



Evidence is the Key: Organizing and Providing Evidence for CAEP/PSC Standards

Georgia Assessment Directors' Association Meeting
October 21, 2019

Dr. Holley Roberts, Dr. Sallie Miller, Dr. Susan Hagood

What is the purpose of evidence in a review?

- Welcome
- Parking lot questions and handouts provided
- Telling your EPP's story
- Evidence in a PSC/CAEP review
- Organizing your evidence to tell your story

Evidence 3—Provider Responsibility: Candidates Apply Content and Pedagogical Knowledge

SUPPORTING EVIDENCE FOR CAEP STANDARD 1.1, 1.3, AND 3.4
UNC SCHOOL OF EDUCATION

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State Standards in NCTCR 6

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 NCTCR 3a 7

 NCTCR 3b 7

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Ways to Organize Data Folders

EPP Standard 1 - Teaching

- 1.1
 - Addendum Artifacts
 - edTPA
 - Narrative
 - Artifacts
 - Ethics Exit
 - Narrative
 - Artifacts
 - GACE
 - Narrative
 - Artifacts
 - InTKES
 - Narrative
 - Artifacts
- 1.2
 - Narrative
 - Artifacts
 - Addendum Artifacts
- 1.3
 - Narrative
 - Artifacts
 - Addendum Artifacts

- *Shared Drive (Team Access)
- *Set Clear Protocols for Process
 - Who is responsible for
 - Writing/Edits
 - Adding Files/Data
 - Timeline



Standard 1

The provider ensures that candidates develop a **deep understanding of the critical concepts and principles of their discipline** and, by completion, are able to **use discipline-specific practices** flexibly to **advance the learning of all students** toward attainment of **college-and career-readiness standards**

GEORGIA ASSESSMENT DIRECTORS' ASSOCIATION

FALL 2019 GENERAL MEETING

SESSION PARTICIPANT WORKING DOCUMENT

–STANDARD 1: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and career-readiness standards

GaPSC / CAEP Standard 1	Evidence to Tell TU's Story
<p>Standard, Component 1.1</p> <p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p>	<ul style="list-style-type: none">• Intasc aligned to Key Assessment Matrix for EPP• edTPA, GACE, InTKES, & Ethics (valid)• Example of setting up narratives for Key Assessments• Potential Continuous Improvement artifacts (meeting minutes, student examples, TU Ethics exam, GACE practice exams/PLP, Exceptional Learner Transfer Policy, IRR training MT/faculty, etc.)
<p>Standard, Component 1.2</p> <p>1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession <u>and</u> use both to measure their P-12 students' progress and their own professional practice.</p>	<ul style="list-style-type: none">• Candidates focus on incorporating research strategies into planning, instruction, assessment, and reflection for continuous improvement• Student Examples using research<ul style="list-style-type: none">o Data Assessment Unit Analysis Projecto edTPA like assignment student products• Cross walk of edTPA (3, 10, & 15) & InTKES (2, 3, 5, & 6) data that align to research

Example: edTPA Rubric 3

3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Literacy Planning Task 1. **In addition, use principles from research and/or theory to support your justifications.**

- a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.
- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

Other edTPA Rubrics:

Rubric 10 - How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

Rubric 15 - How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

InTKES/CAPS

Standard 2: *The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.*

Standard 3: *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*

Standard 5: *The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.*

Standard 6: *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.*

Standard, Component 1.3

1.3 Providers ensure that candidates **apply content and pedagogical knowledge** as reflected in outcome assessments in response to **standards** of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., NASM).

- InTASC-Key Unit Level Assessment Alignment Matrix
- GACE, edTPA, & InTKES data
- EDU 399 GA Teacher Certification Exam Preparation (remediation)
- TC Exit Survey Data (how well prepared to apply)

InTASC-Key Unit Level Assessment Alignment Matrix				
InTASC	edTPA Rubrics	Inter-TKES Performance Standards	GACE	Dispositions
1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	2, 3, 4, 5, 14	1, 2		1, 13
2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1, 2, 3, 4, 6, 7, 14	1, 2, 4		10, 13
3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	1, 6, 7, 8, 9	7,8		1, 3, 4, 6, 11
4. Content Knowledge: The teacher understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	1, 2, 3, 4, 7, 8, 9, 14	1, 3	Respective Program GACE Content Exam	

