

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

Rubrics for Assessing Institutional Progress toward Meeting the *Regents' Principles and Actions for the Preparation of Educators for the Schools*

SECTION I: TEACHERS

I. Results:

- I 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).
- I 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).
- I C. Experienced teachers completing graduate programs are accomplished in the five core principles of the National Board for Professional Teaching Standards (1998).
- I D. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (1998).

II. Performance (teacher candidates and institutions):

A. Performance—Teacher Candidates

- IIA (1). Teacher candidates demonstrate sufficient depth in all content fields included on teacher certificate to bring P-12 students from diverse groups to high levels of learning (1998).
- IIA (2). Teacher candidates set high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards (2001).
- IIA (3). Teacher candidates differentiate instruction for individual P-12 students or groups of students that reflects students' own experiences, learning styles, interests, cultures, and special needs (2001).
- IIA (4). Teacher candidates in early childhood education diagnose difficulties in reading and mathematics and know what to do about them (1998).
- IIA (5). Teacher candidates use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001).
- IIA (6). Teacher candidates use telecommunication and information technologies as tools for P-12 student learning and meet Georgia Technology Standards for Educators (1998).
- IIA (7). Teacher candidates manage P-12 classrooms effectively (1998).

B. Institutions:

- IIB (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 (1998).
- IIB (2a). Institutions increase the number of high quality candidates from each demographic group represented in the school-age population of the institution's service area (2004).
- IIB (2b). Institutions balance supply and demand by increasing the number of high quality teacher candidates desiring to teach in shortage fields (2004).
- IIB (3). Institutions increase by 10% the number of teacher candidates with HOPE Promise Scholarships (1998).

- IIB (4). Institutions 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).
- IIB (5). In collaboration with the schools, institutions mentor graduates during their first two years of teaching on all dimensions of the guarantee (1998).
- IIB (6). Institutions utilize a network of partner schools (or Board of Regents' approved alternative) to work with area school systems and their community partners on the following goals:
 - 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,
 - Increasing the amount of school-based research on improvement of schools and on teacher preparation and development programs (2001).
- IIB (7). Institutions 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).
- IIB (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).
- IIB (9). Institutions ensure collaboration in the preparation of teachers, counselors, and leaders that is focused on the interrelated roles of all school personnel in improving student academic success (2004).
- IIB (10). Through its Continuous Improvement and Accountability System, institutions ensure they are preparing high quality teachers (2005).

III. Inputs:

- III A. Responsibility for teacher preparation vested in a collaborative of education, arts and sciences, and school faculty (1998).
- III B. Stronger content preparation—early childhood teachers (2001, 2007).
- III C. Stronger content preparation—middle grades teachers (2001, 2007).
- III D. Stronger content preparation—high school teachers and those teaching all grades (2001, 2007).
- IIIE. Stronger pedagogical preparation – Early Childhood, Middle Grades and High School Teachers (2007).
- III F. Stronger content preparation—graduate programs for teachers (2001).
- III G. Field experiences—equivalent to one full academic year—early childhood teachers (1998).
- III H. Field experiences—equivalent to one full academic year—middle grades teachers (1998).
- III I. Field experiences—equivalent to one full academic year—high school teachers and those teaching all grades (1998).
- III J. Higher admission requirements (1998).
- III K. Collaboration between Two-Year and Four-Year Partner Institutions to Ensure Seamless Transition for Students (2004).

I. Results

I 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)

- 1 = Evidence shows that some candidates recommended for certification do not bring students from diverse groups to high levels of learning
- 4 = The institution verifies that during the student teaching or the internships all teacher candidates recommended for certification can bring students from diverse groups to high levels of learning.

Explanation: To receive a rating of “4” on this Principle, the following must be present:

- 1. An assessment of teacher candidates on this aspect of the *Principles*;
- 2. The assessment demonstrates that students can bring diverse groups to high levels of achievement (i.e., disaggregation of data); and
- 3. The number and percent of students who meet this Principle (i.e., who pass the assessment) must be reported. That number must reflect 100% of the candidates.

I 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).

