

## **BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA**

### **Rubrics to Measure Institutional Progress Toward Meeting The Regents' 1998 and 2001 Principles and Actions for the Preparation of Educators for the Schools**

The Regents' 1998 and 2001 Principles call for changes in preparation programs and for new outcomes for school educators. The 1998 Principles take effect for students admitted to teacher preparation in Fall 2000 (May 2002 is first graduating class). The 2001 Principles take effect for students admitted to teacher and educational leader preparation in Fall 2002.

Since 1998, our collective efforts to meet the full intent of the Principles have been “works in progress”. We all understand that our work to strengthen educator preparation is never done—given the tremendous need to increase student learning and achievement in Georgia’s public schools, to close the achievement gaps among the various demographic groups of students, and to remain responsive to the ever-changing conditions in the schools. Yet, it is important that we pause periodically on this journey to celebrate accomplishments. This is one of those moments when we should pause to celebrate. Between 1998 and 2001, institutions made tremendous progress toward meeting the Principles through development and implementation of curricula, assessments, partner school models, plans, and so forth. This progress has already been shared throughout the University System; it will be shared with the Governor’s Education Coordinating Council in August of this year.

With a strong record of accomplishment under our belts, we now move into a new phase in our continuing work. Beginning in May 2002, with the first class of teachers graduating under the auspices of the 1998 Principles, we move from “having all programs and plans in place” to “evidence of impact” of our graduates. Thus we need a corresponding shift of emphasis in the rubrics that the institutions and the System Office use to track progress toward meeting the Principles.

Because of the changes in the rubrics, institutions are asked to submit to the System Office by May 31, 2002 three copies of a *complete* institutional report of progress toward meeting *all* of the 1998 and 2001 Principles. In this report, the college of education, the college(s) of arts and sciences, and the chief academic officer are asked to come up with a single rating for the institution on each rubric, and to provide supporting evidence for that rating in accordance with the stipulations of the rubric. The rubrics range from 0-4. Level 4 should be used on each rubric to indicate that an institution meets or exceeds that particular component of the Principles. In general, the rubrics call for two kinds of supporting evidence:

- Evidence of the “impact” for the 1998 Principles,
- Evidence of “programs and plans in place” for the 2001 Principles.

Sheila Jones, Dorothy Zinsmeister, and Jan Kettlewell will again constitute the System Office review team.

Institutions that prepare educational leaders (superintendents and principals) should submit their institutional report in two sections: I) Teacher Preparation, and II) Educational Leadership. The section on Educational Leadership will be reviewed by the System Office review team and by an external review team (as called for in the 2001 Principles). Following review of the institutional reports, the external review team will conduct site visits of all educational leadership programs during the 2002-03 academic year. Since the section of the Principles on School Counseling is under revision, no report on School Counseling is requested.

The Principles and the corresponding rubrics have been divided into two sections: I) Teacher Preparation, and II) Educational Leadership. Both sections are grouped into the same three categories that have been used in previous years. The year each Principle was adopted (1998 or 2001) or refined (2001) is also given.

## SECTION I: TEACHERS

### **I. Inputs:**

- I A. Responsibility for teacher preparation vested in a collaborative of education, arts and sciences, and school faculty (1998).
- I B. Stronger content preparation—early childhood teachers (2001).
- I C. Stronger content preparation—middle grades teachers (2001).
- I D. Stronger content preparation—high school teachers and those teaching all grades:
  - ID (1). For students graduating in May 2002 (1998).
  - ID (2). For students entering program in fall 2002 (2001).
- I E. Stronger content preparation—graduate programs for teachers (2001).
- I F. Field experiences—equivalent to one full academic year—early childhood teachers (1998).
- I G. Field experiences—equivalent to one full academic year—middle grades teachers (1998).
- I H. Field experiences—equivalent to one full academic year—high school teachers and those teaching all grades (1998).
- I I. Higher admission requirements (1998).

### **II. Performance (institutions and teacher candidates):**

#### **A. Institutions:**

- IIA (1). Guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations (1998).
- IIA (2). Increase the number of high quality applicants, individuals from minority groups, and those desiring to teach in shortage fields (1998) through programs in shortage fields, academic support and strong advisement to pre-education majors including readiness for PRAXIS I, and other strategies (2001).
- IIA (3). Increase by 10% the number of teacher candidates with HOPE Promise Scholarships (1998).
- IIA (4). Provide dual certification programs in early childhood education and special education to meet state need and to increase student learning and achievement in Georgia's public schools (optional) (2001).
- IIA (5). In collaboration with the schools, institutions mentor graduates during their first two years of teaching on all dimensions of the guarantee (1998).
- IIA (6). Focus partner schools (or approved alternative) on increasing P-12 student learning and achievement, mentoring beginning teachers, providing field-placements for teacher candidates to demonstrate outcomes of guarantee, collaborating in the preparation and development of teachers, and increasing the amount of school-based research on improvement of schools and on teacher preparation and development programs (2001).
- IIA (7). Have at least an 80% annual pass rate on PRAXIS II for each reportable demographic group of teacher candidates by 2006, while maintaining or increasing the number of minority teachers prepared; and set annual goals toward the 80% threshold between 2002-2006 (2001).
- IIA (8). Support and recognize faculty for participation in teacher preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources (2001).

