Standard 1: <u>Selection Criteria</u>
- Official program documents that describe the GPA or standardized test scores applicants must have *before* entry into the program.
  - o Standardized tests must be designed for undergraduate or graduate students in general. (i.e., the SAT, ACT or GRE, *not* the PRAXIS I).
  - o Course catalogs describing admissions policies are preferred, but documents that reflect official binding decisions on the issue of admissions can also be considered.
- Programs that do not impose formal minimum GPA entrance requirements but which nonetheless generally admit applicants with strong academic backgrounds can supply documentation certified by the institution's registrar (or analogous official) that the average GPA of successful applicants is 3.3 or higher. (Please contact us with any questions you might have about this documentation.)

Standards 2, 3 and 4: <u>Early Reading</u>, <u>English Language Learners</u> and <u>Struggling Readers</u>
- Complete syllabi[1] of *all* courses pertaining to reading instruction that elementary candidates are required to take
- Syllabi should be instructor-specific (not departmental) and include the titles of required textbooks.

Standard 5: <u>Common Core Elementary Mathematics</u>
- Course catalogs or other official documents that clearly delineate the credit hour requirements for elementary candidates in both math content courses and math methods courses.
- Complete syllabi of all elementary mathematics *content* courses that elementary candidates are required to take.
- Syllabi should be instructor-specific (not departmental) and include the titles of required textbooks.

Standard 6: <u>Common Core Elementary Content</u>
- A document delineating which content courses elementary candidates are required to take.
- A course catalog is preferred, but official "degree plans" will be considered if no catalog information is available.

Standards 7 and 8: <u>Common Core Middle School Content</u> and <u>Common Core High School Content</u>
- Documents delineating the required coursework middle and high school candidates must take in the subjects they will be certified to teach
- A course catalog is preferred, but official "degree plans" will be considered if no catalog information is available.

Standard 9: <u>Common Core Content for Special Education</u>
- Documents delineating which content courses special education candidates are required to take.
- A course catalog is preferred, but official "degree plans" will be considered if no catalog information is available.

Standard 10: <u>Classroom Management</u>
- All student teaching evaluation forms used at any point (formative and summative) for all elementary, secondary and special education programs.

Standard 11: <u>Lesson Planning</u>

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[1] Complete syllabi are those distributed to students by instructors, which generally would include a list of assignments and a schedule of class sessions.

Any and all of the following:
- Handbooks intended to provide student teachers with guidance on lesson planning.
- Templates for lesson planning that are distributed to student teachers
- Rubrics guiding the assessment of student teacher lesson plans
- Guidelines for capstone projects and accompanying project rubrics, often referred to as "teacher work samples"
- Any type of Teacher Performance Assessment (TPA)
- Syllabi for seminars related to student teaching

Standard 12: Assessment and Data*
- If you would like to provide us with data for your program to be scored on this standard, please contact us for more information about which materials we need.

Standard 13: Equity
- No program received a report on this standard in 2013, but reports will be released in 2014. If you would like to receive a report on this standard in 2014, please contact us.

Standard 14: Student Teaching
- Official documents provided to *candidates* and/or *supervisors* that delineate the number of observations by program faculty and expectations for written feedback. Student teaching handbooks are generally acceptable.
- Official documents conveyed to *schools or school districts* that describe the program's qualifications for cooperating teachers and which describe the role the program plays in selecting cooperating teachers.
  - Student teaching handbooks or contracts with districts codifying student teaching arrangements are often acceptable.

Standard 15: Secondary Methods*
- If you would like for your secondary programs to be scored on this standard, please contact us for more information about relevant coursework syllabi.

Standard 16: Instructional Design for Special Education*
- If you would like for your special education programs to be scored on this standard, please contact us for more information about relevant coursework syllabi.

Standard 17: Outcomes
Any and all of the following:
- Surveys administered by the IHE and/or the state to *program graduates*.
- Surveys administered by the IHE and/or the state to *graduates' employers*.
- Documents describing use of *standardized* Teacher Performance Assessments (TPAs).
- Documents provided by the IHE regarding growth data secured on the students of graduates.
- Reports from any state teacher preparation "value added model" based on growth data on students of graduates.

Standard 18: Evidence of Effectiveness
- For this standard, we rely upon official *state* "value added model" reports on teacher preparation program graduate impact on student impact. There are no materials that teacher preparation programs need to submit for evaluation on this standard.

*Standards 12, 15 and 16 require specific sets of materials that we can work with programs to identify.