GaPSC / CAEP Standard 1	Evidence to Tell TU's Story
<p data-bbox="308 97 817 139">Standard, Component 1.4</p> <p data-bbox="25 168 1077 496">1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).</p>	<ul data-bbox="1121 104 2346 604" style="list-style-type: none">• Assessment meeting minutes• edTPA, GACE, InTKES, & Disposition data<ul data-bbox="1212 275 2346 432" style="list-style-type: none">◦ Remediation efforts<ul data-bbox="1307 332 2346 432" style="list-style-type: none">*Professional Learning Plan* EDU 399 GA Teacher Certification Exam Preparation• edTPA Teacher Candidate Work Samples
<p data-bbox="308 742 817 785">Standard, Component 1.5</p> <p data-bbox="25 813 1087 1028">1.5. <i>Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</i></p>	<ul data-bbox="1121 742 2456 1406" style="list-style-type: none">• Technology Cross Walk through Programs• Technology Class Syllabus - EDU 350 (Instructional Technologies in the PK-12 Classroom)• Student Examples Using Technology (Planning, Teaching and Analysis)• Lesson Plan, Planning Assessment, & Teaching Assessment Rubric include Technology component.• EDU 468 (Educating Exceptional Learner) – Assistive Technology



Course/ Field Experience	Professional Core	ECE
CSC 120 (Microcomputer Applications)	Prior to Upper Division	Candidates “develop proficiency in Microsoft Word, Excel, and PowerPoint, Windows, and Internet, including search tools and techniques” as well as develop a fundamental knowledge of information literacy
EDU 350 (Instructional Technologies in the PK-12 Classroom)	Core I	<ul style="list-style-type: none"> •Students learn how to use technology to enhance communication with tools such as Remind, Classroom Dojo, <u>SeeSaw</u> and <u>MailChimp</u>. •Online presentation tools are explored for instructional and learning capabilities (Prezi, PowerPoint, <u>Visme</u>, Verse, etc.). •Learning management systems, such as Blackboard and Canvas, are explored to introduce students to their uses and benefits. Interactive whiteboards (Smartboard, Promethean, etc.)
EDU 316 (Teaching Methods and Strategies)	Core I	<ul style="list-style-type: none"> •Candidates must plan for the appropriate use of technology and use technology during instruction to increase student engagement. •Candidates manipulate video and editing equipment in the process of recording and submitting teaching videos using Go React. •Using video evidence from <u>GoReact</u>, teacher candidates analyze and reflect on their effective teaching practices (i.e., such as use of technology, teacher movement, feedback, class management, time analysis, etc.).
ECE 326 (Developmentally Appropriate Practices for Pre-K and Kindergarten)	Core I	<ul style="list-style-type: none"> •Candidates must plan for the appropriate use of technology and use technology during instruction to increase student engagement. •Candidates manipulate video and editing equipment in the process of recording and submitting teaching videos using Go React. •Using video evidence from <u>GoReact</u>, teacher candidates analyze and reflect on their effective teaching practices (i.e., such as use of technology, teacher movement, feedback, class management, time analysis, etc.).
EDU 327 (Methods and Strategies for Teaching Early Adolescent Learners)	Core II	<ul style="list-style-type: none"> •Candidates must plan for the appropriate use of technology and use technology during instruction to increase student engagement. •Candidates manipulate video and editing equipment in the process of recording and submitting teaching videos using Go React. •Using video evidence from <u>GoReact</u>, teacher candidates analyze and reflect on their effective teaching practices (i.e., such as use of technology, teacher movement, feedback, class management, time analysis, etc.).
EDU 340 (Assessment Strategies to Improve PK-12 Learning)	Core II	<ul style="list-style-type: none"> •Teacher Candidates learn how to create an EXCEL spreadsheet for the purpose of recording and sorting data in order to evaluate student performance and draw conclusions that will inform instructional decisions. After following the model provided by the instructor for setting up and sorting student data, students participate in a class activity in which the professor presents guiding questions to lead students to consider what the data could mean and demonstrates how to analyze sample data to identify patterns of learning and areas of weaknesses. The professor guides the students in learning how to communicate the “data story” from both a quantitative and qualitative point of view. Following the guided practice, students are given a different sample data set and are asked to organize and sort the data in EXCEL using the guided practice as a model. Once sorted, students are asked to “tell the story” based on the data results in both a narrative and graphic form where appropriate.

