Alignment to National Standards: This packet, entitled *Satisfaction of Employers*, presents evidence to support:

Georgia PSC: 4.3 Satisfaction of Employers: The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

CAEP Standard 4 – The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

CAEP 4.2 Satisfaction of Employers: The provider demonstrates that **employers are satisfied with the completers' preparation** for their assigned responsibilities in working with diverse P-12 candidates and their families.

How is alignment assured: The Assistant Dean of Assessment & Accreditation, in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, State, InTASC, and appropriate Technology Standards. The Assistant Dean coordinates and maintains alignments and adherence to multiple Georgia state laws and policy regulations. All Standards have been maintained utilizing Excel Spreadsheets, Qualtrics, and Class Climate Survey by Scantron; however, maintenance was transferred to a suite of digital assessment tools on Watermark – VIA in fall 2021. The Assistant Dean of Assessment and Accreditation will maintain a standards database so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

Evidence Overview

Description of Evidence: The evidence section below presents data from the **Satisfaction of Employers** to document employer perceptions of first-year teachers' knowledge, skills, and dispositions from GGC to successfully implement their assigned responsibilities in working with diverse P-12 candidates and their families.

Annually, beginning in 2018–2019, the Georgia Professional Standards Commission released the Preparation Program Effectiveness Measure (PPEM) Report to assess educator preparation program effectiveness. This report holds EPPs accountable to high standards, applies a consistent set of state-determined effectiveness measures across all teacher programs, improves the effectiveness of such programs, informs the citizenry of preparation quality, and improves teaching and learning in P-12 schools.

For more information about the PPEM Reports, see https://www.gapsc.com/EducatorPreparation/PPEM/Documents/PPEM%20one-pager_FINAL.pdf.

Georgia Professional Standards Commission Employer Survey (reported on annual PPEM Report)

The Georgia Professional Standards Commission (GaPSC) disseminates a 31-item survey to employers of first-year teachers in the state every spring. Items are tied to InTASC Standards. Employers rate their first-year teachers individually on a Likert scale (1 low - 5 high) for each item on the survey. The Commission matches these data to first-year teachers for each EPP (disaggregated by program) at the state level and integrates those data with data collected the previous two years on first-year teachers in the state. For example, each item average represents the last three years' average for first-year teachers for the entire survey, and that average is converted into a rating score for each EPP/program within each EPP. The information above (individual item averages, overall EPP/program average, rating score) is reported to each EPP and the public on the annual PPEM Report.

GGC Supplemental Employer Survey

This evidence is meant to serve as additional data to the Georgia Professional Standards Commission Survey above. Because employer response rates were low on the state surveys on the two PPEM Reports, GGC disseminated a 15-item survey to employers of completers in the spring of 2021. These items were also tied to InTASC Standards. These survey results include completers from 2018-2019 and 2019-2020 who have just completed one or two years of teaching. A proposal was submitted to the GGC Internal Review Board with the consent form and list of employer questions that were to be used in the survey. All questions were pulled from the Georgia Professional Standards Commission survey on the PPEM Report. This approved proposal can be reviewed here.

Using the email addresses from the Georgia Professional Standards Commission website, 105 surveys were disseminated to public school employers of our completers in the state of Georgia. There was an **average of 21% return rate from those employers.** One hundred percent of the employers who responded had hired a GGC completer over the last two school years; 95% were principals, and 5% were assistant principals. Employers rated GGC EPP completers on a Likert scale (1 low - 5 high) for each of the 18 items on the survey (3 items were identifying information). Data are provided below for each of the items related to non-identifying information.

Employment Retention/Milestones

Additionally, the Georgia Professional Standards Commission released a report in February 2021 with the retention rates/higher degrees for teachers over six years for graduates in all EPPs in Georgia. This report is titled *Georgia Public K-12 Retention in Education, 6 Years* and is included in its entirety in the Evidence section of this document.

Evidence Overview

Georgia Professional Standards Commission Employer Survey (reported on annual PPEM)

CHART 1: GAPSC EMPLOYER SURVEY (2020)

The GGC 2020 PPEM Report covered GGC graduates from 2015–2017 and 2017–2018 who had just finished one year of teaching experience. CAEP reviewers are invited to click on the following link to review GGC's 2020 PPEM Report (see Employer Surveys):

https://www.gapsc.com/EducatorPreparation/PSCPpemLookup.aspx

Calculation	Score and Response	S					
PPEM Points Earned: 6.5							
Points Possible: 10		This EPP	All EPPs	Similar EPPs			
Percent of Points Earned: 65%	Average Score:	3.15	3.24	3.22			
Response average: 3.15	Responses:	34	2,235	426			
Benchmark Range: 2.5 - 3.5	Response rate:	12%	23%	21%			
N: 34							
Surveys utilized a Likert scale: 4 = Strongly ag (Iems with no response were ignored when der		- Servingly use	igree, 0 – No	response	This	All	Similar
	-				EPP	EPPs	EPPs
 Plans instruction incorporating the basic theo Standard 1) 	ories of student development appr	ropriate to the	age and grad	e level taught. (InTASC	3.24	3.31	3.30
 Delivers instruction incorporating the basic to Standard 1) 	neories of student development a	ppropriate to	the age and g	rade level taught. (InTASC	3.18	3.30	3.29
3. Develops and manages a collaborative classr	oom in which all students have o	wnership. (In1	ASC Standard	3)	3.15	3.24	3.22
4. Implements effective classroom management	t strategies and procedures in all	school areas.	(InTASC Stan	dard 3)	3.09	3.20	3.17
5. Understands how individual differences and (information to design and deliver instruction. (1		arning and cla	assroom enviro	onments and uses that	3.09	3.24	3.23
 Uses differing perspectives to engage learne applications. (InTASC Standard 5) 	rs in critical thinking, creativity, a	nd collaborativ	ve problem sol	ving related to real world	3.09	3.21	3.18
7. Plans and delivers differentiated instruction of technological tools to meet the diverse learning			nal strategies,	resources, and			
a. Gifted Students					3.13	3.12	3.10
b. Students with Disabilities					3.19	3.19	3.20
c. English Language Learners					3.04	3.15	3.12
d. At-Risk Students						3.17	3.16

	_	_	
 Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10) 	3.21	3.28	3.25
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.15	3.25	3.23
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.18	3.26	3.23
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.09	3.23	3.20
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.15	3.27	3.25
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.15	3.20	3.20
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.15	3.18	3.16
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.15	3.24	3.24
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	2.97	3.13	3.09
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.15	3.19	3.18
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.13	3.22	3.19
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.22	3.26	3.23
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.19	3.24	3.23
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.16	3.23	3.23
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.16	3.24	3.22
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.09	3.23	3.21
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.09	3.19	3.18
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.18	3.22	3.21
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.21	3.32	3.33
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.27	3.28	3.27
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.24	3.31	3.30
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.29	3.43	3.39
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.35	3.46	3.42
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.18	3.34	3.31

CHART 2: GAPSC EMPLOYER SURVEY (2021)

The GGC 2021 PPEM Report covered GGC graduates from 2016–2018 and 2018–2019 who had just finished one year of teaching experience. Because the report is a compilation of three years of data, only two reports will be used as evidence representing four years of data.

Employer Surveys: Level 3 Calculation Score and Responses PPEM Points Earned: 6.4 This EPP All EPPs Similar EPPs Points Possible: 10 Average Score: 3.28 3.14 3.27 Percent of Points Earned: 64% Response average: 3.14 Responses: 32 2.510 584 Benchmark Range: 2.5 - 3.5 Response rate: 129 26% 25% N: 32 Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Iems with no response were ignored when deriving average scores.) This All Similar Survey Items EPPs EPP EPPs Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1) 3.22 3.33 3.32 2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. 3.19 3.33 3.34 (InTASC Standard 1) 3.28 3.19 3.28 Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3) 4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3) 3.09 3.24 Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3) 3.09 3.28 3.28 5. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real 3.25 3.24 3.13 orld applications. (InTASC Standard 5) Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2) a. Gifted Students 3.06 3.17 3.17 b. Students with Disabilities 3.15 3.24 3.26 c. English Language Learners 3.19 3.08 3.23 d. At-Risk Students Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10) 3.10 3.21 3.22 3.33 3.33 3.19 Creates experiences to build accurate conceptual understandings. (InTASC Standard 4) 3.28 3.27 10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4) 3.13 3.29 3.28 11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4) 3.03 3.26 3.25 12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC 3.16 3.30 3.29 Standard 3) 13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5) 3.23 3.23 3.16 14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC 3.21 3.20 3.13 Standard 4) 15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6) 3.09 3.26 3.27 16. Engages learners in monitoring their own progress. (InTASC Standard 6) 2.97 3.16 3.1417. Develops supports for literacy development across content areas. (InTASC Standard 5) 3.133.22 3.21 18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5) 3.07 3.25 3.23 19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8) 3.16 3,30 3.29 20. Promote students' responsible use of interactive technologies. (InTASC Standard 3) 3.15 3.28 3.27 21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 3,17 3.26 3.26 6) 22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC 3.28 3.27 3.10Standard 6) 23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6) 3.13 3.26 3.2424. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7) 3.13 3.23 3.22 25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and 3.16 3.25 3.24 writing. (InTASC Standard 8) 26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8) 3.19 3.34 3.34 27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9) 3.32 3,31 3.31 28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9) 3.23 3.33 3.33 3.28 29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10) 3.45 3.44 30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9) 3.31 3.48 3.47 31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10) 3.37 3.34 3.23

* Specific evidence is further disaggregated for each initial program below.