#### **B. Teacher candidates:**

- IIB (1). Demonstrate sufficient depth in all content fields included on teacher certificate to bring students from diverse groups to high levels of learning (1998).
- IIB (2). Set high learning standards for all students and organize curriculum, instruction, and assessment around the standards (2001).
- IIB (3). Customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs (2001).

- IIB (4). Diagnose difficulties in reading and mathematics and know what to do about them (early childhood) (1998).
- IIB (5). Use data on student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001).
- IIB (6). Use telecommunication and information technologies as tools for learning and meet Georgia Technology Standards for Educators (1998).
- IIB (7). Manage classrooms effectively (1998).

### **III. Results:**

- III A. Teacher candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement at point of initial recommendation for certification (1998).
- III B. After two years of teaching, program graduates show advanced levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning and achievement (2001).
- III C. Experienced teachers completing graduate programs are accomplished in the five core principles of the National Board for Professional Teaching Standards (1998).
- III D. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (1998).

## **I. Inputs**

### **I A. Responsibility for teacher preparation vested in a collaborative of education, arts and sciences, and school faculty (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Controlled by the college of education; arts and science and school roles at input level

2 = Equitable representation among education, arts and sciences and school faculty; advisory to education dean

3 = Equitable representation among 3 groups, responsible for aspects of teacher preparation, but no authority over programs

4 = Equitable representation, responsibility, and authority for the preparation of teachers among education, arts and science, and school partners, and other academic units as appropriate<sup>1</sup>

### **I B. Stronger content preparation—early childhood teachers (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Program contains less than 12 semester hour concentration in either the academic content field of reading or mathematics

2 = Program contains two 12 semester hour concentrations in the academic content fields of reading and mathematics outside of areas A-E of the core curriculum (mathematics); less than 9 hours at junior-senior level

3 = Program contains two 12 semester hour concentrations in the academic content fields of reading and mathematics outside of areas A-E of the core curriculum (mathematics); 9 hours at junior-senior level; some mathematics courses taught by mathematics faculty

4 = Program contains two 12 semester hour concentrations in the academic content fields of reading and mathematics outside of areas A-E of the core curriculum (mathematics); 9 hours at junior-senior level; math courses taught by mathematics faculty; reading courses taught by reading faculty

### **I C. Stronger content preparation—middle grades teachers (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Program contains less than two 12 semester hour concentrations outside of areas A-E of the core curriculum from among the academic content fields of English, mathematics, science, and social science

2 = Program contains at least two 12 semester hour concentrations with all hours in the academic content fields outside of areas A-E of the core curriculum, one has at least 6 hours at junior-senior level, the other does not

---

<sup>1</sup> Language taken from definition approved by the Educator Preparation Academic Advisory Committee, October 1999.

- 3 = Program contains at least two 12 semester hour concentrations with all hours in the academic content fields outside of areas A-E of the core curriculum, at least 6 hours at junior-senior level
- 4 = Program contains at least two 12 semester hour concentrations with all hours in the academic content fields outside of areas A-E of the core curriculum, at least 6 hours at junior-senior level, courses taught by arts & sciences faculty; students also capable of teaching reading

**ID (1). Stronger content preparation—high school teachers and those teaching all grades (for students graduating in May 2002) (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Programs do not meet requirements for an academic major in any single discipline or broad-field certification program
- 2 = Programs meet requirements for an academic major in some single discipline certification fields, and/or broad-fields
- 3 = Programs meet requirements for an academic major in each single discipline certification fields, and if broad-field science and/or social studies is offered, they meet requirements for one academic major, but do not have at least a 12-15 semester hour concentration in other fields to be taught
- 4 = Programs meet requirements for an academic major in each single discipline certification fields, and if broad-field science and/or social studies is offered, they meet requirements for a major in one academic (content) discipline and at least a 12-15 semester hour concentration in each of the three other fields included under broad field certification

