



## The Praxis® Passing Scores by Test and State

This document shows the minimum/passing scores of user states/agencies for each of the *Praxis* tests. To determine if you passed a test in a particular state, compare your test score with the score listed for the state or agency in which you are interested and read all related footnotes. If your scaled score equals or exceeds the printed score for that state or agency, you have passed. (Note: Number in parentheses following the test name is the test code.) This document is not intended to show full licensure requirements for each state/agency. To determine which tests are required for a specific license or certificate, please visit the *Praxis* website at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

**These scores are current as of January 1, 2017.** For the most up-to-date test requirements, please visit your state page on the *Praxis* website, at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

CORE ACADEMIC SKILLS FOR EDUCATORS				
CORE ACADEMIC SKILLS FOR EDUCATORS: MATHEMATICS (5732)				
AK -150	AR -150	DC -150	DE -150	HI -150
KY -150	LA -150	MD -150	ME -*	MN -150
MS -150	NC -150	ND -150 <sup>†</sup>	NE -150	NH -150
NJ -150	NV -150	OK -150	OR -150	PA -142 <sup>‡</sup>
SC -150	TN -150	VA -150	VT -150	WA -142
WI -150	WV -150	DODEA -150	AS -150	GU -150
MP -150	VI -150			
CORE ACADEMIC SKILLS FOR EDUCATORS: READING (6712)				
AK -156	AR -156	DC -156	DE -156	HI -156
KY -156	LA -156	MD -156	ME -*	MN -156
MS -156	NC -156	ND -156 <sup>†</sup>	NE -156	NH -156
NJ -156	NV -156	OK -156	OR -156	PA - <sup>‡</sup>
SC -156	TN -156	VA -156	VT -156	WA -156
WI -156	WV -156	DODEA -156	AS -156	GU -156
MP -156	VI -156			
CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING (5722)				
AK -162	AR -162	DC -162	DE -162	HI -162
KY -162	LA -162	MD -162	ME -*	MN -162
MS -162	NC -162	ND -160 <sup>†</sup>	NE -162	NH -162
NJ -162	NV -162	OK -162	OR -162	PA - <sup>‡</sup>
SC -162	TN -162	VA -162	VT -162	WA -158
WI -162	WV -162	DODEA -162	AS -162	GU -162
MP -162	VI -162			
PRINCIPLES OF LEARNING AND TEACHING (PLT)				
PLT: EARLY CHILDHOOD (0621/5621)				
AR -157	DC -157	HI -157	IA -160	KS -160
LA -157	MD -157	ME -157	MS -157	ND -157
SC -157	SD -157	TN -155	UT -160	AS -157
GU -157	MP -163			
PLT: GRADES K-8 (0622/5622)				
AL -145	AR -160	DC -160	HI -160	IA -168
ID -154	KS -160	KY -160	LA -160	MD -160
ME -160	MS -160	ND -160	NV -160	RI -160
SC -160	SD -160	TN -158	UT -160	WV -160
DODEA -160	AS -160	GU -160	MP -163	VI -160
PLT: GRADES 5-9 (0623/5623)				
AR -160	DC -160	HI -160	IA -166	ID -154
KS -160	KY -160	LA -160	MD -160	MS -160
ND -160	RI -160	SC -160	SD -160	TN -158
UT -160	WV -160	DODEA -160	AS -160	MP -163
PLT: GRADES 7-12 (0624/5624)				
AL -153	AR -157	DC -157	HI -157	IA -166
KS -160	KY -160	LA -157	MD -157	ME -157
MS -157	NC -157	ND -157	NV -157	RI -157
SC -157	SD -157	TN -155	UT -160	WV -157
DODEA -158	AS -157	GU -157	MP -163	