EDU 428 (Developing Pedagogical Content Knowledge)	Core III	<ul style="list-style-type: none"> •Candidates must plan for the appropriate use of technology and use technology during instruction to increase student engagement. •Candidates manipulate video and editing equipment in the process of recording and submitting teaching videos using Go React. •Using video evidence from <u>GoReact</u>, teacher candidates analyze and reflect on their effective teaching practices (i.e., such as use of technology, teacher movement, feedback, class management, time analysis, etc.). •Teacher candidate's use excel to analyze both class and individual student learning from a selected assessment to identify quantitative and qualitative patterns of learning to describe next steps for instruction to impact student learning (whole class and individual).
EDU 468 (Educating Exceptional Learners)	Core III	In collaboration with faculty in the Rehabilitation Counseling Program, the course provides a focus on assistive technology, such as: alternative input devices, speech-to-text options, sensory enhancers, and screen readers.
EDU 429 (Student Teaching).	Core IV	<ul style="list-style-type: none"> •Candidates must plan for the appropriate use of technology and use technology during instruction to increase student engagement. •Candidates manipulate video and editing equipment in the process of recording and submitting teaching videos using Go React. •Using video evidence from <u>GoReact</u>, teacher candidates analyze and reflect on their effective teaching practices (i.e., such as use of technology, teacher movement, feedback, class management, time analysis, etc.). •Teacher candidate's use excel to analyze both class and individual student learning from a selected assessment to identify quantitative and qualitative patterns of learning to describe next steps for instruction to impact student learning (whole class and individual).

Standard 4

The provider demonstrates the **impact of its completers on P-12 student** learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

CAEP Standard 4

Fall 2019 –GADA General Meeting

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–STANDARD 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

GaPSC / CAEP Standard 4	Evidence in Telling CSU's Story
<p>Standard, Component 4.1 Impact on P-12 Student Learning and Development</p> <p>4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.</p>	<p>...Student Growth Percentiles (SGP)</p> <p>...TKES Summative Score</p> <p>...Quarterly Benchmark Assessments (QBA) Analyses These data include instructional strategies that will be implemented to maintain remediation, mastery, or enrichment over nine-week intervals.</p> <p>...Under Consideration –Teacher Action Research http://caepnet.org/~media/Files/caep/conferences-meetings/breakout-iii-options-for-standard-4-hand.pdf <i>Ref. Item 7</i></p>
<p>Standard, Component 4.2 Indicators of Teaching Effectiveness</p> <p>4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	<p>...Teacher Assessment Performance Standards (TAPS)</p> <p>...Professional Growth Measures</p> <p>...TKES Summative Score</p> <p>... COEHP New Teacher Mentoring Program –<i>Glows and Grows Method</i></p>

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GaPSC / CAEP Standard 4	Evidence in Telling CSU's Story
<p data-bbox="298 347 657 382">Standard, Component 4.3</p> <p data-bbox="298 404 703 439">Satisfaction of Employers</p> <p data-bbox="298 446 1274 632">4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.</p>	<p data-bbox="1352 347 2160 382">... Guaranteed Teaching Contracts (Qualified Graduates)</p> <p data-bbox="1352 418 1854 454">...Employer Satisfaction Survey</p> <p data-bbox="1352 489 1893 554">...Milestone Teacher of the Year Nominees/District Winner</p> <p data-bbox="1352 589 1612 654">...Milestone Teachers to Principals</p> <p data-bbox="1352 689 1717 753">...Milestone Teachers to Academic Coaches</p>
<p data-bbox="298 851 657 886">Standard, Component 4.4</p> <p data-bbox="298 908 715 943">Satisfaction of Completers</p> <p data-bbox="298 951 1274 1093">4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>	<p data-bbox="1352 851 1837 886">...Inductee Satisfaction Survey</p> <p data-bbox="1352 922 2168 986">...Qualtrics Mentee Satisfaction Evaluation Method <i>(Survey and Contextual)</i></p>