**ID (2). Stronger content preparation—high school teachers and those teaching all grades (for students entering program in fall 2002) (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Programs do not meet requirements for an academic major in any single discipline or broad-field certification program
- 2 = Programs meet requirements for an academic major in some single discipline certification fields, and/or broad-fields
- 3 = Programs meet requirements for an academic major in each single discipline certification fields, and if broad-field science and/or social studies is offered, they meet requirements for a major in one academic (content) discipline and at least a 12-15 semester hour concentration in each of the three other fields included under broad field certification
- 4 = Programs lead to a BS or BA degree with a major in an academic (content) discipline in each single discipline certification field offered plus teacher certification, and if broad-field science and/or social studies is offered, they lead to a BS or BA degree with a major in one academic (content) discipline for broad-field certification, and have at least a minor in each subject included under broad-field certification <sup>2</sup>

**I E. Stronger content preparation—graduate programs for teachers (effective only for all new programs approved since April 2001) (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Some, but not all, graduate programs for certified teachers emphasize the five core propositions of accomplished teaching set by the National Board for Professional Teaching Standards (NBPTS)
- 2 = All graduate programs for certified teachers emphasize the five core propositions of accomplished teaching set by the NBPTS
- 3 = All graduate programs for certified teachers emphasize the five core propositions of accomplished teaching set by the NBPTS and the programs are collaborative between the arts and sciences and education
- 4 = All graduate programs for certified teachers emphasize the five core propositions of accomplished teaching set by the NBPTS; programs are collaborative between the arts and sciences and education; arts and sciences and education courses are distributed equitably

**I F. Field-experiences—equivalent to one-full academic year—early childhood teachers (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Students complete less than 700 clock hours of field experiences in schools
- 2 = Students complete more than 700 but less than 800 clock hours of field experiences in schools
- 3 = Students complete more than 800 but less than 900 clock hours of field experiences in schools
- 4 = Students complete at least 900 (full academic year) clock hours of field experiences in schools

---

<sup>2</sup> For P-12 certification programs in physical education, special education, health, and any other P-12 certification field where the academic content for the program is housed in the college of education, the BSED may substitute for the BA or BS.

**I G. Field-experiences—equivalent to one-full academic year—middle grades teachers (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Students complete less than 700 clock hours of field experiences in schools
- 2 = Students complete more than 700 but less than 800 clock hours of field experiences in schools
- 3 = Students complete more than 800 but less than 900 clock hours of field experiences in schools
- 4 = Students complete at least 900 (full academic year) clock hours of field experiences in schools

**I H. Field-experiences—equivalent to one-full academic year—high school teachers and those teaching all grades (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Students complete less than 700 clock hours of field experiences in schools in one or more programs
- 2 = Students complete more than 700 but less than 800 clock hours of field experiences in schools in one or more programs
- 3 = Students complete more than 800 but less than 900 clock hours of field experiences in schools in one or more programs
- 4 = Students complete at least 900 (full academic year) clock hours of field experiences in schools in all programs

**I I. Higher admission requirements (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Students admitted meet none of the following criteria: Have at least a cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed or tested out of PRAXIS I
- 2 = Students admitted meet one of the following criteria: Have at least a cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed or tested out of PRAXIS I
- 3 = Students admitted meet two of the following criteria: Have at least a cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed or tested out of PRAXIS I
- 4 = Students admitted meet or exceed all of the following criteria: Have cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F as required for teacher preparation; have passed the Regents' Test; have passed or tested out of PRAXIS I

**II A. Performance—Institutions**

**II A (1). Institutions guarantee that their graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial plan in place for districts in service area to invoke the “take back” provision
- 2 = Partial plan in place to invoke “take back” provision statewide
- 3 = Full plan in place for districts in service area to invoke “take back” provision
- 4 = Full plan in place to invoke “take back” provision statewide

**II A (2). Institutions increase the number of high quality applicants, individuals from minority groups, and those desiring to teach in shortage fields through programs in shortage fields, strong academic support and advisement to pre-education majors including readiness for PRAXIS I, and other strategies (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial recruitment plan in place

- 2 = Plan implemented that includes baseline data, recruitment goals, timeline, strategies, and assessments for increasing the numbers of: students passing PRAXIS I, high achieving freshmen and sophomores, minorities, and students choosing shortage fields
- 3 = Evidence of progress toward reaching recruitment goals set for some but not all targeted groups of students
- 4 = Evidence of progress toward meeting recruitment goals set for all targeted groups of students

**II A (3). Institutions increase by 10% the number of teacher candidates with HOPE Promise Scholarships (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial plan in place
- 2 = Plan implemented that includes baseline data, recruitment goals, timeline, milestones as to numbers targeted, strategies for reaching goals, and how progress is to be evaluated
- 3 = Less than 10% increase in the number of students with HOPE Promise Scholarships
- 4 = At least a 10% increase achieved since 1999