Bachelor of Science Elementary Education (PK – 5)

Bachelor of Science Special Education (PK – 12)

Bachelor of Science in History (with Teacher Certification 6 - 12) - insufficient data reported by the state

Bachelor of Science English (with Teacher Certification 6 – 12) - insufficient data reported by the state

Bachelor of Science Mathematics (with Teacher Certification 6 - 12) – insufficient data reported by the state

Bachelor of Science Political Science (with Teacher Certification 6 – 12) – no data reported by the state

Bachelor of Science Biology (with Teacher Certification 6 – 12) – no data reported by the state

Chart 3: 2020 Bachelor of Science Elementary Education (PK – 5)

Employer Surveys: Level 3							
Calculation	Score and Respons	es					
PPEM Points Earned: 6.2 Points Possible: 10		This Program	This Program at All EPPs				
Percent of Points Earned: 62%	Average Score:	3.12	3.24	3.21			
Response average: 3.12	Responses:	20	723	139			
Benchmark Range: 2.5 - 3.5 N: 20	Response rate:	12%	24%	20%			
Surveys utilized a Likert scale: 4 = Strongly a (Iems with no response were ignored when de		igree, 1 = Stron	gly disagree, 0	= No respons	e This	This Program at	This Program at Similar
1. Plans instruction incorporating the basic the		nent appropriate	to the ace and	orade level	Program	All EPPs	EPPs
 taught. (InTASC Standard 1) Delivers instruction incorporating the basic 			-	-	3.25	3.30	3.28
level taught. (InTASC Standard 1)	cheories of student deven	opment appropri	ate to the age a	ind grade	3.15	3.29	3.26
3. Develops and manages a collaborative class					3.05	3.23	3.17
4. Implements effective classroom manageme				Standard 3)	3.00	3.19	3.15
Understands how individual differences and environments and uses that information to de	sign and deliver instructio	n. (InTASC Stan	dard 3)		3.05	3.22	3.19
Uses differing perspectives to engage learn related to real world applications. (InTASC Sta	ndard 5)				3.05	3.18	3.13
Plans and delivers differentiated instruction resources, and technological tools to meet the							
a. Gifted Students					3.00	3.09	3.01
b. Students with Disabilities					3.00	3.15	3.10
c. English Language Learners					2.94	3.14	3.07
d. At-Risk Students					2.94	3.15	3.13
 Uses technological tools and a variety of co (InTASC Standard 10) 	-			e learners.	3.25	3.28	3.26
Creates experiences to build accurate conce					3.20	3.24	3.24
Creates opportunities for students to learn					3.20	3.25	3.24
 Uses academic language in a way that end Utilizes strategies to create learning enviro 					3.10	3.23	3.19
learning. (InTASC Standard 3)	والمراجعة ومعارضه ومعارضه		(1-TACC Char	dand El	3.21	3.19	3.18
 Creates opportunities for learners to devel Engages learners in understanding, questi perspectives. (InTASC Standard 4) 					3.11	3.15	3.10
 Examines data to understand each learner 	's progress and learning (needs. (InTASC)	Standard 6)		3.11	3.26	3.25
 Engages learners in monitoring their own 					2.89	3.11	3.04
17. Develops supports for literacy development		*	5)		3.10	3.21	3.20
 Develops supports for interacy development Develops flexible learning environments the 				Standard 5)		3.24	3.17
19. Utilizes a variety of technological resource					3.21	3.25	3.21
20. Promote students' responsible use of inter					3.19	3.25	3.22
21. Uses a variety of diagnostic, formative, an (InTASC Standard 6)			address learner	needs.	3.11	3.24	3.22
22. Seeks appropriate ways to integrate techn (InTASC Standard 6)	ology to support assessm	ent practice and	to assess learn	er needs.	3.17	3.23	3.20
23. Uses formative and summative data to ad	just instruction to enhanc	e learning. (InT/	SC Standard 6))	3.05	3.24	3.19
24. Uses a variety of evidence-based practices	to differentiate and supp	ort learning. (In	TASC Standard	7)	3.05	3.19	3.15
25. Uses a variety of instructional strategies to reading, and writing. (InTASC Standard 8)	support learners' comm	unication throug	h speaking, liste	ening,	3.20	3.22	3.21
26. Aligns instructional goals and activities wit				ndard 8)	3.15	3.32	3.28
27. Reflects on the strengths and weaknesses					3.32	3.28	3.25
28. Seeks professional development opportun				d 9)	3.26	3.33	3.29
29. Works collaboratively with colleagues and					3.30	3.44	3.43
 Understands, upholds, and follows profess) 		-			3.40	3.48	3.46
31. Contributes to positive changes in practice	and advances the teachi	ng profession. (I	nTASC Standar	d 10)	3.16	3.34	3.31

Chart 4: 2021 Bachelor of Science Elementary Education (PK – 5)

Calculation Score an	nd Response	s				
PPEM Points Earned: 6.0						
Points Possible: 10	1	This Program	This Program at All EPPs			
Percent of Points Earned: 60% Aver	age Score:	3.10	3.25	3.26		
	oonses:	18	756	249		
Benchmark Range: 2.5 - 3.5 No. 10	onse rate:	11%	26%	26%		
N: 18 Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree,	2 = Disagree	1 = Strongly d	isagree, 0 = Nr	response		
(Iems with no response were ignored when deriving average sc		1 - Strongly a	isagree, o = ne	response		
Survey Items			-	This Program	This Program at All EPPs	This Program Similar EPPs
 Plans instruction incorporating the basic theories of student of grade level taught. (InTASC Standard 1) 			_ [3.22	3.30	3.29
 Delivers instruction incorporating the basic theories of studer and grade level taught. (InTASC Standard 1) Designant and grade account in which all 			- L	3.17	3.31	3.32
 Develops and manages a collaborative classroom in which all Standard 3) Implements effective classroom management strategies and 			Ĺ	3.17	3.25	3.25
Standard 3)				3.00	3.21	3.22
 Understands how individual differences and diverse cultures i environments and uses that information to design and deliver in 6. Uses differing perspectives to engage learners in critical thini 	struction. (In	TASC Standard	3)	3.00	3.23	3.25
 class differing perspectives to engage rearies in Critical diministrations. (InTASC Standard 5) 7. Plans and delivers differentiated instruction using a wide range strategies, resources, and technological tools to meet the diversion. 	ge of evidence	e-based instruct	ional	3.00	3.19	3.19
(InTASC Standard 2) a. Gifted Students	5		- Г	2.90	3.11	3.07
b. Students with Disabilities			٦ ۲	3.00	3.16	3.19
c. English Language Learners			ř	2.93	3.15	3.19
d. At-Risk Students			ľ	2.94	3.17	3.15
 Uses technological tools and a variety of communication strate learners. (InTASC Standard 10) 	tegies to build	d communities t	hat engage	3.17	3.32	3.33
9. Creates experiences to build accurate conceptual understand	ings. (InTASC	Standard 4)	ľ	3.17	3.25	3.23
 Creates opportunities for students to learn, practice, and m. Standard 4) 		-	TASC	3.17	3.26	3.27
 Uses academic language in a way that encourages learners Standard 4) 	to integrate c	ontent areas. (InTASC	3.06	3.24	3.24
 Utilizes strategies to create learning environments which en collaborative learning. (InTASC Standard 3) 	gage student:	s in individual a	nd	3.12	3.27	3.27
Creates opportunities for learners to develop diverse social and ndard 5)	cultural pers	pectives. (InTA	ASC	3.12	3.21	3.20
Engages learners in understanding, questioning, analyzing idea: spectives. (InTASC Standard 4)	s, and master	ring content fro	om diverse	3.06	3.18	3.17
Examines data to understand each learner's progress and learni	ing needs. (Ir	nTASC Standar	d 6)	3.06	3.26	3.29
Engages learners in monitoring their own progress. (InTASC Sta	andard 6)			2.88	3.12	3.10
Develops supports for literacy development across content area	s. (InTASC S	tandard 5)		3.06	3.21	3.19
Develops flexible learning environments that foster discovery, endard 5)	xploration, a	nd expression.	(InTASC	3.06	3.23	3.23
Utilizes a variety of technological resources to support and pron ndard 8)			\sc	3.12	3.29	3.28
Promote students' responsible use of interactive technologies. (. L	3.07	3.27	3.26
Uses a variety of diagnostic, formative, and summative assess ds. (InTASC Standard 6)				3.12	3.25	3.25
Seeks appropriate ways to integrate technology to support asse ds. (InTASC Standard 6)				3.13	3.24	3.23
Uses formative and summative data to adjust instruction to enh				3.06	3.24	3.22
Uses a variety of evidence-based practices to differentiate and s				3.06	3.21	3.21
Uses a variety of instructional strategies to support learners' co ening, reading, and writing. (InTASC Standard 8) Aligns instructional goals and activities with state and district pr				3.17	3.24	3.23
ndard 8)				3.11	3.33	3.33
Reflects on the strengths and weaknesses of his/her professional Seeks professional development opportunities to further develop				3.35	3.30	3.30
Warks callaborationly with caller succord other such structure of	INTAGE CHAR	david 10	F			
Works collaboratively with colleagues and other professionals. (Understands, upholds, and follows professional ethics, policies,			(InTASC	3.33	3.45	3.49
Adapt (A)						
ndard 9) Contributes to positive changes in practice and advances the te	aching profes	sion. (InTASC	Standard	3.18	3.35	3.36

Chart 5: 2020 Bachelor of Science Special Education (PK – 12)

