student learning analyze them, reflect on their work, and develop strategies for improving learning. Clinical faculty are accomplished school professionals who are jointly selected by the unit and partnering schools. Clinical faculty are selected and prepared for their roles as mentors and supervisors and demonstrate the skills, knowledge, and dispositions of highly accomplished school professionals.

CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND DISPOSITIONS TO HELP ALL STUDENTS LEARN

Unacceptable	Acceptable	Target
No entry criteria exist for candidates in clinical practice. Assessments used in clinical practice are not linked to candidate competencies delineated in professional, state, and institutional standards. Assessments do not examine candidates' effect on student learning. Assessments of candidate performance are not conducted jointly by candidates, and college or university, and school faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop knowledge, skills, and dispositions for helping all students learn. Candidates do not work with students with	Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills,	Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards and have a positive effect on student learning. Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each other's practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice

exceptionalities or with students from diverse ethnic, racial, gender, and socioeconomic groups in their field experiences or clinical practice.	and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.	facilitate candidates' exploration of their knowledge, skills, and dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Elements of Standard 4

DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

Unacceptable	Acceptable	Target
The unit is not clear about the proficiencies related to diversity that candidates should develop during their preparation programs. The curriculum and field experiences for the preparation of educators are not designed to prepare candidates to work effectively with diverse populations, including persons with exceptionalities. Candidates do not have an understanding of the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not provide data	The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They	Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from the students' own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation.

on candidates' ability to help all students learn.	demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.	Candidates and faculty review assessment data that provide information about candidates' ability to work with all students and develop a plan for improving their practice in this area.

EXPERIENCES WORKING WITH DIVERSE FACULTY

Unacceptable	Acceptable	Target
Candidates have limited or no interactions in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Professional education and school faculty have limited knowledge and experiences related to diversity. The unit is not seeking faculty from diverse cultural backgrounds to increase faculty diversity.	Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.	Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty in other units, and school faculty who represent diverse ethnic, racial, gender, language, exceptionality, and religious groups. Faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

EXPERIENCES WORKING WITH DIVERSE CANDIDATES

Unacceptable	Acceptable	Target
Candidates do not interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus or in schools. Unit activities for candidates are not designed to encourage and support the involvement of candidates from diverse backgrounds. The unit is not seeking to increase the diversity of its candidates.	Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of	Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field, experiences, and

	diversity is shown through good-faith efforts made to increase or maintain candidate diversity.	clinical practice.

EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS

Unacceptable	Acceptable	Target
Not all candidates participate in field experiences or clinical practices with exceptional students and student from diverse ethnic, racial, gender, and socioeconomic groups. The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning.	Field experiences or clinical practice in settings with exceptional populations and student from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.	Extensive and substantive field experiences and clinical practices are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Elements of Standard 5

QUALIFIED FACULTY

Unacceptable	Acceptable	Target
A large proportion of professional education faculty do not have earned doctorates. The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had professional experiences in school settings.	Professional education faculty at the institution have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.	Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. All clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence

		in their field.

MODELING BEST PROFESSIONAL PRACTICES IN TEACHING

Unacceptable	Acceptable	Target
Faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. Faculty seldom model the use of information technology in their own teaching. Few faculty assess their own effectiveness as teachers. Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.	Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.	Faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the unit's conceptual framework, incorporates appropriate performance assessments, and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the unit faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP

Unacceptable	Acceptable	Target
Few professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing educators to work in schools.	Professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their institutions.	Professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.

MODELING BEST PROFESSIONAL PRACTICES IN SERVICE

Unacceptable	Acceptable	Target
Few professional education faculty are actively involved in service activities for the college or university. Faculty are providing limited or no services to schools at a level expected by the profession. Few if any of the faculty are actively engaged in professional associations or provide education-related services at the local, state, national, or international levels.	Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.	Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

COLLABORATION

Unacceptable	Acceptable	Target
Collaboration between professional education faculty and faculty in other college or university units does not exist or is very limited. Collaboration between professional education faculty and school colleagues is limited to supervision of field experiences and student teaching.	Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.	Faculty are actively engaged as a community of learners regarding the conceptual framework and scholarship of the classroom. They develop relationships, programs, and projects with colleagues in P-12 schools and faculty in other units of the institution to develop and refine knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.

UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE

Unacceptable	Acceptable	Target
The unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice.	The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship, and service of unit faculty.	The unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

Unacceptable	Acceptable	Target
Professional development is not related to faculty evaluations. The unit does not encourage faculty to engage in professional development activities.	Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.	The unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced unit faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

Standard 6: Education Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Elements of Standard 6

UNIT LEADERSHIP AND AUTHORITY

Unacceptable	Acceptable	Target
Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so the candidates meet standards. The unit does not effectively engage cooperating P-12 teachers and other practicing educators in program design, implementation, and evaluation. The unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date. The unit does not ensure that	The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in program design, implementation,	The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P-12 schools. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school

candidates have access to student services such as advising or counseling. The unit is not recognized as a leader on campus or within the educational community.	and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.	personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

UNIT BUDGET

Unacceptable	Acceptable	Target
Budgetary allocations to the unit, either in total or in comparison with other units on campus or similar units at other campuses, do not support programs at levels necessary for candidates to meet standards.	The unit receives sufficient budgetary allocations at least proportional to other units on campus or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.	Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

PERSONNEL

Unacceptable	Acceptable	Target
Unit workload policies, including on-line course delivery, do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P-12 collaboration, and service. Faculty loads for teaching on campus and on-line generally exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member. The unit's use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development,	Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and on line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each fulltime equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so the programs can prepare candidates to meet	Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include on-line course delivery in determining faculty load. The unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly

including training in the use of technology, are limited, leading to an adverse effect on program quality.	standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.	enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

UNIT FACILITIES

Unacceptable	Acceptable	Target
Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.	The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.	The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

UNIT RESOURCES INCLUDING TECHNOLOGY

Unacceptable	Acceptable	Target
Allocations of resources across programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and implementing the unit's assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information.	The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access to both sufficient and current library and curricular resources and electronic information.	The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit's assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs - to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit, but a broader constituency.

III. GEORGIA SPECIFIC REQUIREMENTS FOR UNITS AND PROGRAMS

Standard 7: Meets requirements and standards specified in Rule 505-3-.01

The unit ensures that all programs meet all of the requirements specified in **Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND PROGRAMS PREPARING EDUCATION PERSONNEL**, Education Personnel Preparation Rules and Procedures.

Elements of Standard 7

MEETS MINIMUM ADMISSIONS REQUIREMENTS

Candidates admitted to initial certification programs at the baccalaureate level have a minimum grade point average of 2.5 on a 4.0 scale. Candidates admitted into initial certification programs at the post baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a PSC-accepted accredited institution.

KNOWLEDGE OF READING METHODS

Candidates in programs in Early Childhood, Middle Grades, English, and the special education fields of Mental Retardation, Learning Disabilities, Behavior Disorders, Interrelated Special Education and Interrelated Special Education/Early Childhood have demonstrated competence in the application of methods of teaching reading to students.

KNOWLEDGE OF THE IDENTIFICATION AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Candidates in all teaching fields, the leadership field of Administration and Supervision, and/or the service fields of Media Specialist and School counseling have completed five or more quarter hours or three or more semester hours, or the equivalent, in the identification and education of children who have special educational needs.

PROFICIENCY IN THE USE, APPLICATION, AND INTEGRATION OF INSTRUCTIONAL TECHNOLOGY

Candidates have demonstrated proficiency in the use, application, and integration of instructional technology, either by attaining an acceptable score on a PSC-approved test of computer skill competency or by completing a PSC-approved training course or equivalent.

KNOWLEDGE OF THE RELEVANT SECTION S OF THE GEORGIA QUALITY CORE CURRICULUM

Candidates are prepared to implement the appropriate sections of any Georgia mandated curriculum (e.g. Quality Core Curriculum, QCC) in each relevant content area.

KNOWLEDGE OF PROFESSIONAL ETHICAL STANDARDS AND REQUIREMENTS FOR CERTIFICATION AND EMPLOYMENT

Candidates are provided with information about professional ethical standards, criminal background check, and clearance for certification and employment.

FIELD EXPERIENCES APPROPRIATE TO THE GRADE LEVEL AND FIELD OF CERTIFICATION SOUGHT

Candidates for Early Childhood certification shall complete field experiences in grades PK-K, 1-3, and 4-5. Candidates for Middle Grades certification shall complete field experiences in grades 4-5 and 6-8. Candidates for P-12 certification shall complete field experiences in grades PK-K, 1-3, 4-5, 6-8, and 9-12. Candidates for certification in secondary fields shall complete field experiences in their fields of certification in grades 7-8 and 9-12.

IV. CONTENT REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

Standard 8: Meets Program Content Standards Specified in Rule 505-3, Sections 10-59

Elements of Standard 8

Program content is consistent with the appropriate program-specific content standards.

Program content includes content required by relevant PRAXIS II objectives.