**II A (4). Institutions provide dual certification programs in early childhood and special education to meet state need and to increase student learning and achievement in Georgia's public schools (this Principle is optional) (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Dual certification program in early childhood and special education under development
- 2 = Dual certification program in early childhood and special education approved at institutional level
- 3 = Dual certification program in early childhood and special education approved at Board level
- 4 = Dual certification program has declared majors

**II A (5). In collaboration with the schools, institutions mentor graduates during their first two-years of teaching on all dimensions of the guarantee (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching only for graduates identified by school district as "struggling"
- 2 = Partial plan in place to provide some support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching to all graduates, with a primary focus on "struggling" teachers
- 3 = Partial plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching for all graduates teaching in region served by institution
- 4 = Full plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of teaching for all graduates teaching in Georgia public schools

**II A (6). Institutions focus partner schools (or approved alternative) on:**

- **Increasing P-12 student learning and achievement,**
- **Mentoring beginning teachers,**
- **Providing field-placements for teacher candidates to demonstrate outcomes of guarantee**
- **Collaborating in the preparation and development of teachers, and**
- **Increasing the amount of school-based research on improvement of schools and on teacher preparation and development programs (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partner school (or approved alternative) model under development that focuses on all dimensions stated in the Principle
- 2 = Partner school (or approved alternative) model that focuses on all dimensions stated in the Principle implemented in some schools
- 3 = Full network of partner schools (or approved alternative) in place that focuses on all dimensions stated in the Principle; all field experiences confined to partner schools; all have contractual agreements
- 4 = Evidence of impact of partner schools (or approved alternative) on P-12 students, pre-service and in-service teachers

**II A (7). Institutions have at least an 80% annual pass rate on PRAXIS II for each reportable demographic group of teacher candidates by 2006,<sup>3</sup> while maintaining or increasing the number of minority teachers prepared; institutions set annual goals toward the 80% threshold between 2002-2006 (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Partial plan in place

2 = Plan in place for each program that includes baseline data, annual goals, timeline, milestones as to numbers targeted, strategies for reaching goals, and how progress is to be evaluated

3 = Less than an 80% annual pass rates on PRAXIS II for all reportable demographic groups within each field in which the institution prepares teachers, while maintaining or increasing the number of minority teachers prepared

4 = At least an 80% annual pass rate on PRAXIS II for all reportable demographic groups within each field in which the institution prepares teachers, while maintaining or increasing the number of minority teachers prepared

**II A (8). Institutions support and recognize faculty for participation in teacher preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Faculty reward system under study for teacher preparation faculty in education

2 = Faculty reward system under study for teacher preparation faculty in education and the arts and sciences

3 = Teacher preparation faculty in education and the arts and sciences supported and recognized in reward system

4 = Evidence that the success of teacher preparation faculty in promotion, tenure, merit salary increases, and post-tenure review is comparable to that of non-teacher preparation faculty

**II B. Performance—Teacher Candidates**

**II B (1). Teacher candidates demonstrate sufficient depth in all content fields included on teacher certificate to bring students from diverse groups to high levels of learning (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes content required to pass PRAXI II and content teachers will be expected to teach in schools

2 = Assessments in place to monitor the extent to which teacher candidates content knowledge is sufficient to bring students from diverse groups to high levels of learning

3 = Teacher candidates have opportunities during field-placements to demonstrate that they have sufficient content knowledge to bring students from diverse groups to high levels of learning

4 = Evidence that teacher candidates recommended for certification have sufficient content knowledge in all content fields included on teacher certificates to bring students from diverse groups to high levels of learning

**II B (2). Teacher candidates set high learning standards for all students and organize curriculum, instruction, and assessment around the standards (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for teaching in standards-based schools

2 = Plan in place to assess the extent to which teacher candidates set high learning standards for all students and organize curriculum, instruction, and assessment around the standards

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can set high learning standards for all students and organize curriculum, instruction, and assessment around the standards

4 = Teacher candidates are assessed on their performance in using high learning standards for all students and organizing curriculum, instruction, and assessment around the standards

---

<sup>3</sup> Reportable group is defined as any demographic group with 10 or more students.

**II B (3). Teacher candidates customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for customizing instruction

2 = Plan in place to assess the extent to which teacher candidates customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs

4 = Teacher candidates are assessed on their performance in customizing instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs

**II B (4). Teacher candidates in early childhood education diagnose difficulties in reading and mathematics and know what to do about them (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for diagnosis and remediation of difficulties in reading and mathematics

2 = Assessments in place to monitor the extent to which teacher candidates are able to diagnose and remediate difficulties in reading and mathematics

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can diagnose difficulties in reading and mathematics and implement intervention strategies

4 = Evidence that teacher candidates recommended for certification are successful in diagnosing difficulties in reading and mathematics and implementing appropriate intervention strategies

**II B (5). Teacher candidates use data on student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for using data on student learning and achievement to set benchmarks and to monitor student progress