- 1 = Evidence shows that program graduates do not show advanced levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning
- 4 = The institution verifies that 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

Explanation: To receive a rating of “4” on this principle, the following must be present:

- 1. An assessment of the achievement of P-12 students from diverse groups in a representative sampling of the schools, grade levels, and subject areas in which program graduates teach OR in a representative sampling of students of program graduates; and
- 2. The number and percent of P-12 students who meet the criteria for Adequate Yearly Progress OR the number and percent of P-12 students from diverse groups who demonstrate high levels of learning as assessed through multiple measures.

Recognizing that teaching is developmental and that clinical experiences differ in kind from the experiences of a practicing classroom teacher, the *Principles* expect that program graduates will be able to demonstrate impact on student learning in their own classrooms.

It is anticipated that data systems being developed by the State will be able to provide teacher-level data on student achievement in the near future. Until such time, student achievement in partner schools or other schools in which a high number of program graduates teach can serve as a reasonable proxy for judging program graduate impact on student achievement.

Evidence of student achievement may include evidence such as the following:

- 1. Statewide assessments (Criterion Referenced Competency Test, End of Course Tests, Georgia High School Graduation Tests)
- 2. College placement exams (SAT)
- 3. Measures of Adequate Yearly Progress (AYP)
- 4. Multiple measures of student achievement at the classroom level
- 5. Disaggregation must be included and all demographic groups must show progress

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

- 1 = Evidence shows that experienced teachers completing graduate programs are not accomplished in achieving the outcomes of the five core areas of NBPTS
- 4 = The institution verifies that all experienced teachers completing graduate programs are accomplished in all five core principles of the National Board for Professional Teaching Standards (NBPTS)

Explanation: To receive a rating of “4” on this Principle, the following must be present:

- 1. A field-based assessment of teachers in graduate programs on all five core-principles of NBPTS; and
- 2. The number and percent teachers in graduate programs who meet this Principle (i.e., who pass the assessment) must be reported. The number must reflect 100%.

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

- 1 = Evidence shows that some groups of P-12 students who attend partner schools (or approved alternate) are not achieving at high levels.
- 4 = Evidence demonstrates that P-12 students from diverse groups who attend partner schools (or approved alternate) are achieving at high levels.

Explanation: To receive a rating of “4” on this Principle, the institution may present a variety of different types of information including evidence such as:

- 1. Statewide assessments (Criterion Referenced Competency Test, End of Course Tests, Georgia High School Graduation Tests)
- 2. College placement exams (SAT)
- 3. College readiness (course taking patterns, remediation rates, Advanced Placement courses and “pass rates”)
- 4. Measures of Adequate Yearly Progress (AYP)
- 5. Disaggregation must be included and all demographic groups must show progress.

II A. Performance—Teacher Candidates

II A (1). Teacher candidates demonstrate sufficient depth in all content fields included on teaching certificate to bring P-12 students from diverse groups to high levels of learning (1998)

- 1 = Evidence shows that some candidates recommended for certification do not have sufficient depth in all content fields included on the teaching certificate.
- 4 = The institution verifies that all teacher candidates recommended for certification have sufficient depth in all content fields included on teaching certificate to teach for understanding to diverse groups of students.

Explanation for II A (1), II A (2), II A (4), II A (5), and II A (6): To receive a rating of “4” on each aspect of these *Principles*, the following must be present:

- 1. An assessment of teacher candidates in a clinical setting on this aspect of the *Principles*; and
- 2. The number and percent of students who meet this *Principle* (i.e., who pass the assessment) must be reported. That number must reflect 100% of the candidates.

II A (2). Teacher candidates set high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards (2001).

- 1 = Evidence shows that some candidates recommended for certification cannot set high standards for all students and organize curriculum, instruction, and assessment around the standards.
- 4 = The institution verifies that all teacher candidates recommended for certification can set high learning standards for all students and organize curriculum, instruction and assessment around the standards.

II A (3). Teacher candidates differentiate instruction for individual P-12 students or groups of students that reflects students' own experiences, learning styles, interests, cultures, and special needs (2001).

- 1 = Evidence shows that some candidates recommended for certification are not able to differentiate instruction in a clinical setting for individual students or groups of students that reflects students' experiences, learning styles, interests, cultures, and special needs
- 4 = The institution verifies that all teacher candidates recommended for certification can differentiate instruction in a clinical setting for individual students or groups of students that reflects students' experiences, learning styles, interests, cultures, and special needs.