Calculation	Score and Response	es					
PPEM Points Earned: Low N							
Points Possible: 10		This Program	This Program at All EPPs				
Percent of Points Earned: 0%	Average Score:	3.07	3.27	at Similar L 3.27			
Response average: 3.07	Responses:	7	148	58	_		
Benchmark Range: 2.5 - 3.5	Response rate:	13%	21%	21%	_		
N: 7 (PPEM needs ≥10)	nesponse rate.	1010					
Surveys utilized a Likert scale: 4 = Strongly		-	ongly disagree,	0 = No respo	onse		
(Iems with no response were ignored when	deriving average scores.))				This	This Progra
	Survey Items				This Program	This Program at	at Similar
				-	- ogram	All EPPs	EPPs
 Plans instruction incorporating the basic t evel taught. (InTASC Standard 1) 	heories of student develo	pment appropri	ate to the age a	nd grade	3.14	3.26	3.24
2. Delivers instruction incorporating the bas	ic theories of student dev	elopment appro	priate to the age	e and	3.14	3.28	3.28
grade level taught. (InTASC Standard 1)				Ļ			
Develops and manages a collaborative classification.					3.14	3.27	3.30
 Implements effective classroom manager Standard 3) 	ment strategies and proce	dures in all scho	ol areas. (InTA:	sc	3.14	3.26	3.28
5. Understands how individual differences a	nd diverse cultures impac	t student learni	ng and classroor	m ľ	3.00	3.30	3.30
environments and uses that information to	design and deliver instruct	tion. (InTASC S	tandard 3)	L	3.00	3.30	3.30
Uses differing perspectives to engage lea solving related to real world applications. (I)		creativity, and c	ollaborative prol	blem	3.00	3.20	3.24
 Plans and delivers differentiated instruction 		evidence-based	instructional str	ategies,			
resources, and technological tools to meet t							
a. Gifted Students				[0.00	3.22	3.33
b. Students with Disabilities				ļ	3.43	3.38	3.46
c. English Language Learners				ļ	3.00	3.27	3.31
d. At-Risk Students				Ļ	3.20	3.27	3.32
 Uses technological tools and a variety of learners. (InTASC Standard 10) 	communication strategies	to build commu	inities that enga	ige	3.00	3.26	3.30
9. Creates experiences to build accurate cor	ceptual understandings.	(InTASC Standa	rd 4)	ŕ	2.86	3.23	3.18
10. Creates opportunities for students to lea		-	-	andard 4)	3.00	3.22	3.21
11. Uses academic language in a way that e		-		- 1	2.86	3.19	3.16
12. Utilizes strategies to create learning er	vironments which engag	e students in inc	lividual and colla	aborative	3.14	3.27	3.23
learning. (InTASC Standard 3)							
 Creates opportunities for learners to d Encaces learners in understanding, cui 					3.00	3.23	3.24
 Engages learners in understanding, qu perspectives. (InTASC Standard 4) 	escioning, analyzing ideas	s, anu mastering	concent from d	ive se	3.00	3.23	3.20
15. Examines data to understand each lea	mer's progress and learni	ing needs. (InTA	SC Standard 6)		3.14	3.32	3.32
16. Engages learners in monitoring their o	wn progress. (InTASC Sta	andard 6)			3.00	3.22	3.20
17. Develops supports for literacy develop	ment across content area	s. (InTASC Stan	dard 5)		3.00	3.21	3.19
18. Develops flexible learning environment Standard 5)	is that foster discovery, e	xploration, and	expression. (InT	TASC	3.00	3.26	3.30
19. Utilizes a variety of technological resources	irces to support and pron	note student lea	ming. (InTASC !	Standard 8)	3.00	3.26	3.26
20. Promote students' responsible use of in					3.00	3.26	3.24
21. Uses a variety of diagnostic, formative (InTASC Standard 6)			-	mer needs.	3.17	3.28	3.29
22. Seeks appropriate ways to integrate te needs. (InTASC Standard 6)	chnology to support asse	ssment practice	and to assess k	earner	3.00	3.21	3.21
23. Uses formative and summative data to	adjust instruction to enh	ance learning. (InTASC Standar	rd 6)	3.14	3.27	3.28
24. Uses a variety of evidence-based pract	ices to differentiate and s	support learning	(InTASC Stand	lard 7)	3.14	3.26	3.25
25. Uses a variety of instructional strategie reading, and writing. (InTASC Standard 8)	es to support learners' co	mmunication the	ough speaking,	listening,	3.00	3.21	3.18
26. Aligns instructional goals and activities		erformance stan	dards. (InTASC	Standard 8)	3.14	3.36	3.36
27. Reflects on the strengths and weakness	ses of his/her professiona	al practice. (InT/	SC Standard 9))	3.14	3.33	3.28
28. Seeks professional development oppor	tunities to further develo	p his/her practic	e. (InTASC Star	ndard 9)	3.14	3.38	3.33
29. Works collaboratively with colleagues a	and other professionals. (InTASC Standar	d 10)		3.14	3.43	3.38
			,				
30. Understands, upholds, and follows pro				ASC			3,45
	fessional ethics, policies,	and legal codes	of conduct. (InT		3.14	3.49	3.45

Chart 6: 2021 Bachelor of Science Special Education (PK – 12)

Employer Surveys: Level	2 (Insufficie	nt Dat	ta)		
Calculation	Score and Response	s			
PPEM Points Earned: Low N Points Possible: 10		This Prog	gram ^T		This Program at Similar EPPs
Percent of Points Earned: 0%	Average Score:	3.10		3.33	3.37
Response average: 3.10	Responses:	5		168	51
Benchmark Range: 2.5 - 3.5	Response rate:	9%		25%	20%
N: 5 (PPEM needs ≥10)					
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree (Iems with no response were ignored when deriving average Survey Items		sagree, 0 = N	This	This Progra	
 Plans instruction incorporating the basic theories of student grade level taught. (InTASC Standard 1) 	t development appropriate to th	e age and	Progra 3.20	m at All EPPs 3.35	3.43
 Delivers instruction incorporating the basic theories of stud and grade level taught. (InTASC Standard 1) 	ent development appropriate to	the age	3.20	3.36	3.45
 Develops and manages a collaborative classroom in which a Standard 3) 	all students have ownership. (L	TASC	3.20	3.34	3.44
 Implements effective classroom management strategies an Standard 3) 	d procedures in all school areas	. (INTASC	3.20	3.34	3.47
Understands how individual differences and diverse culture environments and uses that information to design and deliver			3.00	3.33	3.35
Uses differing perspectives to engage learners in critical thi solving related to real world applications. (INTASC Standard 5		tive problem	3.00	3.30	3.44
 Plans and delivers differentiated instruction using a wide ra strategies, resources, and technological tools to meet the dive (InTASC, Standard 2) 					
a. Gifted Students			0.00	3.24	3.46
b. Students with Disabilities			3.40	3.42	3.53
c. English Language Learners			3.00	3.31	3.37
d. At-Risk Students			3.25	3.33	3.43
 Uses technological tools and a variety of communication str learners. (INTASC Standard 10) 	_	iat engage	3.00	3.33	3.43
Creates experiences to build accurate conceptual understar			2.80	3.31	3.34
 Creates opportunities for students to learn, practice, and Standard 4) 	master academic language. (In	TASC	3.00	3.29	3.33
 Uses academic language in a way that encourages learner Standard 4) 	rs to integrate content areas. (I	NTASC	2.80	3.26	3.25
 Utilizes strategies to create learning environments which e collaborative learning. (InTASC, Standard 3) 	engage students in individual ar	nd	3.20	3.32	3.34
 Creates opportunities for learners to develop diverse social Standard 5) 	al and cultural perspectives. (In	TASC	3.00	3.27	3.32

 Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (INTASC, Standard 4) 	3.00	3.28	3.29
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.20	3.38	3.45
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.25	3.30
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.27	3.30
 Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC. Standard 5) 	3.00	3.30	3.37
 Utilizes a variety of technological resources to support and promote student learning. (InTASC, Standard 8) 	3.00	3.32	3.29
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.00	3.31	3.30
 Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC, Standard 6) 	3.25	3.34	3.39
 Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC, Standard 6) 	3.00	3.27	3.33
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.20	3.32	3.37
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.20	3.33	3.35
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC, Standard 8)	3.00	3.27	3.29
 Aligns instructional goals and activities with state and district performance standards. (InTASC. Standard 8) 	3.20	3.37	3.43
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.20	3.36	3.39
 Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9) 	3.20	3.40	3.44
29. Works collaboratively with colleagues and other professionals. (INTASC Standard 10)	3.20	3.46	3.45
 Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC, Standard 9) 	3.20	3.51	3.51
 Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10) 	3.20	3.41	3.47

Chart 7: 2020 Bachelor of Science History (with Teacher Certification 6 -12)