2 = Plans in place to assess the extent to which teacher candidates are able to use data on student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can use data on student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

4 = Teacher candidates are assessed using data on student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

**II B (6). Teacher candidates use telecommunication and information technologies as tools for learning and they meet the Georgia Technology Standards for Educators (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes the use of telecommunication and information technologies that meet the Georgia Technology Standards for Educators

2 = Assessments in place to monitor the extent to which teacher candidates use telecommunication and information technologies as tools for learning and meet the Georgia Technology Standards for Educators

3 = Teacher candidates have opportunities during field-placements to demonstrate that they can use technologies effectively as tools for learning and that they meet the Georgia's Technology Standards for Educators

4 = Evidence that teacher candidates recommended for certification use technologies effectively as tools for learning and that they meet Georgia's Technology Standards for Educators

**II B (7). Teacher candidates manage classrooms effectively (1998)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes classroom management strategies

- 2 = Assessments in place to monitor the extent to which teacher candidates manage classrooms effectively
- 3 = Teacher candidates have opportunities during field-placements to demonstrate that they can manage classrooms effectively
- 4 = Evidence that teacher candidates recommended for certification manage classrooms effectively

### **III. Results**

#### **III A. Teacher candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement at point of initial recommendation for certification (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes strategies for bringing students from diverse groups to high levels of learning and achievement
- 2 = Assessments in place to monitor the extent to which teacher candidates are accomplished in bringing students from diverse groups to high levels of learning and achievement
- 3 = Teacher candidates have opportunities during field-placements to demonstrate that they are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement
- 4 = Evidence that teacher candidates recommended for certification are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement

#### **III B. After two years of teaching, program graduates show advanced levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning and achievement (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Plan in place to track graduates who move into teaching positions in Georgia schools within two-years of graduation
- 2 = Plan in place to gather baseline data on student learning and achievement in Georgia schools where new graduates teach
- 3 = Plan in place in all programs for induction and mentoring of teachers during the first two years of teaching
- 4 = Evidence that graduates show higher levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning and achievement after two years of teaching as compared to impact at time of graduation

#### **III C. Experienced teachers completing graduate programs are accomplished in the five core principles of the National Board for Professional Teaching Standards (NBPTS) (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the five core principles of the National Board for Professional Teaching Standards (NBPTS)
- 2 = Assessments in place to measure the extent to which teachers in graduate programs meet the five core principles of NBPTS
- 3 = Teachers in graduate programs have opportunities as part of their programs to demonstrate that they can meet the National Board Standards
- 4 = Evidence that teachers who complete graduate programs meet the five core principles of NBPTS

#### **III D. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (1998)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Plan in place to measure extent to which P-12 students from diverse groups who attend partner schools (or approved alternative) are learning and achieving at high levels
- 2 = Plan implemented in some partner schools (or approved alternative)
- 3 = Plan implemented in all partner schools (or approved alternative)
- 4 = Evidence that P-12 students from diverse groups who attend partner schools (or approved alternative) are learning and achieving at high levels

## SECTION II: EDUCATIONAL LEADERS

### I. Inputs:

- I A. Responsibility for leader preparation programs vested in a collaborative of education, arts and sciences, business, other academic units (as appropriate), and school partners (2001).
- I B. Active practitioner-based advisory committee in place to provide ongoing feedback as to the success of graduates in meeting the outcomes of the guarantee and to suggest strategies for continuous improvement (2001).
- I C. Field experiences—at least 150 contact hours—well integrated into courses (2001).
- I D. Admission requirements comparable to those of other graduate programs in the institution.

### II. Performance (institutions and individual educational leadership candidate):

#### A. **Institutions:**

- IIA (1). Guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations (2001).
- IIA (2). Increase the number of high quality applicants from majority and minority groups (2001).
- IIA (3). In cooperation with the schools, institutions mentor graduates on all dimensions of the guarantee during their first two years of practice as newly certified educational leaders in Georgia (2001).
- IIA (4). Focus partner schools (or approved alternative) on increasing P-12 student learning and achievement, mentoring beginning leaders, seeking nominations of potential leaders for admission into preparation programs, providing field-placements for leader candidates to demonstrate outcomes of guarantee, collaborating in the preparation and development of leaders, encouraging practitioner research by providing appropriate training in research on school improvement, and increasing the amount of school-based research on improvement of schools and on leader preparation and development programs (2001).
- IIA (5). Have at least an 80% annual pass rate on certification exam(s) for each reportable demographic group of leader candidates by 2006, while maintaining or increasing the number of minority leaders prepared; and set annual goals toward the 80% threshold between 2002-2006 (2001).
- IIA (6). Support and recognize faculty for participation in leader preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources (2001).