PRAXIS SUBJECT ASSESSMENTS				
AGRICULTURE (5701)				
AL -141	AR -147	CO -147	DE -147	HI -147
IA -160	ID -147	KS -147	KY -147	LA -147
MD -147	ND -147	NE -147	OR -147	PA -147
RI -147	SC -147	SD -147	TN -147	UT -147
WI -147	WV -147	WY -147	MP -147	
ART: CONTENT AND ANALYSIS (0135/5135)				
CO -158	CT -161	IA -157	KY -161	MD -161
NC -161	NV -161	SC -161	TN -157	VT -161
MP -160				
ART: CONTENT KNOWLEDGE (0134/5134)				
AK -158	AL -154	AR -158	DC -158	DE -158
HI -158	ID -151	KS -160	LA -159	ME -158
MS -158	MT -158	ND -158	NE -158	NH -158
NJ -158	PA -158	RI -158	SD -151	UT -158
VA -158	WI -158	WV -158	WY -160	AS -158
GU -158	MP -166			
AUDIOLOGY (0342/5342)				
State Departments of Education:		CO -170	MS -170	NC -170
ND -170	OH -170			
ASHA and All State Boards of Examiners: 170				
BIOLOGY: CONTENT KNOWLEDGE (0235/5235) ** ROE: 179				
AK -144	AL -143	AR -142	CT -152	DC -150
DE -157	HI -151	IA -150	ID -139	KS -150
KY -146	LA -150	MD -150	ME -150	MS -150
MT -151	NC -150	ND -153	NE -148	NH -153
NJ -152	NV -145	PA -147	RI -157	SC -148
SD -147	TN -148	UT -149	VA -155	VT -151
WI -152	WV -152	WY -148	AS -151	MP -152
BRAILLE PROFICIENCY (0633)				
RI -169	VA -157	WV -169		
BUSINESS EDUCATION: CONTENT KNOWLEDGE (0101/5101)				
AK -154	AL -147	AR -154	CO -154	CT -154
DC -154	DE -154	HI -154	IA -163	ID -148
KS -150	KY -154	LA -154	MD -154	ME -154
MS -153	MT -154	NC -154	ND -154	NE -154
NJ -154	NV -161	PA -154	RI -167	SC -154
SD -148	TN -154	UT -154	VA -157	WI -154
WV -157	WY -174	AS -154	GU -154	MP -154
CHEMISTRY: CONTENT KNOWLEDGE (0245/5245) ** ROE: 184				
AK -139	AL -150	AR -150	CT -151	DC -152
DE -158	HI -154	IA -142	ID -139	KS -152
KY -147	LA -151	MD -153	ME -151	MS -151
MT -148	NC -152	ND -147	NE -140	NH -153
NJ -152	NV -151	PA -154	RI -156	SC -152
SD -135	TN -152	UT -151	VA -153	VT -160
WI -152	WV -157	WY -151	AS -154	MP -145

\* = Test required – passing score not set – verify with state.

\*\* = Target score for ETS Recognition of Excellence.

‡ = Multiple scores required – verify with state.

a-c = See state notes at end of this section.

KEY TO AGENCIES: ASHA = American Speech-Language-Hearing Association  
NASP = National Association of School Psychologists