Calculation	Score and Response	ies					
PPEM Points Earned: Low N			This December	This Deep			
Points Possible: 10		This Program	This Program at All EPPs	at Similar			
Percent of Points Earned: 0%	Average Score	3.38	3.16	3.18			
Response average: 3.38	Responses:	5	85	26			
Benchmark Range: 2.5 - 3.5	Response rate	22%	21%	25%	_		
N: 5 (PPEM needs ≥10)							
Surveys utilized a Likert scale: 4 = Strong		Dispanse 1 - Et	analy disaaraa				
Tems with no response were ignored when			ongly usagree,	u = No resp	onse		
		, ,			-	This	This Progra
	Survey Items				This Program	Program at	at Simila
L. Plans instruction incorporating the basic	theories of student devel	coment appropr	iste to the age a	nd arade		AIIEPPS	EPPs
evel taught. (InTASC Standard 1)	theories of student devel	opinent appropri	ate to the age a	nu graue	3.40	3.21	3.27
2. Delivers instruction incorporating the ba	sic theories of student de	velopment appro	priate to the ag	e and	3.40	3.20	3.27
prade level taught. (InTASC Standard 1) 3. Develops and manages a collaborative c	laceroom in which all chur	lente have owne	schio (InTASC S	(S breheet	3.40	3.07	3.08
I. Implements effective classroom manage							
Standard 3)	anene servegies una proc	cource in an ech	oor areas. (inne		3.40	3.09	3.08
 Understands how individual differences and uses that information to 				m	3.40	3.16	3.12
environments and uses that information to b. Uses differing perspectives to engage le				blem			
olving related to real world applications. (creativity, and t	conductive pro-	onerni -	3.20	3.13	3.12
 Plans and delivers differentiated instruct 							
esources, and technological tools to meet a. Gifted Students	the diverse learning need	is of the followin	g. (ITTASC Stan	uaru 2)	3.50	3.06	3.15
b. Students with Disabilities					3.50	3.18	3.18
c. English Language Learners					3.50	3.10	3.18
d. At-Risk Students					3.20	3.09	3.08
 At-Risk Students Uses technological tools and a variety of 	communication strategie	s to build comm	unities that enga	ane .			
earners. (InTASC Standard 10)	communication strategie	s to baild comm	unities that enge	, ye	3.40	3.23	3.28
Creates experiences to build accurate co	onceptual understandings.	(InTASC Standa	ard 4)		3.40	3.15	3.19
 Creates experiences to build accurate or Creates opportunities for students to le 				andard 4)	3.40 3.40	3.15 3.20	3.19 3.20
0. Creates opportunities for students to le	earn, practice, and master	academic langu	age. (InTASC St				
0. Creates opportunities for students to le	earn, practice, and master	academic langu	age. (InTASC St		3.40	3.20	3.20
 Creates opportunities for students to le 1. Uses academic language in a way that 2. Utilizes strategies to create learning end 	earn, practice, and master encourages learners to in	academic langu tegrate content	age. (InTASC St areas. (InTASC S	Standard 4)	3.40	3.20	3.20
 Creates opportunities for students to le 11. Uses academic language in a way that 12. Utilizes strategies to create learning en earning. (InTASC Standard 3) 	earn, practice, and master encourages learners to in nvironments which engage	academic langu tegrate content	age. (InTASC St areas. (InTASC St vidual and collal	Standard 4)	3.40	3.20 3.19	3.20
 Creates opportunities for students to le 1. Uses academic language in a way that Uses academic language in a way that 	earn, practice, and master encourages learners to in vironments which engage evelop diverse social and d	academic langu tegrate content	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St	Standard 4) borative tandard 5)	3.40 3.40 3.40 3.20	3.20 3.19 3.15 3.20	3.20 3.27 3.15 3.15
 Creates opportunities for students to le 11. Uses academic language in a way that 12. Utilizes strategies to create learning en earning. (InTASC Standard 3) 13. Creates opportunities for learners to de 14. Engages learners in understanding, qui perspectives. (InTASC Standard 4) 	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and o estioning, analyzing ideas	e students in indi	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div	Standard 4) borative tandard 5)	3.40 3.40 3.40 3.20 3.40	3.20 3.19 3.15 3.20 3.17	3.20 3.27 3.15 3.15 3.20
 Creates opportunities for students to le 1. Uses academic language in a way that 2. Utilizes strategies to create learning en earning. (InTASC Standard 3) 13. Creates opportunities for learners to de 4. Engages learners in understanding, qu perspectives. (InTASC Standard 4) 15. Examines data to understand each lear 15. Examines data to understand	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learning	e students in indi cultural perspect , and mastering ng needs. (InTAC	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div	Standard 4) borative tandard 5)	3.40 3.40 3.40 3.20 3.40 3.40 3.40	3.20 3.19 3.15 3.20 3.17 3.06	3.20 3.27 3.15 3.15 3.20 3.16
 Creates opportunities for students to le 1. Uses academic language in a way that 2. Utilizes strategies to create learning en earning. (InTASC Standard 3) 13. Creates opportunities for learners to de 14. Engages learners in understanding, qu perspectives. (InTASC Standard 4) 15. Examines data to understand each lear 16. Engages learners in monitoring their on 16. Engages learners in monitoring their on 17. Engages learners in monitoring their on 18. Engages learners in monitoring their on 19. Engages learners in monitoring their o	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learning wn progress. (InTASC Sta	e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6)	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div SC Standard 6)	Standard 4) borative tandard 5)	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.20	3.20 3.19 3.15 3.20 3.17 3.06 3.01	3.20 3.27 3.15 3.15 3.20 3.16 3.04
 Creates opportunities for students to le 1. Uses academic language in a way that 2. Utilizes strategies to create learning en earning. (InTASC Standard 3) Creates opportunities for learners to de 4. Engages learners in understanding, querspectives. (InTASC Standard 4) Examines data to understand each lear 6. Engages learners in monitoring their or 7. Develops supports for literacy developed 1. Dev	earn, practice, and master encourages learners to in avironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learnin wn progress. (InTASC Sta ment across content areas	e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stanc	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div SC Standard 6) lard 5)	Standard 4) borative tandard 5) verse	3.40 3.40 3.40 3.20 3.40 3.40 3.40	3.20 3.19 3.15 3.20 3.17 3.06	3.20 3.27 3.15 3.15 3.20 3.16
 Creates opportunities for students to lease academic language in a way that Uses academic language in a way that Examines data to understand each lease 	earn, practice, and master encourages learners to in avironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learnin wn progress. (InTASC Sta ment across content areas	e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stanc	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div SC Standard 6) lard 5)	Standard 4) borative tandard 5) verse	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.20	3.20 3.19 3.15 3.20 3.17 3.06 3.01	3.20 3.27 3.15 3.15 3.20 3.16 3.04
 Creates opportunities for students to le 1. Uses academic language in a way that 2. Utilizes strategies to create learning en earning. (InTASC Standard 3) 3. Creates opportunities for learners to de 4. Engages learners in understanding, qu berspectives. (InTASC Standard 4) 15. Examines data to understand each lean 16. Engages learners in monitoring their or 17. Develops supports for literacy developing 8. Develops flexible learning environment standard 5) 	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learni wn progress. (InTASC Sta ment across content areas is that foster discovery, esti-	e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand kploration, and e	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div SC Standard 6) lard 5) xxpression. (InTA	Standard 4) borative tandard 5) verse	3.40 3.40 3.40 3.40 3.20 3.40 3.40 3.20 3.60	3.20 3.19 3.19 3.15 3.20 3.17 3.06 3.01 3.14	3.20 3.27 3.27 3.15 3.15 3.15 3.20 3.16 3.04 3.25
 Creates opportunities for students to lease and the state of the state	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learni wn progress. (InTASC Sta ment across content areas is that foster discovery, es inces to support and prom	e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand coloration, and e ote student lear	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div SC Standard 6) lard 5) xpression. (InTA	Standard 4) borative tandard 5) verse	3.40 3.40 3.40 3.20 3.40 3.20 3.40 3.20 3.60 3.60 3.40	3.20 3.19 3.19 3.15 3.20 3.17 3.06 3.01 3.14 3.08	3.20 3.27 3.27 3.15 3.15 3.15 3.20 3.16 3.04 3.25 3.08
 Creates opportunities for students to le 1. Uses academic language in a way that 2. Utilizes strategies to create learning en- earning. (InTASC Standard 3) Creates opportunities for learners to de 4. Engages learners in understanding, que erspectives. (InTASC Standard 4) Examines data to understand each lear 6. Engages learners in monitoring their or 7. Develops supports for literacy develops 8. Develops flexible learning environment standard 5) Utilizes a variety of technological resour 20. Promote students' responsible use of in 21. Uses a variety of diagnostic, formative, 21. Uses 	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and of estioning, analyzing ideas mer's progress and learning wn progress. (InTASC Sta- ment across content areas is that foster discovery, et inces to support and prom- interactive technologies. (I	e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand coloration, and e note student lear inTASC Standard	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div SC Standard 6) iard 5) expression. (InTA ning. (InTASC St 3)	Standard 4) borative tandard 5) verse	3.40 3.40 3.40 3.20 3.40 3.20 3.40 3.60 3.60 3.40 3.60 3.40	3.20 3.19 3.19 3.19 3.15 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17	3.20 3.27 3.27 3.15 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20
 Creates opportunities for students to lease of the second state of the se	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and of estioning, analyzing ideas mer's progress and learnin wn progress. (InTASC Sta ment across content areas is that foster discovery, et inces to support and promi interactive technologies. (I , and summative assessm	a scademic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand cploration, and e note student lear inTASC Standard ents to assess a	age. (InTASC St areas. (InTASC St areas. (InTASC St content from dia SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn	Standard 4) borative tandard 5) verse NSC tandard 8) ter needs.	3.40 3.40 3.40 3.20 3.40 3.20 3.40 3.20 3.60 3.60 3.60	3.20 3.19 3.19 3.15 3.20 3.17 3.06 3.01 3.14 3.08 3.19	3.20 3.27 3.27 3.15 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23
 Creates opportunities for students to lease of the second strategies in a way that the second strategies in the second strategies in the second strategies in the second strategies and strategies and strategies in the second strategies and strategies in the second strategies and strategies	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and of estioning, analyzing ideas mer's progress and learning with progress. (InTASC Sta- ment across content areas is that foster discovery, en- interactive technologies. (I , and summative assessme- schnology to support assess	a scademic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand cploration, and e sote student lear inTASC Standard ents to assess a ssment practice	age. (InTASC St areas. (InTASC St vidual and collal lives. (InTASC St content from dik SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn and to assess learn	Standard 4) borative tandard 5) verse ASC tandard 8) her needs. arner	3.40 3.40 3.40 3.20 3.40 3.20 3.40 3.60 3.40 3.60 3.40 3.40 3.40	3.20 3.19 3.19 3.19 3.15 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23
 Creates opportunities for students to lease the second strategies in a way that the second strategies in a way that the second strategies in a way that the second strategies in a second strategies in the seco	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learnin wn progress. (InTASC Sta ment across content areas is that foster discovery, et arces to support and prom interactive technologies. (I , and summative assessment echnology to support assessed	e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand optoration, and e tote student lear inTASC Standard ents to assess a ssment practice ance learning. (I	age. (InTASC St areas. (InTASC St vidual and collal ives. (InTASC St content from div SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn and to assess learn and to assess learn	Standard 4) borative tandard 5) verse NSC tandard 8) her needs. arner 6)	3.40 3.40 3.40 3.20 3.40 3.20 3.60 3.40 3.60 3.40 3.40 3.40 3.40 3.20	3.20 3.19 3.19 3.19 3.19 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.08