#### B. **Leader candidates:**

- IIB (1). Set high expectations for all students in the school or system and organize curriculum, instruction, and assessment around the high expectations (2001).
- IIB (2). Use data on student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001).
- IIB (3). Use technology to meet the individual learning needs of students, teachers, and administrators (2001).
- IIB (4). Lead schools using standards-based objectives, results-based performance management, and continuous improvement (2001).
- IIB (5). Raise perceptions of all parties that the school or system can do better (2001).
- IIB (6). Develop a school or system plan for improvement (2001).
- IIB (7). Help teachers customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs (2001).
- IIB (8). Provide students with the resources they need to achieve high learning standards through a comprehensive program of student support services (2001).
- 11B (9). Increase student learning-time as needed, using flexible schedules, structures, and technology (2001)
- 11B (10). Establish a safe and orderly environment that supports reaching the goals of the improvement plan (2001).

11B (11).Lead the school or system in accordance with school law and professional ethics (2001).

11B (12).Use state-of-the-art technology practices from business and industry to effectively and efficiently manage resources, planning, record keeping, and evaluation of schools or systems (2001).

### **III. Results:**

- III A. Graduates from educational leadership programs who move immediately into educational leadership positions improve schools by increasing student learning and achievement within two years of practice as educational leaders (2001).
- III B. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (2001).

## **I. Inputs**

### **I A. Responsibility for leader preparation programs vested in a collaborative of education, other academic units, and school partners (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Controlled by the college of education; roles of other colleges and school partners at input level

2 = Equitable representation among college of education, other colleges, and school partners; advisory to education dean

3 = Equitable representation among 3 groups, responsible for aspects of leader preparation, but no authority over programs

4 = Equitable representation, responsibility, and authority for the preparation of leaders among education, other academic units, and school partners

### **I B. Active practitioner-based advisory committee in place to provide ongoing feedback as to the success of graduates in meeting the outcomes of the guarantee and to suggest strategies for continuous improvement (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Advisory committee meets infrequently and gives feedback on program redesign presented by the college faculty

2 = Advisory committee meets regularly and relies on surveys of graduates and their supervisors as measures of success

3 = Advisory committee meets regularly and relies on extent to which graduates meet the performance and results outcomes of the guarantee as measures of success

4 = Advisory committee meets regularly and relies on extent to which graduates meet the performance and results outcomes of the guarantee as measures of success; advisory committee recommends strategies for continuous improvement of the program based upon the data

### **I C. Field-experiences—at least 150 contact hours—well integrated into courses (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Students complete less than 100 clock hours of field experiences in schools in each program

2 = Students complete more than 100 but less than 150 clock hours of field experiences in schools in each program

3 = Students complete at least 150 clock hours of field experiences in schools in each program but they are not integrated into courses

4 = Students complete at least 150 clock hours of field experiences in schools in each program and they are well integrated into courses

### **I D. Admission requirements comparable to those of other graduate programs within the institution (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Admission requirements in leader preparation are lower than those used in other graduate programs within the institution

2 = Plan in place for raising the admission requirements in leader preparation to be within the range of admission requirements for other graduate programs within the institution

- 3 = Students admitted to leader preparation programs have either cumulative GPAs or score(s) on test(s) required for admission that are within the institution's range of GPAs or test scores for graduate students
- 4 = Students admitted to leader preparation programs have cumulative GPAs and score(s) on test(s) required for admission that are within the institution's range of GPAs and test scores for graduate students

## **II A. Performance—Institutions**

### **II A (1). Institutions guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial plan in place for districts in service area to invoke the "take back" provision
- 2 = Partial plan in place to invoke "take back" provision statewide
- 3 = Full plan in place for districts in service area to invoke "take back" provision
- 4 = Full plan in place to invoke "take back" provision statewide

### **II A (2). Institutions increase the numbers of high quality applicants from majority and minority groups (201)**

- 0 = Insufficient evidence to make a judgment
- 1 = Partial plan in place
- 2 = Plan in place that includes baseline data, recruitment goals, timeline, strategies, and assessments for increasing the number of high quality applicants from majority and minority groups
- 3 = Evidence of progress toward reaching some recruitment goals set for targeted groups of students
- 4 = Evidence of progress toward reaching all recruitment goals set for targeted groups of students

### **II A (3). In collaboration with the schools, institutions mentor graduates on all dimensions of the guarantee during their first two-years of practice as newly certified educational leaders in Georgia (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of practice as newly certified leaders only for graduates identified by school district as "struggling"
- 2 = Partial plan in place to provide some support, assistance, and professional development on all dimensions of the guarantee for first two years of practice as newly certified leaders to all graduates, with a primary focus on those who are "struggling"
- 3 = Partial plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of practice as newly certified leaders for all graduates practicing in region served by institution
- 4 = Full plan in place to provide support, assistance, and professional development on all dimensions of the guarantee for first two years of practice as newly certified leaders for all graduates practicing in Georgia public schools

