Section I: Context

- State and Local Policy Affecting SPA
- Field and Clinical Experiences
- Portals
- Conceptual Framework
- Program Assessment Relationship to Unit Assessment
- Program of Study/Coursework
- Candidate Information (3 years)
- Faculty Information

Section II: List of Assessments

#1: State Licensure
#2: Content Knowledge
#3: Lesson Planning
#4: Student Teaching/Internship
#5: Assessment of P-12 Student Learning
#6: One additional required assessment
#7, #8: One to two additional optional assessments
Section III: Relationship of Assessment to Standards

<table>
<thead>
<tr>
<th>NEED/ADAPTED (Final/Teacher Preparation)</th>
<th>APPENDIX ASSESSMENT/SCORE (MP Column 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promoting Child Development and Learning <em>Correlation to promote development and learning is necessary for role as mentor, leader, and advocate of student success. Standards should be specific, measurable, and achievable in a timely manner.</em></td>
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<tr>
<td>2. Professional Growth and Development <em>Correlation to development and enhancement of self-efficacy and use the important and complex decisions of children’s learning and development. Use of professional development and growth in order to improve clinical and professional practice.</em></td>
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<tr>
<td>3. Evidence of Effective Pedagogical Practice <em>Correlation to evidence of effective pedagogical practice and use of innovative and creative teaching methods.</em></td>
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</table>

Section IV: Evidence for Meeting Standards (MP Column 1)

- Content Knowledge
  - #1: PRAXIS content
  - #2: Content course GPAs or grades
- Pedagogical and Professional Knowledge, Skills, and Dispositions (KSDs)
  - #3: PLT
  - #4: FEE III
- Effects on Student Learning
  - #5: LATAAP A5 student learning analysis
- Additional content-specific assessments (#6 required; #7, #8 optional)

Section V: Use of Assessment Results to Improve Candidate Performance (MP Column 3)

- Evidence that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program.
- Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program.
- This information should be organized around
  - content knowledge
  - professional and pedagogical knowledge, skills, and dispositions
  - effects on student learning