

COE Unit Assessment

Conceptual Framework: “Reflective Educators for Diverse Learners” (Based on the Conceptual Framework Commitments and Aligned with the University Mission)

CONCEPTUAL FRAMEWORK GOALS	CURRICULUM [Student-Centered] [Academic Distinction] [Transcultural Opportunities] [Technological Advancement]	CANDIDATES [Academic Distinction]	FACULTY & STAFF [Academic Distinction]	PARTNERSHIPS & CO-CURRICULAR [Private & Public Partnerships]	P-12 STUDENT ACHIEVEMENT [Academic Distinction] [Private & Public Partnerships]
<p>C.1. Programs provide opportunities for candidates to develop and demonstrate the KSD of their profession.</p>	<ul style="list-style-type: none"> ○ Content of each program reflects SPA (or other appropriate) standards. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="color: red;">Data Source: Annual Department/Center Reports (Annual Program Assessment Reports appended)</p> </div>	<ul style="list-style-type: none"> ○ Candidates possess adequate knowledge of the subject matter, including a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="color: red;">Data Source: 1. Annual Department/Center Reports (Annual Program Assessment Reports appended)</p> </div>	<ul style="list-style-type: none"> ○ Faculty demonstrate competence in the KSD of their disciplines as evidenced in their teaching, scholarship and service. ○ Faculty are continuously involved in professional development to improve teaching, scholarship and service. ○ Staff provides effective service in support of opportunities for candidates to demonstrate the KSDs of their profession. ○ Staff are continuously involved in professional development to enhance support 	<ul style="list-style-type: none"> ○ Partner school educators demonstrate the KSD of the profession. ○ Partner school educators continuously engage in professional development to enhance KSD ○ Co-curricular programs, projects and activities reflect professional standards <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="color: red;">Data Sources: 1. Annual DFEP Report* 2. Annual GCER Report**</p> </div>	<ul style="list-style-type: none"> ○ P-12 students of GSU graduates will perform at proficient levels on teacher-made, state and national assessments. *P-12 assessment data by teacher <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="color: red;">Data Source: 1. Annual DFEP Report</p> </div>

			<p>services for candidates, faculty, and partners.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Data Sources:</p> <ol style="list-style-type: none"> 1. Annual Individual Faculty & Staff Performance Reports 2. Annual Department & Center Reports included </div>		
<p>C.2. Programs provide opportunities for candidates and faculty to experience and construct understanding of diversity in all its forms: cultural; learning styles and abilities; physical, cognitive, emotional and social development.</p>	<ul style="list-style-type: none"> ○ Content of each program reflects the diversity standards of its SPA or other appropriate standards. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Sources:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Reports (Annual Program Assessment Reports appended) 2. GCER Annual Report </div>	<ul style="list-style-type: none"> ○ Candidates possess knowledge of diversity and the skills and dispositions to apply that knowledge in classroom, school and community settings. ○ Candidates represent diverse populations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Sources:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Assessment Reports (Annual Program Assessment Reports appended) </div>	<ul style="list-style-type: none"> ○ Faculty possess knowledge of diversity and the skills and dispositions to develop and apply that knowledge in classroom, school and community settings. ○ Faculty represent diverse populations. ○ Staff demonstrate knowledge, skills and dispositions to support diverse candidate and faculty populations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Assessment Reports (Annual Program Assessment Reports appended) </div>	<ul style="list-style-type: none"> ○ Partner school educators possess the knowledge and model the skills and dispositions necessary to be effective with diverse populations. ○ Partner schools reflect diverse student and faculty populations. ○ Co-curricular programs, projects and activities include diversity components. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Sources:</p> <ol style="list-style-type: none"> 1. Annual DFEP Report 2. Annual GCER Report </div>	<ul style="list-style-type: none"> ○ All populations of P-12 students of GSU graduates will perform at proficient levels on teacher-made, state and national assessments <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual DFEP Report </div>

<p>C.3. Programs provide opportunities for candidates to explore a broad range of technologies and integrate technology and other multimedia resources to maximize learning opportunities for all students.</p>	<ul style="list-style-type: none"> ○ Content of each program reflects the national and state technology standards. ○ Technology resources are available to support the curriculum. <div data-bbox="443 402 768 664" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Sources:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Reports (Annual Program Assessment Reports appended) 2. Technology Committee Annual Report </div>	<ul style="list-style-type: none"> ○ Candidates demonstrate proficiency in application of technology as delineated in the national and state technology standards. <div data-bbox="827 358 1108 594" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Reports (Annual Program Assessment Reports appended) </div>	<ul style="list-style-type: none"> ○ Faculty use technology to enhance teaching, scholarship, and professional growth. ○ Faculty model the effective use of technology. ○ Staff use technology to provide effective support services. <div data-bbox="1157 521 1436 751" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Reports (Annual Program Assessment Reports appended) </div>	<ul style="list-style-type: none"> ○ Partner school educators model effective use of technology. ○ Technology resources are available to support field experiences. <div data-bbox="1467 375 1709 493" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual DFEP Report </div>	<ul style="list-style-type: none"> ○ P-12 students of GSU graduates use technology to enhance their learning. <div data-bbox="1780 280 2043 423" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual DFEP Report </div>
<p>C.4. Programs provide opportunities for candidates to continually reflect on and modify their practice within the context of student learning.</p>	<ul style="list-style-type: none"> ○ Content of each program includes opportunities for candidates to develop and practice assessment and reflection skills. <div data-bbox="443 992 728 1203" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Reports (Annual Program Assessment Reports appended) </div>	<ul style="list-style-type: none"> ○ Candidates demonstrate proficiency in reflective practice. <div data-bbox="827 954 1108 1157" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Reports (Annual Program Assessment Reports appended) </div>	<ul style="list-style-type: none"> ○ Faculty model reflective practice. ○ Staff model reflective practice for the improvement of support services. <div data-bbox="1136 1076 1421 1276" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual Department & Center Reports (Annual Program Assessment Reports appended) </div>	<ul style="list-style-type: none"> ○ Partner school educators model reflective practice. <div data-bbox="1467 954 1730 1070" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual DFEP Report </div>	<ul style="list-style-type: none"> ○ P-12 students of GSU graduates self-assess to support their social and academic learning. <div data-bbox="1780 1003 2043 1118" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Data Source:</p> <ol style="list-style-type: none"> 1. Annual DFEP Report </div>

*DFEP (Director of Field Experiences and Partnerships)

**GCER (Georgia Center for Educational Renewal)