### **II A (4). Institutions focus partner schools (or approved alternative) on:**

- **Increasing P-12 student learning and achievement,**
- **Mentoring beginning leaders,**
- **Seeking nominations of potential leaders for admission into preparation programs,**
- **Providing field-placements for leader candidates to demonstrate outcomes of guarantee,**
- **Collaborating in the preparation and development of leaders,**
- **Encouraging practitioner research by providing appropriate training in research on school improvement, and**
- **Increasing the amount of school-based research on improvement of schools and on leader preparation and development programs (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partner school (or approved alternative) model under development that focuses on all dimensions stated in the Principle
- 2 = Partner school (or approved alternative) model that focuses on all dimensions stated in the Principle implemented in some schools
- 3 = Full network of partner schools (or approved alternative) in place that focuses on all dimensions stated in the Principle; all field-placements confined to partner schools; all have contractual agreements
- 4 = Evidence of impact of partner schools (or approved alternative) on P-12 students, pre-service and in-service leaders

**II A (5). Institutions have at least an annual 80% pass rate on certification exam(s) for each reportable demographic group of leader candidates by 2006,<sup>4</sup> while maintaining or increasing the number of minority leaders prepared; institutions set annual goals toward the 80% threshold between 2002-2006 (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Partial plan in place
- 2 = Plan in place that includes baseline data, annual goals, timeline, milestones as to numbers targeted, strategies for reaching goals, and how progress is to be evaluated
- 3 = Less than an 80% annual pass rates on certification exam(s) for all reportable demographic groups, while maintaining or increasing the number of minority leaders prepared
- 4 = At least an 80% annual pass rate on certification exam(s) for all reportable demographic groups, while maintaining or increasing the number of minority leaders prepared

**II A (6). Institutions support and recognize faculty for participation in leader preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Faculty reward system under study for leader preparation faculty in education
- 2 = Faculty reward system under study for leader preparation faculty in the college of education and other colleges vested in the collaborative that prepares educational leaders
- 3 = Leader preparation faculty in the college of education and other colleges vested in the collaborative are supported and recognized in reward system
- 4 = Evidence that the success of leader preparation faculty in promotion, tenure, merit salary increases, and post-tenure review is comparable to that of non-leader preparation faculty

**II B. Performance—Leader Candidates**

**II B (1). Leader candidates set high expectations for all students in the school or system and organize curriculum, instruction, and assessment around the high expectations (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes strategies for leading standards-based schools
- 2 = Plan in place to assess the extent to which leader candidates set high expectations for all students and organize curriculum, instruction, and assessment around the high expectations
- 3 = Leader candidates have opportunities in field-placements to demonstrate that they can set high expectations for all students in the school or system and organize curriculum, instruction, and assessment around the high expectations
- 4 = Leader candidates are assessed on their performance in setting high expectations for all students in the school or system and organizing curriculum, instruction, and assessment around the high expectations

---

<sup>4</sup> Reportable group is defined as any demographic group with 10 or more students.

**II B (2). Leader candidates use data on student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for using data on student learning and achievement to set benchmarks and to monitor student progress

2 = Plan in place to assess the extent to which leader candidates use data on student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use data on student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

4 = Leader candidates are assessed on their performance in using data on student learning and achievement to set benchmarks and to monitor student progress toward meeting benchmarks

**II B (3). Leader candidates use technology to meet the individual learning needs of students, teachers, and administrators (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes use of technology to meet individual learning needs of students, teachers, and administrators

2 = Plan in place to assess the extent to which leader candidates use technology effectively to meet individual learning needs of students, teachers, and administrators

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use technology effectively to meet individual learning needs of students, teachers, and administrators

4 = Leader candidates are assessed on their performance in using technology effectively to meet individual learning needs of students, teachers, and administrators

**II B (4). Leader candidates lead schools using standards-based objectives, results-based performance management, and continuous improvement (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for leading schools using standards-based objectives, results-based performance management, and continuous improvement

2 = Plan in place to assess the extent to which leader candidates use standards-based objectives, results-based performance management, and continuous improvement

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use standards-based objectives, results-based performance management, and continuous improvement

4 = Leader candidates are assessed on their performance in leading schools using standards-based objectives, results-based performance management, and continuous improvement

**II B (5). Leader candidates raise perceptions of all parties that the school or system can do better (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for raising perceptions of all parties that a school or system can do better

2 = Plan in place to assess the extent to which leader candidates raise perceptions of all parties that a school or system can do better