 Creates opportunities for students to let Uses academic language in a way that Engages learners in understanding, querspectives. (InTASC Standard 4) Examines data to understand each lear Engages learners in monitoring their or Develops flexible learning environment Bandard 5) Utilizes a variety of technological resou Promote students' responsible use of in Uses a variety of diagnostic, formative, InTASC Standard 6) Seeks appropriate ways to integrate te needs. (InTASC Standard 6) Uses formative and summative data to Uses a variety of evidence-based pract 	earn, practice, and master encourages learners to in avironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learnin wn progress. (InTASC Sta ment across content areas is that foster discovery, et inces to support and prom interactive technologies. (I , and summative assessing echnology to support assessing adjust instruction to enhi- dices to differentiate and s	a academic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand cploration, and e ote student lear nTASC Standard ents to assess a ssment practice ance learning. (I upport learning.	age. (InTASC St areas. (InTASC St areas. (InTASC St content from dh SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn and to assess learn nTASC Standard (InTASC Standard	Standard 4) borative tandard 5) verse ASC tandard 8) ber needs. arner 6) vrd 7)	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.60 3.40 3.40 3.40 3.40 3.40 3.40 3.20 3.20	3.20 3.19 3.19 3.19 3.19 3.17 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11 3.15	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.20 3.12 3.23
 Creates opportunities for students to lease the second strategies in a way that the second strategies in a way that the second strategies in a way that the second strategies in a second strategies in the seco	earn, practice, and master encourages learners to in avironments which engage evelop diverse social and of estioning, analyzing ideas mer's progress and learnin wn progress. (InTASC Sta- ment across content areas is that foster discovery, et inces to support and prom theractive technologies. (I , and summative assessm echnology to support assesses adjust instruction to enh- dices to differentiate and s as to support learners' cor	a academic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand cploration, and e ote student lear nTASC Standard ents to assess a ssment practice ance learning. (I upport learning.	age. (InTASC St areas. (InTASC St areas. (InTASC St content from dh SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn and to assess learn nTASC Standard (InTASC Standard	Standard 4) borative tandard 5) verse ASC tandard 8) ber needs. arner 6) vrd 7)	3.40 3.40 3.40 3.20 3.40 3.20 3.60 3.40 3.60 3.40 3.40 3.40 3.40 3.20	3.20 3.19 3.19 3.19 3.19 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.08
 Creates opportunities for students to let Uses academic language in a way that It (InTASC Standard 3) Creates opportunities for learners to de Engages learners in understanding, question destinations of the standard 4) Engages learners in understand each lear Engages learners in monitoring their or Develops supports for literacy develops Develops flexible learning environment Standard 5) Utilizes a variety of technological resou Promote students' responsible use of in Uses a variety of diagnostic, formative, InTASC Standard 6) Seeks appropriate ways to integrate teneeds. (InTASC Standard 6) Uses formative and summative data to Uses a variety of evidence-based pract Uses a variety of instructional strategie 	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learni win progress. (InTASC Sta- ment across content areas is that foster discovery, et inces to support and promi- nteractive technologies. (I , and summative assessme- echnology to support assesses adjust instruction to enh- idees to differentiate and s es to support learners' cor	academic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand coloration, and e note student lear inTASC Standard ents to assess a ssment practice ance learning. (I upport learning.	age. (InTASC St areas. (InTASC St areas. (InTASC St content from div SC Standard 6) lard 5) xpression. (InTA and address learn and to assess learn	Standard 4) borative tandard 5) verse VSC tandard 8) her needs. arner (6) ird 7) istening,	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.60 3.40 3.40 3.40 3.40 3.40 3.40 3.20 3.20	3.20 3.19 3.19 3.19 3.19 3.17 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11 3.15	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.20 3.12 3.23
 Creates opportunities for students to lease of the second strategies in a way that the second strategies in a way that the second strategies in a second strategies in a second strategies of the second strategies and strategies in understanding, querespectives. (InTASC Standard 3) Creates opportunities for learners to de strategies learners in understanding, querespectives. (InTASC Standard 4) Examines data to understand each lease (a second strategies learners in monitoring their or the second strategies learners in monitoring their or the second strategies flexible learning environment standard 5) Utilizes a variety of technological resource. Promote students' responsible use of in the second strategies (InTASC Standard 6) Uses a variety of diagnostic, formative teneds. (InTASC Standard 6) Uses a variety of evidence-based pract second strategies eading, and writing. (InTASC Standard 8) Aligns instructional goals and activities 	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learning with progress. (InTASC Sta- ment across content areas is that foster discovery, et inces to support and promi- interactive technologies. (I , and summative assessme- echnology to support asser- adjust instruction to enh- dices to differentiate and s as to support learners' cor- with state and district pe	academic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Standard enter student lear inTASC Standard ents to assess a ssment practice ance learning. (I upport learning. nmunication thro	age. (InTASC St areas. (InTASC St areas. (InTASC St content from div SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn and to assess learn and to assess learn antASC Standard (InTASC Standard (InTASC Standard ards. (InTASC St	Standard 4) borative tandard 5) verse VSC tandard 8) her needs. arner (6) ird 7) istening,	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.60 3.40 3.60 3.40 3.40 3.40 3.20 3.40 3.20 3.20 3.20 3.20	3.20 3.19 3.19 3.19 3.19 3.17 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11 3.10 3.11	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.16 3.20
 Creates opportunities for students to lease of the second strategies in a way that the second strategies in a way that the second strategies are strategies to create learning enterning. (InTASC Standard 3) Creates opportunities for learners to de the second strategies learners in understanding, querespectives. (InTASC Standard 4) Examines data to understand each lease the second strategies learners in monitoring their or the second strategies learners in monitoring their or the second strategies learners in monitoring their or the second strategies and the second strategies and the second strategies of the second strategies and strate	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and estioning, analyzing ideas mer's progress and learning with progress. (InTASC Sta- ment across content areas is that foster discovery, et inces to support and promi- interactive technologies. (I , and summative assessme- echnology to support asser- adjust instruction to enh- dices to differentiate and s as to support learners' cor- with state and district pe- ses of his/her professional	academic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand coloration, and e note student lear inTASC Standard ents to assess a ssment practice ance learning. (I upport learning. nmunication thro rformance stand I practice. (InTA	age. (InTASC St areas. (InTASC St areas. (InTASC St content from div SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn and to assess learn and to assess learn and to assess learn and to assess learn and sc Standard (InTASC Standard (InTASC Standard SC Standard 9)	Standard 4) borative tandard 5) verse ASC tandard 8) her needs. arner (6) istening, tandard 8)	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.60 3.40 3.40 3.40 3.40 3.40 3.40 3.40 3.4	3.20 3.19 3.19 3.19 3.19 3.17 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11 3.10 3.11 3.10 3.11 3.30	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.20
 Creates opportunities for students to lease of the second strategies in a way that the second strategies are serving. Utilizes strategies to create learning energy of the services of the service of the services of the service of the services of the service of the services of the services of the service of the service of the services of the service of the services of the service of the services of the	earn, practice, and master encourages learners to in invironments which engage evelop diverse social and of estioning, analyzing ideas mer's progress and learning with progress. (InTASC Sta- ment across content areas is that foster discovery, et arces to support and promi- interactive technologies. (I , and summative assession echnology to support assession adjust instruction to enh- dices to differentiate and s as to support learners' cor with state and district pe- ses of his/her professional tunities to further develop	a scademic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand coloration, and e source student lear inTASC Standard ents to assess a ssment practice ance learning. (I upport learning, nmunication thre rformance stand I practice. (InTA	age. (InTASC St areas. (InTASC St areas. (InTASC St content from div SC Standard 6) lard 5) expression. (InTA ning. (InTASC St 3) nd address learn and to assess learn and to assess learn and to assess learn and to assess learn and sc Standard (InTASC Standard (InTASC Standard sugh speaking, I ards. (InTASC Standard 9) b. (InTASC Standard 9)	Standard 4) borative tandard 5) verse ASC tandard 8) her needs. arner (6) istening, tandard 8)	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.60 3.40 3.40 3.40 3.40 3.40 3.40 3.40 3.4	3.20 3.19 3.19 3.19 3.19 3.17 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11 3.10 3.11 3.10 3.20	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.20 3.16 3.20
 Creates opportunities for students to lease the second strategies in a way that the second strategies in a way that the second strategies in a second strategies in a second strategies in the strategies and writing. (InTASC Strandard 8) 	earn, practice, and master encourages learners to in avironments which engage evelop diverse social and of estioning, analyzing ideas mer's progress and learnii wn progress. (InTASC Sta ment across content areas is that foster discovery, et arces to support and prom interactive technologies. (I , and summative assessment echnology to support assess adjust instruction to enh- dices to differentiate and s as to support learners' cor with state and district pe ses of his/her professionals. (I	a scademic langu tegrate content e students in indi cultural perspect , and mastering ng needs. (InTAS ndard 6) s. (InTASC Stand role student lear inTASC Standard ents to assess a ssment practice ance learning. (I upport learning. nmunication thro rformance stand I practice. (InTAS b his/her practice inTASC Standard	age. (InTASC St areas. (InTASC St areas. (InTASC St vidual and collal lives. (InTASC St content from dh SC Standard 6) lard 5) expression. (InTA and to assess learn and sector standard (InTASC Standard pugh speaking, I ards. (InTASC Standard 9) a. (InTASC Standard 9) a. (InTASC Standard 10)	Standard 4) borative tandard 5) verse ASC tandard 8) mer needs. armer (6) mrd 7) istening, tandard 8) dard 9)	3.40 3.40 3.40 3.20 3.40 3.40 3.40 3.60 3.40 3.40 3.40 3.40 3.20 3.40 3.40 3.20 3.40 3.40 3.20 3.40 3.40 3.40 3.40	3.20 3.19 3.19 3.19 3.19 3.17 3.20 3.17 3.06 3.01 3.14 3.08 3.19 3.17 3.11 3.15 3.11 3.10 3.11 3.10 3.20 3.20	3.20 3.27 3.27 3.15 3.15 3.20 3.16 3.04 3.25 3.08 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.20 3.12 3.23 3.20 3.16 3.23 3.23 3.20