Explanation: To receive a rating of "4" on this principle, the following must be present:

- 1. An assessment of teacher candidates in a clinical setting on this aspect of the *Principles*; and
- 2. The assessment demonstrates that students can customize instruction on the basis of all elements listed: students' own experiences, learning styles, interests, cultures, and special needs; and
- 3. The number and percent of students who meet this principle (i.e., who pass the assessment) must be reported. That number must reflect 100% of the candidates.

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

- 1 = Evidence shows that some candidates recommended for certification are not able to diagnose difficulties in reading and mathematics and implement appropriate intervention strategies.
- 4 = The institution verifies that all teacher candidates recommended for certification in early childhood education can diagnose difficulties in reading and mathematics and can implement appropriate intervention strategies.

II A (5). Teacher candidates use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement (2001).

- 1 = Evidence shows that some candidates recommended for certification are not able to use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement.
- 4 = The institution verifies that all teacher candidates recommended for certification can use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement

II A (6). Teacher candidates use telecommunication and information technologies as tools for P-12 student learning (1998).

- 1 = Evidence shows that some candidates cannot use telecommunication and information technologies as tools for student learning.
- 4 = The institution verifies that all teacher candidates recommended for certification can use telecommunication and information technologies as tools for student learning

II A (7). Teacher candidates manage P-12 classrooms effectively (1998).

- 1 = Evidence shows that some candidates recommended for certification are not able to manage classrooms effectively.
- 4 = The institution verifies that all teacher candidates recommended for certification can manage classrooms effectively

II B. Performance--Institutions

II B (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).

- 1 = No Effective Guarantee is in place that graduates meet all expectations
- 2 = A guarantee is in place that contains at least 3 components of an Effective Guarantee
- 3 = A guarantee is in place that contains at least 4 components of an Effective Guarantee
- 4 = An Effective Guarantee is in place

Explanation: An Effective Guarantee contains all of the following components: 1) includes all performance outcomes of the Regents' Guarantee (Section III--Results and Section IIA—Candidate Performance); 2) is in writing and is communicated on an ongoing basis; 3) is offered statewide; 4) contains procedures for implementing the “take back;” 5) assesses employer satisfaction.

In cases of geographic inconvenience, training may be provided through distance technology or through arrangements mutually agreed to by a local institution. The System Office will provide models of reciprocal agreements to help the institutions in implementing this principle.

II B (2a). Institutions increase the number of high quality candidates from each demographic group represented in the school-age population of the institution's service area.

- 1 = Decrease in number of teacher candidates in some demographic groups
- 2 = Number of high quality teacher candidates for each demographic group remains the same
- 3 = An increase in high quality teacher candidates from some demographic groups
- 4 = An increase in high quality teacher candidates from each demographic group represented in the school-age population of the institution's service area

II B (2b). Institutions balance supply and demand by increasing the number of high quality teacher candidates desiring to teach in shortage fields.

- 1 = Decrease in number of teacher candidates desiring to teach in shortage fields
- 2 = Number of high quality teacher candidates desiring to teach in shortage fields remains the same
- 3 = An increase in high quality teacher candidates desiring to teach in some shortage fields
- 4 = An increase in high quality teacher candidates desiring to teach in all identified shortage fields from each demographic group represented in the school-age population of the institution's service area

Explanation: Shortage fields can be defined as critical shortage fields for eligibility for HOPE Teacher Promise Scholarships. If institutions choose, they may determine regional shortage fields in collaboration with school districts in their service area. If using this method, an institution should provide the data used to determine regional shortage fields, e.g. surveys, Certified Personnel Inventory, etc. Plans developed under implementation rubric should include strong academic support and advisement to pre-education majors, including readiness for Praxis I and other strategies.

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

- 1 = Decrease since 1999 in number of teacher candidates with HOPE Promise
- 2 = Number of teacher candidates with HOPE Promise equal to number in 1999
- 3 = Number of students with HOPE Promise Scholarships increases 0<10% over 1999
- 4 = At least a 10% increase achieved since 1999

II B (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 currently optional; this policy will be reviewed in 2004 to determine whether such dual certification programs should be required.)

