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Standards-based Assessment for Specialist's Degree Candidates in Teacher Education from Georgia College & State University

	Entry Level Performance **The Specialist's candidate:**	**Basic Performance** **The Specialist's candidate:**	**Proficient Performance** **The Specialist's candidate:**	**Mastery Performance** **The Specialist's candidate:**
Standard One: Teachers are Committed to Students and Their Learning The Specialist's candidate understands how students develop and learn and actively seeks to make knowledge accessible to all students.	Demonstrates a deep understanding of his/her students and the communities from which they come and fully adjusts his/her practice accordingly	Demonstrates a deep understanding of his/her students and the communities from which they come, adjusts his/her practice accordingly, and publicly shares this information on best practices.	Acquires a deep understanding of his/her students and the communities from which they come through research and adjusts his/her practice accordingly.	Acquires a deep understanding of his/her students and the communities from which they come through research, adjusts his/her practice accordingly, and publicly shares this information on a state, regional or national level.
	Provides multiple contexts to evaluate students' learning, which reflect the candidate's understanding of individual and social learning theories, and child and adolescent development theories.	Provides multiple contexts to evaluate students' learning and conducts classroom research reflecting the candidate's understanding of individual and social learning theories, and child and adolescent development theories.	Provides multiple contexts to promote and evaluate students' learning which reflect the candidate's understanding and critical analysis of individual and social learning theories, child and adolescent development theories, and current research on student learning.	Provides multiple contexts to promote and evaluate students' learning which reflect the candidate's understanding and critical analysis of individual and social learning theories, child and adolescent development theories, and current research on student learning. The candidate uses these experiences to add to the body of research on student learning.
	Employs what is known about ineffectual and effective assessment practices with diverse groups of students while striving to learn more	Employs what is known about ineffectual and effective practices with diverse groups of students and systematically studies to learn more about how	Employs and critically analyzes what is known about ineffectual and effective practices with diverse groups of students.	Employs and critically analyzes what is known about ineffectual and effective practices with diverse groups of students in order to share the results

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	about how best to accommodate students' differences. Consistently goes beyond developing the cognitive capacity of students to consider their motivation, self-esteem, character, civic responsibility, and respect for individual, cultural, religious, and racial differences.	best to accommodate students' differences within the individual teacher's classroom. Guides students to assume responsibility for their own motivation, self-esteem, character, civic responsibility and respect for individual, cultural, religious, and racial differences.	Guides students to apply information about motivation, self-esteem, character, civic responsibility, and respect for individual, cultural, religious, and racial differences to create a more supportive and inclusive school and community environment.	of those experiences with educators at a local, regional, or national level. Guides students to apply information about motivation, self-esteem, character, civic responsibility, and respect for individual, cultural, religious, and racial differences to create a more supportive and inclusive school and community environment. The teacher candidate shares the results of these experiences with fellow educators locally and regionally.
Standard Two: Teachers know the subjects they teach and how to teach those subjects to students The Specialist's candidate has a comprehensive understanding of the subject(s) he/she teaches and commands knowledge	Demonstrates knowledge of how his/her discipline(s) is created, organized, and linked to other disciplines and the natural world of which the different disciplines are a part.	Evaluates research on his/her discipline(s) and demonstrates and knowledge of how his/her discipline(s) is created, organized, and linked to other disciplines and the natural world of which the different disciplines are a part.	Demonstrates in-depth knowledge of how his/her discipline(s) is created, organized, and linked to other disciplines and the natural world and practices integrated curriculum with his/her students.	Demonstrates in-depth knowledge of how his/her discipline(s) is created, organized, and linked to other disciplines and the natural world; continually practices integrated curriculum with his/her students; and systematically studies

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of how to convey and reveal that subject matter to students.				these experiences in order to contribute to the body of research on integrated curriculum.
	Commands and is able to demonstrate specialized pedagogical content knowledge including different kinds of prior knowledge needed for learning, common misconceptions associated with different concepts, and the most appropriate ways to present the content.	Commands and is able to demonstrate and evaluate specialized pedagogical content knowledge including different kinds of prior knowledge needed for learning, common misconceptions associated with different concepts, and the most appropriate ways to present the content.	Demonstrates and conducts classroom research on specialized pedagogical content knowledge including different kinds of prior knowledge needed for learning, common misconceptions associated with different concepts, and the most appropriate ways to present the content.	Systematically conducts classroom research on specialized pedagogical content knowledge including different kinds of prior knowledge needed for learning, common misconceptions associated with different concepts, and the most appropriate ways to present the content; and shares that research with others in the education community.
	Teaches for understanding through multiple paths to knowledge including: metacognition, learning by discovery, posing and solving problems, considering multiple solutions, and applying such knowledge to new problems.	Teaches for understanding through multiple paths to knowledge including: metacognition, learning by discovery, posing and solving problems, considering multiple solutions, and applying such knowledge to new problems and collects data to verify which learning methods works for	Collects and applies results from multiple assessments of student progress as he/she teaches for understanding. He/she applies the results of the assessments to new teaching situations.	Collects and applies results from multiple assessments of student progress as he/she teaches for understanding. The candidate then applies the results of the assessments to new teaching situations, and systematically researches these processes.