Chart 8: 2021 Bachelor of Science History (with Teacher Certification 6 -12)

Employer Surveys: Level 2 (Insufficient Data)

Calculation	Score and Response	s			
PPEM Points Earned: Low N		This Program	This Program	This Program	
Points Possible: 10	ible: 10			This Program at Similar EPPs	
Percent of Points Earned: 0%	Average Score:	3.06	3.24	3.21	
Response average: 3.06	Responses:	4	90	32	
Benchmark Range: 2.5 - 3.5	Response rate:	17%	23%	29%	
N: 4 (PPEM needs ≥10)	•				

Surveys utilized a Likert scale: 4 =Strongly agree, 3 =Agree, 2 =Disagree, 1 =Strongly disagree, 0 =No response (<u>Lems</u> with no response were ignored when deriving average scores.)

Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
 Plans Instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (INTASC, Standard 1) 	3.00	3.30	3.25
 Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (IDTASC Standard 1) 	3.00	3.28	3.22
 Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3) 	3.00	3.17	3.06
 Implements effective classroom management strategies and procedures in all school areas. (INTASC. Standard 3) 	3.00	3.17	3.06
Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (INTASC Standard 3)	3.00	3.24	3.31
 Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5) 	3.00	3.24	3.19
 Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC, Standard 2) 			
a. Gifted Students	3.33	3.15	3.27
b. Students with Disabilities	3.33	3.27	3.42
c. English Language Learners	3.33	3.20	3.38
d. At-Risk Students	3.00	3.19	3.23
 Uses technological tools and a variety of communication strategies to build communities that engage learners. (INTASC, Standard 10) 	3.25	3.34	3.31
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.24	3.25
 Creates opportunities for students to learn, practice, and master academic language. (INTASC. Standard 4) 	3.00	3.26	3.25
 Uses academic language in a way that encourages learners to integrate content areas. (INTASC Standard 4) 	3.00	3.26	3.25
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (Intesc Standard 3)	3.00	3.22	3.13
 Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC, Standard 5) 	3.00	3.22	3.19
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.00	3.23	3.26
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.00	3.10	3.13

16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.09	3.10
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.25	3.20	3.27
 Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC, Standard 5) 	3.00	3.15	3.10
 Utilizes a variety of technological resources to support and promote student learning. (InTASC. Standard 8) 	3.25	3.34	3.35
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.25	3.32	3.29
 Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (INTASC Standard 6) 	3.00	3.17	3.09
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.27	3.25
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.17	3.13
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC, Standard 7)	3.00	3.16	3.17
 Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC. Standard 8) 	3.00	3.19	3.22
 Aligns instructional goals and activities with state and district performance standards. (InTASC, Standard 8) 	3.25	3.30	3.25
27. Reflects on the strengths and weaknesses of his/her professional practice. (INTASC, Standard 9)	3.00	3.25	3.13
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.00	3.31	3.23
29. Works collaboratively with colleagues and other professionals. (IDTASC Standard 10)	3.25	3.47	3.31
 Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC, Standard 9) 	3.25	3.51	3.44
 Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10) 	3.00	3.29	3.26

Chart 9: 2020 Bachelor of Science English (with Teacher Certification 6 -12)

Calculation	Score and Response	es					
PPEM Points Earned: Low N Points Possible: 10		This Program	This Program at All EPPs	This Prog at Similar			
Percent of Points Earned: 0%	Average Score:	3.09	3.25	3.21	LFFS		
Response average: 3.09	Responses:	1	88	16			
Benchmark Range: 2.5 - 3.5	Response rate:	7%	21%	19%			
N: 1 (PPEM needs ≥10)	Response ruter	,,,,		10,00			
Surveys utilized a Likert scale: 4 = Strong (Iems with no response were ignored whe			rongly disagree,	0 = No resp		This	This Program
1. Diana in the sting is a supersting the basis	Survey Items				This Program	Program at All EPPs	at Similar EPPs
 Plans instruction incorporating the basic level taught. (InTASC Standard 1) Delivers instruction incorporating the basic 			_	-	3.00	3.31	3.25
grade level taught. (InTASC Standard 1)		elopment appro	opriate to the ag	je anu	3.00	3.33	3.19
3. Develops and manages a collaborative of	classroom in which all stude	ents have owne	rship. (InTASC	Standard 3)	4.00	3.28	3.19
4. Implements effective classroom manage Standard 3)	ement strategies and proce	dures in all sch	ool areas. (InTA	SC	3.00	3.18	3.13
5. Understands how individual differences environments and uses that information to				m	3.00	3.30	3.25
6. Uses differing perspectives to engage le solving related to real world applications. (creativity, and o	collaborative pro	blem	4.00	3.33	3.19
7. Plans and delivers differentiated instruc resources, and technological tools to meet							
a. Gifted Students					3.00	3.13	3.14
b. Students with Disabilities					3.00	3.18	3.19
c. English Language Learners					3.00	3.17	3.15
d. At-Risk Students					3.00	3.16	3.25
8. Uses technological tools and a variety o learners. (InTASC Standard 10)	f communication strategies	to build comm	unities that eng	age	3.00	3.33	3.19
9. Creates experiences to build accurate co	onceptual understandings.	(InTASC Stand	ard 4)		3.00	3.22	3.13
10. Creates opportunities for students to le	earn, practice, and master	academic langu	age. (InTASC S	tandard 4)	3.00	3.26	3.19
11. Uses academic language in a way that	encourages learners to int	egrate content	areas. (InTASC	Standard 4)	3.00	3.30	3.19
12. Utilizes strategies to create learning er learning. (InTASC Standard 3)	nvironments which engage	students in ind	ividual and colla	borative	3.00	3.32	3.25
13. Creates opportunities for learners to de	evelop diverse social and c	ultural perspect	ives. (InTASC S	tandard 5)	3.00	3.23	3.20
14. Engages learners in understanding, qu perspectives. (InTASC Standard 4)	estioning, analyzing ideas,	and mastering	content from di	verse	4.00	3.23	3.13
15. Examines data to understand each lea	rner's progress and learnin	g needs. (InTA	SC Standard 6)		3.00	3.20	3.19
16. Engages learners in monitoring their o	wn progress. (InTASC Stan	idard 6)			3.00	3.16	3.19
17. Develops supports for literacy develop	ment across content areas.	(InTASC Stand	lard 5)		3.00	3.26	3.25
18. Develops flexible learning environment Standard 5)	ts that foster discovery, ex	ploration, and e	expression. (InT	ASC	3.00	3.23	3.13
19. Utilizes a variety of technological resou	irces to support and promo	ote student lear	ning. (InTASC S	tandard 8)	3.00	3.31	3.38
20. Promote students' responsible use of in	nteractive technologies. (Ir	TASC Standard	3)		0.00	3.21	3.20
21. Uses a variety of diagnostic, formative (InTASC Standard 6)	, and summative assessme	ents to assess a	nd address lear	ner needs.	3.00	3.24	3.25
22. Seeks appropriate ways to integrate te needs. (InTASC Standard 6)	chnology to support asses	sment practice	and to assess le	arner	3.00	3.27	3.25
23. Uses formative and summative data to	-			-	3.00	3.21	3.19
24. Uses a variety of evidence-based pract				-	0.00	3.16	3.20
25. Uses a variety of instructional strategie reading, and writing. (InTASC Standard 8)				•	3.00	3.25	3.19
26. Aligns instructional goals and activities	•		•	· · · ·	3.00	3.32	3.25
27. Reflects on the strengths and weaknes			-		3.00	3.28	3.27
28. Seeks professional development oppor				dard 9)	3.00	3.25	3.25
29. Works collaboratively with colleagues a 30. Understands, upholds, and follows pro			-	ASC	3.00	3.41	3.31
Standard 9)					J 3.00 I	1 3.30	J.25

Chart 10: 2021 Bachelor of Science English (with Teacher Certification 6 -12)