NA = Institution does not intend to offer such a program.

- 1 = Dual certification program in early childhood and special education under development
 - 2 = Dual certification program in early childhood and special education approved at the department level
 - 3 = Dual certification program in early childhood and special education approved at the institution level
 - 4 = Dual certification program in early childhood and special education approved at the Board level
- [Note: If an institution chooses to develop dual certification programs, enrollment should also be reported in II (B) (2b)]

II B (5). In collaboration with the schools, institutions mentor graduates during their first two-years of teaching (1998).

- 1 = Mentoring not provided
- 2 = Institution provides support, assistance, and professional development for first two years of teaching only for graduates teaching in Georgia schools who are identified by school district as "struggling"
- 3 = Institution provides support, assistance, and professional development for first two years of teaching for all graduates teaching in Georgia schools in their service area.
- 4 = Institution provides support, assistance, and professional development for first two years of teaching for all graduates teaching in Georgia schools

Explanation: Support, assistance, and professional development are to be based on identified need/deficiencies in the dimensions of the Guarantee.

II B (6). Institutions utilize a network of partner schools (or Board of Regents' approved alternative) to work with area school systems and their community partners on the following goals:

- 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)

- 1 = No partner school network (or approved alternative) in place
- 2 = A network of partner schools (or approved alternative) is in place that focuses on some goals of the *Principle*
- 3 = A network of partner schools (or approved alternative) is in place that focuses on some goals stated in the *Principle*; all field placements are within the network
- 4 = A network of partner schools (or approved alternative) focuses on all goals stated in the *Principle*; all field placements are within the network

Explanation: The partner school model includes the assumption that negotiated agreements with schools are in place. “Network of partner schools” means that there are sufficient numbers of partner schools to accommodate all field placements and that all field placements are in these partner schools. All dimensions of the Principle should be addressed within an institution’s partner school network. Alternatives to the partner school model require approval from the System Office.

II B (7). Institutions have at least an 80% annual pass rate on Praxis II for each reportable demographic group¹ of teacher candidates by 2006.

- 1= More Praxis II pass rates decreased than improved for each reportable demographic group for all the fields in which the institution prepares teachers,
- 2 = More Praxis II pass rates improved than decreased for each reportable demographic group for all the fields in which the institution prepares teachers
- 3 = All annual pass rates either improved or maintained from the previous year for all reportable demographic groups for all the fields in which the institution prepares teachers but there is <80% pass rate for all reportable demographic groups
- 4 = At least 80% annual pass rate on Praxis II for all reportable demographic groups for all the fields in which the institution prepares teachers

II B (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.

- 1 = Teacher preparation faculty not supported and recognized in faculty reward
- 2 = Teacher preparation faculty supported and recognized in faculty reward system in most departments and divisions
- 3 = Teacher preparation faculty supported and recognized in faculty reward system in all departments and divisions
- 4 = Teacher preparation faculty is comparable to non-teacher preparation faculty in terms of promotion, tenure, merit increases and post-tenure review.

Explanation: “Teacher preparation faculty” refers to faculty in education and arts and sciences who work in teacher preparation. Appropriate evidence refers to actions relating to promotion, tenure, merit increases and post-tenure review, not just policy manuals.

II B (9). Ensure collaboration in the preparation of teachers, counselors, and leaders that is focused on the interrelated roles of all school personnel in improving student academic success. (2004)

- 1 = A collaborative school improvement model for the preparation of all educators is in place
- 2 = The collaborative model has been implemented
- 3 = The institution assesses candidates’ knowledge of school improvement planning and skills in collaborating with other professionals
- 4 = Evidence confirms that graduates are effective in collaborating with other professionals to develop and implement school improvement plans

IIB (10). Through its Continuous Improvement and Accountability System, institutions ensure they are preparing high quality teachers. (2005)

- 1 = Program does not have full NCATE accreditation and PSC program approval.
- 2 = Program has full NCATE accreditation and PSC program approval but does not meet an overall 80% pass rate for teacher candidates on Praxis II.
- 3 = Program has full NCATE accreditation and PSC program approval and meets overall 80% pass rate for teacher candidates on Praxis II but does not meet all of the Regents’ Principles.