3 = Leader candidates have opportunities during field-placements to demonstrate that they can raise perceptions of all parties that a school or system can do better

4 = Leader candidates are assessed on their performance in raising perceptions of all parties that a school or system can do better

**II B (6). Leader candidates develop a school or system plan for improvement (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes strategies for developing school and system plans for improvement

2 = Plan in place to assess the extent to which leader candidates develop a school or system plan for improvement

- 3 = Leader candidates have opportunities during field-placements to demonstrate that they can develop a school or system plan for improvement
- 4 = Leader candidates are assessed on their performance in developing a school or system plan for improvement

**II B (7). Leader candidates help teachers customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes strategies for customizing instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs
- 2 = Plan in place to assess the extent to which leader candidates help teachers customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs
- 3 = Leader candidates have opportunities during field-placements to demonstrate that they can help teachers customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs
- 4 = Leader candidates are assessed on their performance in helping teachers customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs

**II B (8). Leader candidates provide students with the resources they need to achieve high learning standards through a comprehensive program of student support services (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the study of a comprehensive program of student support services for standards-based schools
- 2 = Plan in place to assess the extent to which leader candidates provide students with the resources they need to achieve high learning standards through a comprehensive program of student support services
- 3 = Leader candidates have opportunities during field-placements to demonstrate that they can provide students with the resources they need to achieve high learning standards through a comprehensive program of student support services
- 4 = Leader candidates are assessed on their performance in providing students with the resources they need to achieve high learning standards through a comprehensive program of student support services

**II B (9). Leader candidates increase student learning-time as needed, using flexible schedules, structures, and technology (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes strategies for increasing student learning-time through use of flexible schedules, structures, and technology
- 2 = Plan in place to assess the extent to which leader candidates increase student learning-time as needed through use of flexible schedules, structures, and technology
- 3 = Leader candidates have opportunities during field-placements to demonstrate that they can increase student learning-time as needed through use of flexible schedules, structures, and technology
- 4 = Leader candidates are assessed on their performance in increasing student learning-time as needed through use of flexible schedules, structures, and technology

**II B (10). Leader candidates establish a safe and orderly environment that supports reaching the goals of the improvement plan (2001)**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes study of the importance of and strategies for establishing a safe and orderly environment that supports reaching goals of the school or system improvement
- 2 = Plan in place to assess the extent to which leader candidates establish a safe and orderly environment that supports reaching goals of the school or system improvement plan
- 3 = Leader candidates have opportunities during field-placements to demonstrate that they can establish a safe and orderly environment that supports reaching goals of the school or system improvement plan

4 = Leader candidates are assessed on their performance in establishing a safe and orderly environment that supports reaching goals of the school or system improvement plan

**II B (11). Leader candidates lead the school or system in accordance with school law and professional ethics (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes the study of school law and professional ethics

2 = Plan in place to assess the extent to which leader candidates lead a school or system in accordance with school law and professional ethics

3 = Leader candidates have opportunities during field-placements to demonstrate that they can lead a school or system in accordance with school law and professional ethics

4 = Leader candidates are assessed on their performance in leading a school or system in accordance with school law and professional ethics

**II B (12). Leader candidates use state-of-the-art technology practices from business and industry to effectively and efficiently manage resources, planning, record keeping, and evaluation of schools or systems (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Curriculum includes the study of state-of-the-art technology practices in planning, managing, record keeping, and evaluating schools or systems

2 = Plan in place to assess the extent to which leader candidates implement state-of-the-art technology practices to effectively and efficiently manage resources, planning, record keeping, and evaluations of schools or systems

3 = Leader candidates have opportunities during field-placements to demonstrate that they can use state-of-the-art technology practices to plan, manage, keep records, and evaluate schools or systems

4 = Leader candidates are assessed on their performance in using state-of-the-art technology practices in planning, managing, record keeping, and evaluating schools or systems

**III. Results**

**III A. Graduates from educational leadership programs who move immediately into educational leadership positions improve their schools by increasing student learning and achievement within two-years of practice as educational leaders (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Plans in place to track graduates who move into leadership positions in Georgia schools within two years of graduation

2 = Plan in to gather baseline data on student learning and achievement in Georgia schools where new graduates serve

3 = Plan in place for induction and mentoring of leaders during their first two years

4 = Evidence that graduates increase student learning and achievement during their first two years as educational leaders

**III B. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (2001)**

0 = Insufficient evidence provided to make a judgment

1 = Plan in place to measure extent to which P-12 students from diverse groups who attend partner schools (or approved alternative) are learning and achieving at high levels

2 = Plan implemented in some partner schools (or approved alternative)

3 = Plan implemented in all partner schools (or approved alternative)

4 = Evidence that P-12 students from diverse groups who attend partner schools (or approved alternative) are learning and achieving at high levels