DODEA = Department of Defense Education Activity

<b>CHINESE (MANDARIN): WORLD LANGUAGE (5665)</b>				
AR -164	CO -164	DC -164	DE -164	HI -164
IA -179	ID -164	KS -164	KY -164	LA -164
MD -165	ME -164	MS -164	MT -164	ND -164
NH -155	NV -164	PA -164	SC -164	TN -164
UT -145	VT -164	GU -164		
<b>CITIZENSHIP EDUCATION: CONTENT KNOWLEDGE (0087/5087)</b>				
PA -148				
<b>COMPUTER SCIENCE (5651)</b>				
AR -159	CO -166	ID -160	MD -171	ND -171
WI -171	WV -171	WY -171		
<b>EARLY CHILDHOOD EDUCATION (5025)</b>				
AL -150	AR -156	DC -156	IA -155	ID -156
MD -156	MT -156	NC -156	ND -156	NJ -156
NV -156	RI -156	UT -156	AS -156	MP -156
<b>EARTH AND SPACE SCIENCES: CONTENT KNOWLEDGE (0571/5571)</b>				
AK -144	AL -150	AR -145	CT -157	DE -150
HI -147	IA -149	ID -144	KS -150	KY -147
MD -152	MT -151	NC -136	ND -149	NE -147
NH -148	NJ -153	PA -157	SD -150	TN -146
UT -153	VA -156	VT -158	WI -152	WV -147
WY -150	AS -147	MP -152		
<b>ECONOMICS (0911/5911)</b>				
AK -150	AL -144	HI -150	IA -133	ID -150
MD -150	MS -150	MT -150	ND -150	NE -150
NV -150	SD -147	TN -150	UT -150	WI -150
WY -150	AS -150	MP -150		
<b>EDUCATION OF YOUNG CHILDREN (5024)</b>				
AR -160	CO -160	DE -160	HI -160	KS -160
ME -160	MS -160	NE -160	NH -160	NV -160
RI -160	SC -160	SD -160	TN -160	WV -160
WY -160	MP -160			
<b>EDUCATIONAL LEADERSHIP: ADMINISTRATION AND SUPERVISION (0411/5411)</b>				
AL -149	CO -145	MI -*	NC -145	NE -145
PA -143	SC -145	SD -145	UT -151	WV -141
MP -122				
<b>ELEM ED: CONTENT KNOWLEDGE (5018)</b>				
AK -163	IA -156	LA -163	MS -163	MT -163
SD -157	TN -163	WI -157	AS -157	GU -163
MP -163	VI -163			
<b>ELEM ED: CURRICULUM, INSTRUCTION, &amp; ASSESSMENT (5017)</b>				
AK -153	KS -153	MS -153	ND -153	NE -153
TN -153				
<b>ELEM ED: INSTRUCTIONAL PRACTICE &amp; APPLICATIONS (5019)</b>				
MD -155	NV -155	SC -155		
<b>ELEMENTARY EDUCATION: MULTIPLE SUBJECTS (5001)</b>				
<b>MATHEMATICS SUBTEST (5003)</b>				
AK -157	AL -143	AR -157	CO -157	CT -157
DC -157	DE -157	HI -157	ID -157	KY -157
LA -157	ME -157	NH -157	NJ -157	RI -157
SC -157	UT -157	VA -157	VT -157	WV -157
WY -157				
<b>READING AND LANGUAGE ARTS SUBTEST (5002)</b>				
AK -157	AL -154	AR -157	CO -157	CT -157
DC -157	DE -157	HI -157	ID -157	KY -157
LA -157	ME -157	NH -157	NJ -157	RI -157
SC -157	UT -157	VA -157	VT -157	WV -157
WY -157				