Calculation	Score and Response	es				
PPEM Points Earned: Low N Points Possible: 10		This Program		This Program at Similar EPPs		
Percent of Points Earned: 0%	Average Score:	3.20	3.29	3.26]	
Response average: 3.20	Responses:	2	98	21]	
Benchmark Range: $2.5 - 3.5$ N: 2 (PPEM needs ≥ 10)	Response rate:	14%	24%	20%)	
	Survey Items			This	This Program	This Program at
(Iems with no response were ignored when deriving average scores.)						
	Survey Items					
	Survey Items			Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic grade level taught. (InTASC Standard 1)	-	nent appropriat	te to the age and	Program		
	theories of student developr		5	Program	at All EPPs	Similar EPPs
grade level taught. (InTASC Standard 1)2. Delivers instruction incorporating the ba	theories of student developr sic theories of student devel 1)	opment approp	riate to the age	Program 3.00	at All EPPs 3.32	Similar EPPs 3.24
 grade level taught. (InTASC Standard 1) 2. Delivers instruction incorporating the ba and grade level taught. (InTASC Standard 3. Develops and manages a collaborative of 	theories of student developr sic theories of student devel 1) classroom in which all studen	opment approp ts have owners	riate to the age	Program 3.00 3.00 3.00	at All EPPs 3.32 3.36	Similar EPPs 3.24 3.24
 grade level taught. (InTASC Standard 1) 2. Delivers instruction incorporating the ba and grade level taught. (InTASC Standard 3. Develops and manages a collaborative of Standard 3) 4. Implements effective classroom manages 	theories of student develops theories of student devel t) classroom in which all studen ement strategies and procedu and diverse cultures impact s	opment approp ts have owners ures in all schoo student learning	riate to the age hip. (<u>InTASC</u> ol areas. (InTASC g and classroom	Program 3.00 3.00 3.50 3.00 3.00	at All EPPs 3.32 3.36 3.31	Similar EPPs 3.24 3.24 3.30

 Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)

a. Gifted Students

3.00	3.18	3.24

3.00

3.33

b. Students with Disabilities	3.00	3.23	3.20
c. English Language Learners	3.00	3.20	3.25
d. At-Risk Students	3.50	3.23	3.33
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.50	3.40	3.40
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.25	3.24
 Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4) 	3.00	3.30	3.20

11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)

3.25

NH.2 Satistaction of Employe	.1.5		
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.00	3.36	3.38
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.50	3.28	3.24
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.50	3.25	3.19
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.00	3.21	3.14
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.22	3.24
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.26	3.24
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.27	3.20
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.50	3.35	3.48
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	4.00	3.25	3.30
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.28	3.29
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.33	3.33
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.25	3.19
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.00	3.19	3.25
 Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8) 	3.00	3.25	3.20
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.00	3.34	3.19
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.50	3.31	3.35
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.50	3.30	3.29
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.00	3.43	3.33
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.00	3.44	3.19
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.50	3.34	3.24

Chart 11: 2020 Bachelor of Science Mathematics (with Teacher Certification 6 -12)

Employer Surveys: Level 2 (Insufficient Data)

Calculation	Score and Respons	Score and Responses				
PPEM Points Earned: Low N Points Possible: 10		This Program	This Program at All EPPs	This Program at Similar EPPs		
Percent of Points Earned: 0%	Average Score:	3.00	3.18	3.29		
Response average: 3.00	Responses:	1	69	20		
Benchmark Range: 2.5 - 3.5 N: 1 (PPEM needs ≥10)	Response rate:	8%	22%	25%		

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Iems with no response were ignored when deriving average scores.)

Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.25	3.30
Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.26	3.35
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	0.00	3.15	3.21
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.09	3.15
Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.12	3.21
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.20	3.30
Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	0.00	3.15	3.29
b. Students with Disabilities	3.00	3.19	3.32
c. English Language Learners	0.00	3.12	3.27
d. At-Risk Students	3.00	3.17	3.35
8. Uses technological tools and a variety of communication strategies to build communities that engage			

8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)

9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)

10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)

11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4) 3.00

0.00	3.15	3.29
3.00	3.19	3.32
0.00	3.12	3.27
3.00	3.17	3.35
3.00	3.13	3.30
3.00	3.22	3.25
3.00	3.13	3.35
3.00	3.19	3.30

12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)

13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5) 14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse

perspectives. (InTASC Standard 4)

15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)

16. Engages learners in monitoring their own progress. (InTASC Standard 6)

17. Develops supports for literacy development across content areas. (InTASC Standard 5)

18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)

Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)
 Promote students' responsible use of interactive technologies. (InTASC Standard 3)

 Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)

22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)

23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)

24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)

26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)

27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)

28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)

29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)

30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)

31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)

	3.00	3.19	3.30
)	3.00	3.16	3.22
	3.00	3.14	3.25
	3.00	3.24	3.30
	3.00	3.07	3.20
	3.00	3.02	3.11
	3.00	3.03	3.11
)	3.00	3.20	3.37
	3.00	3.18	3.37
	3.00	3.26	3.40
	3.00	3.18	3.20
	3.00	3.22	3.35
	3.00	3.18	3.30
	3.00	3.13	3.25
)	3.00	3.32	3.35
	3.00	3.21	3.35
	3.00	3.18	3.30
	3.00	3.37	3.45
	3.00	3.38	3.45
	3.00	3.32	3.50

Chart 12: 2021 Bachelor of Science Mathematics (with Teacher Certification 6 -12)

Employer Surveys: Level 2 (Insufficient Data)

Calculation	Score and Response	Score and Responses			
PPEM Points Earned: Low N Points Possible: 10		This Program	This Program at All EPPs	This Program at Similar EPPs	
Percent of Points Earned: 0%	Average Score:	3.00	3.25	3.26	
Response average: 3.00	Responses:	1	64	18	
Benchmark Range: $2.5 - 3.5$ N: 1 (PPEM needs \geq 10)	Response rate:	8%	20%	23%	

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Iems with no response were ignored when deriving average scores.)

Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
 Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1) 	3.00	3.33	3.28
Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.39	3.28
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	0.00	3.26	3.12
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.26	3.17
Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.24	3.33
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.29	3.33
 Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2) 			
a. Gifted Students	0.00	3.18	3.31
b. Students with Disabilities	3.00	3.22	3.31
c. English Language Learners	0.00	3.15	3.10
d. At-Risk Students	3.00	3.22	3.28
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (INTASC Standard 10)	3.00	3.19	3.33
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.27	3.28
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.24	3.33
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.00	3.30	3.33
		1	1

12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)

13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)

14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)

15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)

16. Engages learners in monitoring their own progress. (InTASC Standard 6)

17. Develops supports for literacy development across content areas. (InTASC Standard 5)

0.00	3.18	3.31
3.00	3.22	3.31
0.00	3.15	3.10
3.00	3.22	3.28
3.00	3.19	3.33
3.00	3.27	3.28
3.00	3.24	3.33
3.00	3.30	3.33
3.00	3.26	3.28
3.00	3.22	3.24

3.00	3.18	3.17
3.00	3.30	3.22
3.00	3.11	3.18
3.00	3.07	3.00

18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.10	3.17
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.00	3.30	3.24
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.00	3.26	3.28
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.33	3.28
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.25	3.18
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.30	3.24
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.00	3.22	3.17
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.21	3.17
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.00	3.38	3.33
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.00	3.31	3.39
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.00	3.24	3.28
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.00	3.44	3.44
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.00	3.45	3.50
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.00	3.35	3.28

GGC Supplemental Employer Survey

CHART 13: GGC Employer Survey (2021)

The GGC preparation program effectively prepared the employees to:	Level 1 Strongly Disagree	Level 2 Somewhat Disagree	Neither		Level 5 Strongly Agree
Deliver instruction incorporating the basic theories of student development appropriate to the age and grade level taught (InTASC Standard 1)		0%	0%	18%	82%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of gifted candidates (InTASC Standard 2)		0%	0%	41%	59%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of candidates with disabilities (InTASC Standard 2)		0%	0%	50%	50%

	1		1	r	T
The GGC preparation program effectively prepared the employees to:	Level 1 Strongly Disagree	Level 2 Somewhat Disagree	Level 3 Neither Agree or Disagree	Level 4 Somewhat Agree	Level 5 Strongly Agree
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of English Language Learners (InTASC Standard 2)		0%	5%	41%	55%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of candidates who are considered to have a higher probability of failing academically or dropping out of school (InTASC Standard 2)		0%	9%	45%	45%
Implement effective classroom management strategies and procedures in all school areas (InTASC Standard 3)		0%	0%	23%	77%
Develop supports for literacy development across content areas (InTASC Standard 5)	0%	0%	0%	36%	64%
Use formative and summative data to adjust instruction to enhance learning (InTASC Standard 6)		0%	5%	32%	64%
Use a variety of evidence-based practices to differentiate and support learning (InTASC Standard 7)		0%	0%	55%	45%
Align instructional goals and activities with state and district performance standards (InTASC Standard 8)		0%	0%	41%	59%
Seek professional development opportunities further to develop their practice (InTASC Standard 9)		0%	5%	41%	55%
Understand, uphold, and follow professional ethics, policies, and legal codes of conduct (InTASC Standard 9)		0%	0%	14%	86%

The GGC preparation program effectively prepared the employees to:	Level 1 Strongly Disagree	Level 2 Somewhat Disagree	Neither	Level 4 Somewhat Agree	Level 5 Strongly Agree
Work collaboratively with colleagues and other professionals (InTASC Standard 10)	0%	0%	0%	14%	86%
Impact P-12 student learning	0%	0%	0%	18%	82%

Open Comments from Employers:

GGC did a great job overall. However, please continue focusing on differentiation and small group instruction.

In my opinion, GGC has some of the best-prepared student teachers in our district. However, there is still variance between candidates from the student teaching experiences. I believe those mentor teachers should be given specific guidance on the expectations of their student teachers. The guidance should be related to the ten teaching standards and allow student teachers to practice practical skills to better prepare them.

GGC preparation program provides teaching candidates with a solid foundation in Balanced Literacy and Numeracy workshop model. Candidates are well versed in strategies to differentiate instruction and the use of formative data to inform planning. In addition, the D2L platform closely mirrors the district's eClass D2L page providing teaching candidates with experience with digital instruction.