4 = Program has full NCATE accreditation and PSC program approval, meets overall 80% pass rate for teacher candidates on Praxis II, and meets all of the Regents' Principles.

Explanation: Evidence for NCATE and PSC program approval must include most recent written correspondence from NCATE and PSC regarding accreditation and program approval.

III. Inputs

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

- 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 ¹

III B. Stronger content preparation—early childhood teachers (2001, 2007).

- 1 = Program contains less than 12 semester hour concentration in either the academic content field of reading or mathematics and no science courses in Area F
- 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 and no science courses in Area F
- 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 faculty meeting the SACS requirement for teaching mathematics²; and 3 hours in science in Area F taught by faculty meeting the SACS requirement for teaching Science²
- 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 faculty meeting the SACS requirement for teaching math²; reading courses taught by faculty meeting the SACS requirement for teaching reading²; 6 hours in science in Area F taught by faculty meeting the SACS requirement for teaching Science² or for second-career individuals seeking to become teachers, verification that teacher candidates have sufficient content knowledge to bring P-12 students from diverse groups to high levels of learning

III C. Stronger content preparation—middle grades teachers (2001, 2007).

- 1 = Program contains less than 12 semester hour concentration 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 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
- 3 = Program contains at least two 12 semester hour concentrations with all hours in the in the academic content fields outside of areas A-E of the core curriculum, with two courses in one concentration and one course in the other concentration in Area F, and at least 6 hours at junior-senior level

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

²Excerpt from the SACS *Principles of Accreditation* (December 2001), Credential Guidelines: “a. Faculty teaching general education courses at the undergraduate level: doctor’s or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline.”

- 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 faculty meeting the SACS requirement for teaching these courses; students also capable of teaching reading; *or* for second-career individuals seeking to become teachers, verification that teacher candidates have sufficient content knowledge to bring P-12 students from diverse groups to high levels of learning

III D. Stronger content preparation—high school teachers and those teaching all grades (2001).

- 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 some 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; *or* for second-career individuals seeking to become teachers, verification that teacher candidates have sufficient content knowledge to bring P-12 students from diverse groups to high levels of learning²³

III E. Stronger pedagogical preparation – Early Childhood, Middle Grades and High School Teachers, and P-12 programs (2007).

- 1 = Nine hours of professional education courses are not offered in Area F (Early Childhood & Middle Grades) or elsewhere in the Curriculum (High School)
- 4 = Nine hours of professional education courses are offered in Area F (Early Childhood & Middle Grades²) or elsewhere in the Curriculum (High School). P-12 programs will offer the courses in either Area F or elsewhere in the curriculum. The courses are as follows: EDUC 2110 Investigating Critical & Contemporary Issues in Education, EDUC 2120 Exploring Socio Cultural Perspectives on Diversity, and EDUC 2130 Exploring Teaching & Learning

III F. Stronger content preparation—graduate programs for teachers (effective only for all new programs approved since April 2001) (2001).

- 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

III G. Field-experiences—equivalent to one full academic year—early childhood teachers (1998).

- 1 = Students complete less than 700 clock hours of field experiences in schools

³ 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.

- 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; or for second-career individuals seeking to become teachers, documented equivalent for those who have had extensive P-12 classroom experience

III H. Field-experiences—equivalent to one full academic year—middle grades teachers (1998).

- 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; or for second-career individuals seeking to become teachers, documented equivalent for those who have had extensive P-12 classroom experience

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

- 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 one or more programs or for second-career individuals seeking to become teachers, documented equivalent for those who have had extensive P-12 classroom experience

III J. Higher admission requirements (1998).

- 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

III K. Collaboration between Two-Year and Four-Year Partner Institutions to Ensure Seamless Transition for Students.

- 1 = No collaboration evident
- 2 = Some components of effective collaboration implemented
- 3 = Most components of effective collaboration implemented
- 4 = Evidence of effective collaboration

Explanation: Effective collaboration includes the following components: 1) a record of "successful" admission of students with an A.A. in Education into four-year programs; 2) evidence of ongoing communication between two-year and four-year partner institutions regarding seamless transition; 3)

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periodic assessment of transition mechanisms including barriers to seamless transition. A record of increasing admission of teacher candidates with an A.A. in Education from two-year partner institutions can serve as evidence of effective collaboration.