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		permanent change.		
Standard Three: Teachers are responsible for managing and monitoring student learning The Specialist's candidate creates, maintains, alters, and enriches instructional settings to capture and sustain the interest of students and to make the most effective use of time. The candidate can also employ multiple methods for measuring student growth and understanding with individual students and with groups of students.	Understands and fully implements different modes of instruction and collects data on individual learners.	Applies different modes of instruction purposefully based upon data about individual learners.	Implements different modes of instruction based on data about individual learners and his/her critical analysis of current research.	Implements different modes of instruction based on data about individual learners and his/her critical analysis of current research; and systematically evaluates the results of the teacher's and students' experiences with the different modes of instruction. The candidate then shares the analysis of those investigations with others in the educational community.
	Orchestrates learning in group settings by engaging groups of students to ensure a disciplined learning environment and by setting norms for social interactions among students and teachers.	Orchestrates learning that leads to effective, creative group work that is student centered.	Orchestrates learning that leads to effective, creative group work that is student centered. The candidate then evaluates the process through classroom research.	Orchestrates learning that leads to effective, creative group work that is student centered. The candidate then evaluates the process through classroom research and shares the results of the research with the educational community.
	Demonstrates a variety of ways to foster students' motivation and applies a	Formulates a variety of ways to foster students' motivation and applies a	Judges the effectiveness of motivational strategies to accommodate students'	Judges the effectiveness of motivational strategies and makes changes to

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	variety of strategies to monitor students' engagement. Creates assessment tools that evaluate the learning goals and objectives of student and that incorporate ways to accommodate for individual needs. Clearly articulates learning goals and objectives for students through **planned** and innovative instruction based on assessment results.	variety of strategies to monitor students' engagement. Compares assessment tools that evaluate the learning goals and objectives for students and that incorporate ways to accommodate for individual needs. Clearly articulates learning goals and objectives for students through **planned** and innovative instruction based on assessment results and makes judgments related to improving student learning.	engagement. Systematically evaluates the usefulness of assessment tools in meeting the learning goals and objectives for student and in incorporating ways to accommodate individual needs. Uses individual student and whole group input to establish learning goals and objectives that relate to students' learning needs and interests.	accommodate students' engagement. Systematically evaluates the usefulness of assessment tools in meeting the learning goals and objectives for students and in incorporating ways to accommodate individual needs; and shares the results of these experiences with the larger educational community. Systematically and continually uses individual student and whole group input to establish learning goals and objectives that reflect students' learning needs and interests.
Standard Four: Teachers think systematically about their practice and learn from experience. The Specialist's candidate	Uses professional literature and other resources to make choices grounded in established educational theory and practice and to evaluate his/her personal	Makes choices grounded in established educational theory and practice and assesses the effectiveness of those choices.	Makes choices grounded in established educational theory and practice and assesses the effectiveness of those choices for the purpose of informing	Makes choices grounded in established educational theory and practice and assesses the effectiveness of those choices for the purpose of sharing with

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is a model of lifelong learning.	philosophy of education. Seeks the advice of colleagues, experts, students, and parents to expand his/her repertoire of teaching strategies and develop a deeper knowledge of teaching; and adapts his/her instruction accordingly. Critically examines his/her teaching.	Seeks the advice of colleagues, experts, students, and parents to expand his/her repertoire of teaching strategies and develop a deeper knowledge of teaching; adapts his/her instruction accordingly; and evaluates the effectiveness of teaching and learning strategies that are tried. Continually and critically examines his/her teaching.	school level practice. Recommends to colleagues, students, and parents ways to expand their knowledge of teaching, and evaluate the effectiveness of teaching and learning strategies. Critically examines his/her teaching and systematically makes changes in his/her teaching practices based on those examinations.	educators, regionally and beyond. Makes recommendations to colleagues at the state and national level about the effectiveness of different teaching and learning strategies based on his/her experience and professional development. Critically examines his/her teaching, systematically makes changes in his/her teaching practices based on those examinations, and shares his/her experiences with fellow educators.
Standard Five: Teachers are members of learning communities. The Specialist's candidate contributes to the effectiveness of the school	Collaborates with colleagues and administrators to improve student learning using methods such as critically analyzing the school curriculum, identifying	Collaborates with colleagues and administrators to improve student learning using methods such as critically analyzing the school curriculum to align it with	Collaborates with colleagues and administrators to improve student learning using methods such as critically analyzing the school curriculum to align it with	Collaborates with colleagues and administrators to improve student learning using methods such as critically analyzing the school curriculum to align it with

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by working collaboratively with other educators, members of the community and parents.	new priorities, and communicating necessary changes to the school community.	state and national standards, identifying new priorities, and communicating necessary changes to the school community.	state and national standards, identifying new priorities, and communicating necessary changes to the local and regional educational community.	state and national standards, identifying new priorities, and communicating recommended changes to the state and national educational community.
	Works collaboratively and creatively with parents, engaging them productively in the intellectual growth of students.	Works collaboratively and creatively with parents, engaging them productively in the intellectual growth of students at home and within the school community.	Sustains collaborative and creative work with parents, engaging them productively in the intellectual growth of students at home and within the school community.	Empowers parents to work independently and creatively in the intellectual growth of students at home and within the school community.
	Applies knowledge of the school's community to enhance cultural diversity so that it becomes a powerful resource within the teacher's classroom, school, and community.	Actively involves all aspects of the community in activities that celebrate the cultural diversity of the school and greater community.	Expands knowledge of the school's community through students' exploration of the community's cultural diversity.	Expands knowledge of the school's community through students' exploration of the community's cultural diversity and shares that knowledge through presentations and publications.