<b>SCIENCE SUBTEST (5005)</b>				
AK -159	AL -144	AR -159	CO -159	CT -159
DC -159	DE -159	HI -159	ID -159	KY -159
LA -159	ME -159	NH -159	NJ -159	RI -159
SC -159	UT -159	VA -159	VT -159	WV -159
WY -159				
<b>SOCIAL STUDIES SUBTEST (5004)</b>				
AK -155	AL -142	AR -155	CO -155	CT -155
DC -155	DE -155	HI -155	ID -155	KY -155
LA -155	ME -155	NH -155	NJ -155	RI -155
SC -155	UT -155	VA -155	VT -155	WV -155
WY -155				
<b>ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS (5039)</b>				
AK -168	AR -168	CT -168	IA -166	KY -168
LA -168	MD -168	NE -168	NH -168	RI -168
SC -168	UT -162	VT -168	WY -168	MP -168
<b>ENGLISH LANGUAGE ARTS: CONTENT KNOWLEDGE (5038)</b>				
AK -167	AL -147	CO -167	DC -167	DE -167
HI -167	ID -167	KS -162	ME -167	MS -167
MT -167	NC -167	ND -167	NJ -167	NV -167
PA -167	SD -167	TN -167	VA -167	WI -167
WV -167	AS -152	GU -167	MP -167	VI -167
<b>ENGLISH TO SPEAKERS OF OTHER LANGUAGES (0361/5361)</b>				
DC -141	IA -148	KY -157	MD -149	TN -143
AS -140				
<b>ENGLISH TO SPEAKERS OF OTHER LANGUAGES (5362)</b>				
AL -149	AR -155	CO -155	CT -155	DC -*
HI -140	IA -*	ID -155	KS -149	ME -155
NC -155	ND -155	RI -155	SC -155	TN -155
VA -149	VT -155	WI -149	WV -155	WY -155
GU -155	MP -*	VI -155		
<b>FAMILY AND CONSUMER SCIENCES (5122)</b>				
AK -153	AL -161	AR -153	CO -153	CT -153
DC -153	DE -153	HI -153	IA -153	ID -153
KS -153	KY -153	LA -153	MD -153	ME -153
MS -153	NC -153	ND -153	NE -153	NJ -153
NV -153	PA -153	RI -153	SC -153	SD -153
TN -153	UT -160	VA -153	WI -153	WV -153
WY -153	AS -153	GU -153		
<b>FRENCH: WORLD LANGUAGE (5174)</b>				
AK -162	AL -162	AR -162	CO -162	DC -162
DE -162	HI -162	IA -155	ID -156	KS -159
KY -162	LA -157	MD -162	ME -162	MS -153
MT -162	NC -162	ND -162	NE -162	NH -162
NJ -162	NV -162	PA -162	RI -162	SC -162
SD -152	TN -156	UT -160	VA -163	VT -162
WV -160	GU -162			
<b>FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE (0511/5511)</b>				
AK -150	AR -148	IA -163	ME -150	MS -142
NC -148	PA -150			
<b>GENERAL SCIENCE: CONTENT KNOWLEDGE (0435/5435) ** ROE: 185</b>				
AK -146	AL -147	CO -152	CT -157	DC -157
DE -160	HI -152	IA -149	ID -149	LA -156
ME -153	MT -152	NC -151	ND -150	NE -148
NH -147	NJ -152	NV -152	PA -146	RI -153
SC -150	SD -143	UT -166	VT -157	WI -154
WV -153	AS -152	GU -150	MP -153	VI -154
<b>GEOGRAPHY (0921/5921)</b>				
AK -149	AL -145	HI -151	IA -160	ID -153
MD -168	MT -155	ND -140	NE -157	NV -153
SD -138	TN -149	UT -159	WI -153	WY -157
AS -153				

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<b>KEY TO AGENCIES:</b>	ASHA = American Speech-Language-Hearing Association	DODEA = Department of Defense Education Activity
	NASP = National Association of School Psychologists	