505-3-.36 SOCIAL SCIENCE EDUCATION PROGRAM Effective 12/1/01

Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach broad field social science and/or the social science specialties of economics, geography, history and political science in grades 7-12, and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Programs Preparing Education Personnel.

Requirements.

Programs may be offered in broad field social science and/or the specific social science fields of economics, geography, history and political science.

BROAD FIELD. The program shall require demonstrated competence in the knowledge of at least four of the following five disciplines of the social sciences: behavioral science; economics; geography; history; and political science.

SPECIALTY FIELDS. The program shall require demonstrated competence and in-depth knowledge equal to a major or equivalent in one of the specialty social science fields listed.

To receive approval, State Approved Professional Education Units shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

STANDARD I: All programs shall conform to the Interdisciplinary Standards for Initial Preparation of Teachers of Social Studies for Middle/Junior High and Secondary Teaching published by the National Council for the Social Studies.

STANDARD II: In addition, each specialty area program shall conform to the standards for that specialty included in the Initial Preparation of Teachers of Social Studies for Middle/Junior High and Secondary Teaching published by the National Council for the Social Studies.

STANDARD III: The program shall meet all requirements specified in rule 505-2-.08, Special Georgia Requirements.

Authority O.C.G.A. § 20-2-200

Excerpt from the National Council for the Social Studies <u>Standards for the Initial Preparation of Teachers of Social Studies</u> (http://www.socialstudies.org/standards/teachers/):

Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Indicators of Capabilities for Teaching Economics

Teachers of economics at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should assist learners in acquiring an understanding of the following principles:

?? Productive resources are limited. Therefore, people cannot have all the goods and services that they want; as a result, they must choose some things and give up others.
?? Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
?? Different methods can be used to allocate goods and services People, acting individual or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
?? People respond predictably to positive and negative incentives.
?? Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nations, or among individuals or organizations in different nations.
?? When individuals, regions, and nations specialize in what they can produce at the lowest cost and they trade with others, both production and consumption increase.
?? Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
?? Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
?? Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
?? Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.
?? Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
?? Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

?? Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.
?? Investment in factories, machinery, new technology, and in health, education, and training of people can raise future standards of living.
?? There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns define and protect property rights, and attempt to make markets more competitive. Most governments also redistribute income.
?? Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees; because of actions by special interest groups they can impose costs on the general public; or because social goals other than economic efficiency are being pursued.
?? A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
?? Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.
?? In the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

Excerpt from the National Association for Business Teacher Education <u>Business Teacher Education Curriculum Guide</u> (Reston, VA: National Business Education Association)

Standard 4. Business Studies

Evidence indicates that:

4.1 prospective business teachers have solid foundational backgrounds in accounting, economics, marketing, management, business and personal law, communication, and information technologies.

4.2 the instructional program in business teacher education includes the areas of business and economic information that are essential for all citizens.

4.3 prospective business teachers have acquired an understanding of the basic principles of economics as applied to the American economic system and its role in the global economy.

4.4 prospective business teachers understand the role of the consumer in our economy and can apply problem-solving skills and pertinent knowledge to consumer decisions.

4.5 prospective business teachers understand the role of the entrepreneur in our economy and the process of starting and maintaining a business.

4.6 prospective business teachers understand career develo0pment theory and have used it in career decision-making.

4.7 prospective business teachers understand the impact of technology on our society at the present time and in the future.

4.8 prospective business teachers can perform the duties of the positions in business for which they will prepare students and have related work experience.

Excerpt from the Georgia Standards for the Preparation of Teachers of Family and Consumer Sciences (http://www.gapsc.com/TeacherEducation/Rules/26.pdf):

Standard VI: The program shall require demonstrated competence in the knowledge of consumer behavior and experience in managing individual and family resources to achieve goals at various stages of the life cycle.

Excerpt from <u>Voluntary National Content Standards in Economics</u> published by the National Council on Economic Education (http://www.ncee.net/ea/standards/standards.pdf)

Students will understand that:

- ?? Productive resources are limited. Therefore, People can not have all the goods and services they want; as a result, they must choose some things and give up others.
- ?? Effective decision making requires comparing the additional costs of alternatives with additional benefits. Most choices involve doing a little more or a little less of something; few choices are "all or nothing" decisions.
- ?? Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- ?? People respond predictably to positive and negative incentives.
- ?? Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.
- ?? When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- ?? Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- ?? Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.
- ?? Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- ?? Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks. Labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.
- ?? Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- ?? Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.
- ?? Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
- ?? Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risk of business failure.
- ?? Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

?? There is an economic role for government in a market economy whenever the benefits of government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most governments also redistribute income.

?? Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions of interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.

?? A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.

?? Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits others because in arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.

?? Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.