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GaPSC / CAEP Standard 4 Cross-Cutting Themes	Evidence in Telling CSU's Story
Cross-Cutting Theme: Technology	<p>...Standards of Excellence CSU-COEHP faculty promotion aligns with cross-cutting theme for technology</p> <p>...IPRC Report Use of Technology Section</p> <p>...Employer Satisfaction Survey</p> <p>...Inductee Satisfaction Survey ...Georgia Department of Education Teacher Keys Effectiveness System (TKES) Handbook, P. 26 TKES Handbook, Performance Standard 3, P. 29</p>
Cross-Cutting Theme: Diversity	<p>...Standards of Excellence CSU-COEHP faculty promotion aligns with cross-cutting theme for diversity</p> <p>...Employer Satisfaction Survey</p> <p>...Inductee Satisfaction Survey</p> <p>...Diversity of Students Sources: Supplemental Data (PPEM); IPRC Report (Title II) Teacher Training Section; CSU-COEHP Facts and Figures Reference Data Publication (Unit and Programs); CSU-COEHP Assessment and Accreditation Banner Dashboard</p> <p>...Georgia Department of Education TKES Handbook, Performance Standard 7, P. 33</p>

Standard 5

The provider maintains a **quality assurance system** comprised of valid data from multiple measures, including evidence of **candidates' and completers' positive impact on P-12 student learning and development**. The provider supports **continuous improvement** that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of **inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development**.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

<p>Standard, Component 5.1</p> <p>5.1: The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all program standards.</p>	<p>Charts of disaggregated data by field, candidate level, or campus location for data driven change (Standard 1)</p> <p>Livertext system used to collect data regularly and allows for analysis and can disaggregate by various dimensions</p> <p>COE Assessment Committee Minutes and Action Items</p> <p>SACS reporting – SMART (GC)</p> <p>Process for Continuous Review – Assessment Day and Impact Checks</p> <p>Organizational Chart and responsibilities for maintaining assessment data and analyze results and how this structure supports how data for Standards 1-4 are collected, analyzed, monitored, and reported</p>
<p>Standard, Component 5.2</p> <p>5.2: The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.</p>	<p>Content Validity and Reliability addressed (Standard 1) and process for establishing yearly</p> <p>Assessments tagged with standards</p> <p>Organizational Chart with assessment responsibilities</p> <p>Review Impact Data, share widely and addressed</p>
<p>Standard, Component 5.3</p> <p>5.3: The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.</p>	<p>Assessment Handbook</p> <p>Assessment Day and Mid-Year Impact Checks Agendas, Minutes and Data Sharing</p> <p>Continuous Improvement Documentation Forms</p> <p>Assessment Committee Minutes</p>

GaPSC / CAEP Standard 5	Examples of Evidence
<p>Standard, Component 5.4</p> <p>5.4: Measures of completer data, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. Outcomes for service and leader programs include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.</p>	<p>Assessment Day Agenda, Minutes and Data Share PPEM outcomes and data driven changes CAEP 8 Annual Reporting measures, website and use of data to improve edTPA and GACE Benchmarking data</p>
<p>Standard, Component 5.5</p> <p>5.5: The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</p>	<p>Examples of changes based on stakeholder input Educator Preparation Stakeholder Council (EPSC) participants and minutes</p>



Evidence in your EPP Story

Discuss with a partner

Q&A and Report Out

Questions?

- Dr. Holley M. Roberts, Interim Associate Dean, Georgia College, holley.roberts@gcsu.edu
- Dr. Sallie A. Miller, Associate Dean for Assessment and Accreditation and Professor of Reading Education, Columbus State University, miller_sallie@columbusstate.edu
- Dr. Susan Hagood, Coordinator of Assessment and Accreditation, Thomas University, shagood@thomas.edu



Resources

- Guidance for Georgia Standards 2016 - https://www.gapsc.com/EducatorPreparation/Resources/Downloads/IHE/Guidance_for_Georgia_Standards-July2019.pdf
- CAEP Handbook for Initial-Level Programs 2018
- CAEP Handbook for Advanced-Level Programs 2018
- CAEP Guidelines for Plans
 - Appendices B & C
- CAEP Evaluation Framework for EPP-Created Assessments
 - Appendix D