GERMAN: WORLD LANGUAGE (5183)				
AK -163	AL -161	AR -163	CO -163	DC -163
DE -163	HI -163	IA -151	ID -157	KS -160
KY -163	LA -157	MD -163	ME -163	MS -154
MT -163	NC -163	ND -163	NE -163	NH -163
NJ -163	NV -163	PA -163	RI -163	SC -163
SD -154	TN -157	UT -160	VA -163	VT -163
WV -160				
GIFTED EDUCATION (5358)				
AL -151	AR -155	CO -157	DC -157	DE -157
IA -154	KS -157	KY -157	ME -157	ND -157
TN -157	WV -157			
GOVERNMENT/POLITICAL SCIENCE (0931/5931)				
AK -149	AL -143	HI -149	IA -149	ID -149
MD -149	MT -149	ND -149	NE -149	SD -149
TN -149	UT -149	WI -149	WY -149	AS -149
HEALTH EDUCATION (5551)				
AK -155	AL -145	CO -155	CT -164	DE -162
HI -142	IA -157	ID -155	KS -153	KY -155
MD -155	ME -156	MS -149	NC -156	ND -154
NE -155	NV -149	PA -158	RI -162	SC -164
SD -145	TN -144	UT -162	VT -163	WI -151
WV -156	WY -156	AS -142	GU -142	MP -142
HEALTH & PHYSICAL EDUCATION: CONTENT KNOWLEDGE (5857)				
AK -160	AR -155	DC -160	DE -160	KY -160
LA -160	MT -155	NC -160	NE -160	NJ -160
NV -160	PA -160	VA -160	GU -160	MP -150
INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION (IECE) (0023/5023)				
AR -160	IA -174	KY -166	WY -166	MP -166
JOURNALISM (0223/5223)				
AR -155	IA -157	KS -150	NV -150	SD -150
WI -150	WV -150	WY -150		
LATIN (0601/5601)				
AL -149	AR -161	CO -152	DC -152	DE -152
IA -160	ID -152	KS -155	KY -166	MD -152
ME -152	MS -152	NC -146	ND -135	NE -155
NH -156	NV -152	PA -152	RI -161	TN -141
UT -152	VT -147	WV -131		
LIBRARY MEDIA SPECIALIST (0311/5311)				
AL -146	AR -148	CO -148	DC -151	HI -148
IA -156	ID -151	KS -153	KY -156	LA -136
ME -143	MS -143	NC -148	ND -156	NE -151
PA -151	RI -162	SC -151	TN -146	UT -141
WV -138	WY -152	MP -124		
MARKETING EDUCATION (0561/5561)				
AL -135	AR -156	CO -157	DC -160	DE -166
IA -159	ID -158	MS -151	NC -169	ND -155
NJ -158	OR -163	PA -144	TN -160	VA -147
WI -153	WV -153	MP -160		
MATHEMATICS: CONTENT KNOWLEDGE (5161)				
AK -160	AL -145	AR -160	CO -152	CT -160
DC -160	DE -160	HI -160	IA -134	ID -160
KS -152	KY -160	LA -160	MD -160	ME -160
MS -160	MT -160	NC -160	ND -160	NE -146
NH -160	NJ -160	NV -160	PA -160	RI -160
SC -150	SD -160	TN -160	UT -160	VA -160
VT -160	WI -160	WV -160	WY -160	AS -160
GU -160	MP -136	VI -160		

MIDDLE SCHOOL: CONTENT KNOWLEDGE (0146/5146)				
AK -140	DC -155	SD -141	TN -150	WI -146
WY -150	MP -146			
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS (5047)				
AK -164	AL -146	AR -164	CT -164	DC -164
DE -164	HI -164	IA -152	ID -164	KS -158
KY -164	LA -164	MD -164	ME -164	MS -164
NC -164	ND -164	NH -164	NJ -164	NV -164
RI -164	SC -164	SD -164	TN -164	UT -158
VA -164	VT -164	WV -164	WY -164	AS -161
MP -158				
MIDDLE SCHOOL MATHEMATICS (5169)				
AK -165	AL -148	AR -165	CT -165	DC -165
DE -165	HI -164	IA -151	ID -165	KS -157
KY -165	LA -165	MD -165	ME -165	MS -165
NC -165	ND -165	NH -165	NJ -165	NV -165
RI -165	SC -165	SD -165	TN -165	UT -165
VA -165	VT -165	WV -165	WY -165	AS -152
GU -165	MP -150			
MIDDLE SCHOOL SCIENCE (5440)				
AK -150	AL -151	AR -150	CT -150	DC -150
DE -150	HI -150	IA -139	ID -150	KS -150
KY -150	LA -150	MD -150	ME -150	MS -150
NC -150	ND -150	NH -150	NJ -150	NV -150
RI -150	SC -150	SD -150	TN -150	VA -150
VT -150	WV -150	WY -150	AS -148	GU -150
MP -145				
MIDDLE SCHOOL SOCIAL STUDIES: (0089/5089)				
AK -149	AL -149	AR -149	CT -160	DC -155
DE -164	HI -152	IA -153	ID -149	KS -155
KY -149	LA -149	MD -154	ME -153	MS -149
NC -149	ND -152	NH -153	NJ -158	NV -148
RI -160	SC -155	SD -145	TN -146	VA -160
VT -165	WV -151	WY -153	AS -152	MP -150
MUSIC: CONTENT AND INSTRUCTION (0114/5114)				
CT -162	KY -162	MD -162	NC -162	NE -152
NV -162	SC -162	TN -162	VT -162	MP -162
MUSIC: CONTENT KNOWLEDGE (0113/5113)				
AK -154	AL -150	AR -157	CO -161	DC -161
DE -155	HI -139	IA -159	ID -148	KS -152
LA -151	ME -151	MS -161	MT -152	ND -149
NH -161	NJ -153	PA -158	RI -160	SD -150
UT -156	VA -160	WI -150	WV -155	WY -156
AS -139	GU -139	MP -150		
PARAPRO ASSESSMENT (0755/1755)				
AK -459	AR -457	AZ -459	CO -460	CT -457
DC -461	DE -459	HI -459	ID -460	IL -460
IN -460	KS -455	LA -450	MA -464	MD -455
ME -459	MI -460	MN -460	ND -464	NE -456
NH -460	NJ -456	NM -457	NV -480	OH -456
OR -455	RI -461	SC -456	SD -461	TN -456
UT -460	VA -455	VT -458	WA -461	WY -462
VI -466				
PENNSYLVANIA GRADES 4-8 CORE ASSESSMENT (5152)				
ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES SUBTEST (5154)				
PA -152				
MATHEMATICS AND SCIENCE SUBTEST (5155)				
PA -164				
PEDAGOGY SUBTEST (5153)				
PA -162				