I have been very impressed with each of the GGC employees I have hired over the past three years. I find them thoroughly prepared for teaching. Kudos to GGC!

Overall, I am quite pleased with the skill sets that our teachers bring from the training at GGC. The practical experiences they attain from working as teacher interns are meaningful, and applicable to classroom instruction. The teachers are better prepared than other teachers from other schools. As a principal, I have hired around six teachers from GGC.

We have hired two teachers from GGC. Both teachers were para-professionals at our school, then moved to another school during their year of student teaching. We knew their work ethic and were thrilled to have openings for them when they finished their degree at GGC.



	Employed Percent employed in following					g years	
Provider	1st year	2nd year	3rd year	4th year	5th year	6th yea	
Albany State University	161	96%	93%	89%	88%	84%	
Armstrong State University**	255	88%	83%	77%	71%	69%	
Augusta University	194	94%	92%	85%	82%	79%	
Berry College	57	96%	88%	84%	84%	77%	
Brenau University	70	91%	87%	83%	81%	76%	
Brewton-Parker College	21	100%	90%	86%	86%	86%	
Central Savannah River Area RESA	25	100%	92%	88%	84%	80%	
Clark Atlanta University	29	93%	93%	90%	86%	79%	
Clayton County Public Schools	22	100%	95%	91%	91%	82%	
Clayton State University	72	99%	94%	89%	85%	82%	
Coastal Plains RESA	12	100%	92%	75%	75%	75%	
College of Coastal Georgia	63	90%	84%	79%	79%	78%	
Columbus State University	177	93%	89%	87%	80%	75%	
, Covenant College	18	89%	89%	78%	61%	61%	
Dalton State College	97	96%	89%	88%	87%	80%	
Dekalb County School District	21	100%	100%	95%	95%	95%	
Emmanuel College	22	91%	91%	91%	91%	91%	
First District RESA	26	96%	88%	85%	81%	73%	
Fort Valley State University	59	97%	95%	90%	88%	85%	
Fulton County Schools	23	100%	83%	74%	70%	70%	
Georgia Charter Schools Association	65	91%	82%	71%	72%	65%	
Georgia College and State University	294	91%	85%	80%	79%	73%	
Georgia Gwinnett College	170	91%	86%	82%	80%	77%	
Georgia Southern University	350	97%	91%	85%	83%	80%	
Georgia Southwestern State University	147	87%	84%	81%	83%	83%	
Georgia State University	626	92%	87%	80%	75%	71%	
Georgia Teaching Fellows**	160	96%	84%	74%	63%	61%	
Gordon State College	72	90%	89%	85%	81%	85%	
Griffin RESA	66	94%	89%	86%	85%	82%	
Gwinnett County Public Schools	128	99%	91%	84%	79%	78%	
Kennesaw State University	697	93%	88%	85%	80%	75%	
LaGrange College	42	90%	76%	74%	74%	74%	
Mercer University	344	91%	85%	81%	79%	76%	
Metro RESA	109	96%	89%	82%	75%	70%	
Middle Georgia RESA	81	100%	98%	91%	89%	86%	
Middle Georgia State University	114	89%	85%	80%	76%	77%	
North Georgia RESA	16	94%	100%	94%	88%	81%	
Northeast Georgia RESA	26	100%	85%	85%	81%	77%	
Northwest Georgia RESA	28	100%	93%	89%	86%	86%	
Oconee RESA	39	100%	95%	87%	79%	77%	
Okefenokee RESA	18	100%	89%	87%	89%	89%	
Paine College	2	Low N	03/0	03/0	05/0	037	
Piedmont College	172	95%	88%	84%	78%	77%	
Pioneer RESA	24	95% 88%	88% 79%	84% 75%	78%	71%	
	3		19%	15%	/1%	/1%	
Point University Reinhardt University	3 70	<i>Low N</i> 91%	86%	81%	84%	81%	

	Employed		Percent em	ployed in foll	owing years	
Provider	1st year	2nd year	3rd year	4th year	5th year	6th year
Shorter University	133	95%	93%	86%	83%	80%
Southwest Georgia RESA	72	97%	92%	90%	92%	92%
Spelman College	7	Low N				
Teach for America-Metro Atlanta**	141	94%	45%	30%	25%	22%
Technical College System of Georgia	7	Low N				
Thomas University	12	83%	75%	75%	67%	67%
Toccoa Falls College	12	75%	67%	75%	75%	75%
Truett-McConnell University	14	93%	100%	100%	93%	93%
University of Georgia	655	89%	83%	76%	73%	<mark>69%</mark>
University of North Georgia	407	93%	88%	86%	81%	78%
University of West Georgia	470	94%	90%	85%	80%	78%
Valdosta State University	423	94%	91%	85%	82%	78%
Wesleyan College	5	Low N				
West Georgia RESA	39	95%	82%	72%	69%	64%
Young Harris College	27	93%	85%	78%	78%	81%

Higher Degrees

Chart 15: Higher Level Degrees from GGC Completers of 2014 - 2019

Majors	M.Ed. Certification	Ed.S. Certification	Doctoral Certification
Early Childhood/Elementary Education	31%	4%	0%
Special Education	26%	3%	0%
History (6 – 12 Certification	18%	3%	3%
Mathematics (6 – 12 Certification	14%	0%	Less than 1%
Biology (6 – 12 Certification	0%	0%	0%
English (6 – 12 Certification	15%	0%	0%
Political Science (6 – 12 Certification	0%	0%	0%

Perceptions Domain Data Analysis

Georgia Professional Standards Commission Employer Surveys

As evidenced by Chart 1 (2020) and Chart 2 (2021), there was a 12% response rate on both reports, and the GaPSC rated GGC a Level 3 out of 4, which is similar to all other EPPs in the state, as well as those who are similar to GGC in size. According to employers, the weaker areas for GGC completers were differentiation for at-risk candidates and engaging learners in monitoring their own progress, using academic language to encourage learners to integrate content areas, and utilizing strategies to create learning environments that engage candidates. There were no strong areas overall compared to others in the state.

In the Elementary Education program, as evidenced by Chart 3 (2020) and Chart 4 (2021), there was a 12% and 11% response rate, respectively. The GaPSC rated GGC a Level 3 out of 4, similar to all other EPPs in the state and those similar to GGC in size. According to employers, the weakest areas for GGC completers across both reports were classroom management and differentiation of gifted candidates, candidates with disabilities, English Language Learners, and at-risk candidates. There were no strong areas overall.

Chart 5 (2020) and Chart 6 (2021) showed a 13% and 9% response rate in the Special Education program. The GaPSC rated these first-year teachers a Level 3 out of 4 (2020) and Level 2 out of 4 (2021), similar to all other EPPs in the state and those similar to GGC in size. However, only seven and five employers replied to the survey on these completers, and, therefore, insufficient data were collected. GGC scored lower than other EPPs in most areas on both reports, but results may be questionable because there were insufficient data. According to employers across both reports, the two weakest areas for GGC completers were building conceptual understanding and using academic language to integrate content areas. There were no strong areas identified.

In the History Education program, as evidenced by Chart 7 (2020) and Chart 8 (2021), there was a 13% response rate and 17% response rate, respectively. The GaPSC ratings were different for each year. In 2021 the GaPSC rated GGC a Level 2 out of 4, similar to other EPPs, including those similar in size. However, only four employers replied to the survey, and, therefore, insufficient data were collected. According to employers, there were no weak areas across both reports. The strongest areas were developing literacy support across content areas, using various technological resources, and differentiation of gifted, candidates with disabilities, and English language learners.

In the English Education program, as evidenced in Chart 9 (2020) and Chart 10 (2021), there was only a 7% and 14% response rate, respectively. Insufficient data were collected. The following area was rated the lowest on both reports: incorporates theory in child development appropriately to age and grade level taught. The vital areas were on both reports were student collaboration, using differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving.

As evidenced in Charts 11 (2020) and 12 (2021) in the Mathematics Education program, there was only an 8% response rate on both reports. Insufficient evidence was gathered. Two areas across both

reports that were low were: professional ethics, policies, and codes of conduct and working collaboratively with colleagues and other professionals. There were no vital areas across both reports identified.

GGC Employer Survey (2021)

There was a 21% overall response rate from employers on this survey, and most employers felt positive about the preparation program at GGC. As evidenced on Chart 9, the areas rated the highest by the more recent employers were understanding and following professional ethics, policies, and legal codes of conduct, working collaboratively with colleagues and other professionals, delivering instruction incorporating theories of student development, and impacting student learning. The lowest areas were differentiation of at-risk candidates, candidates with disabilities, and English Language Learners and various evidence-based practices to differentiate learning in general. However, it should be noted that most employers agreed or strongly agreed that GGC teachers were prepared in those areas.

Employment Retention/Milestones

According to the February 2021 Report from the Georgia Professional Standards Commission, 67% of Georgia teachers from EPPs in the state and outside of the state who were first hired in the 2015 or 2016 school year were still employed as teachers or administrators in their 6th year. Out of in-state preparers, 75% were still employed as teachers or administrators. Of those who graduated from GGC, 77% were still employed as teachers or administrators. GGC has an employee retention rate after six years of 10% higher than other EPPs from across the U.S. and 2% higher than other EPPs in the state.

According to the Professional Standards Commission, there were 548 completers at the B.S. level of certification from GGC between 2014 - 2019. Twenty-seven percent of those completers have earned a higher level of certification in those years. Twenty-four percent of the entire group has earned an M.Ed. Level of certification, 3% have earned an E.Ds.'s level of certification, and 0.3% have earned a doctoral level of certification.