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a–c = See state notes at end of this section.

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<b>PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION: ENGLISH LANGUAGE ARTS (5158)</b>				
PA -156				
<b>PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION: MATHEMATICS (5158)</b>				
PA -173				
<b>PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION: SCIENCE (5159)</b>				
PA -156				
<b>PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION: SOCIAL STUDIES (5157)</b>				
PA -150				
<b>PHYSICAL ED.: CONTENT AND DESIGN (0095/5095)</b>				
AR -189	CT -169	IA -160	KY -169	MD -169
NH -169	NV -164	SC -169	TN -164	VT -169
WY -176	MP -169			
<b>PHYSICAL ED.: CONTENT KNOWLEDGE (0091/5091)</b>				
AK -146	AL -141	CO -148	DE -152	HI -155
ID -143	KS -148	ME -149	MS -145	NC -152
ND -143	NE -146	NJ -148	RI -154	SD -140
UT -152	WJ -150	WV -150	AS -155	GU -148
MP -180				
<b>PHYSICS: CONTENT KNOWLEDGE (0265/5265) ** ROE: 177</b>				
AK -127	AL -138	AR -135	CT -141	DC -143
DE -144	HI -153	IA -131	ID -129	KS -141
KY -133	LA -141	MD -143	ME -141	MS -139
MT -135	NC -133	ND -132	NE -131	NH -146
NJ -141	PA -140	RI -146	SC -130	SD -130
TN -144	UT -136	VA -147	VT -140	WI -141
WV -128	WY -137	AS -153	MP -139	
<b>PRE-KINDERGARTEN EDUCATION (0531/5531)</b>				
WV -155 WY -155				
<b>PROFESSIONAL SCHOOL COUNSELOR (0421/5421)</b>				
AL -151	AR -156	DC -156	DE -156	HI -156
KS -156	LA -156	ME -156	MS -156	MT -156
NC -156	ND -156	NE -156	NV -156	PA -156
RI -156	SC -156	TN -156	UT -164	WA -156
WI -156	WV -156	GU -156	MP -156	
<b>PSYCHOLOGY (0391/5391)</b>				
AL -149	HI -154	IA -156	ID -154	KS -154
ND -154	NE -154	NV -154	SC -154	SD -154
TN -154	UT -154	WI -154	WY -154	MP -154
<b>READING FOR VIRGINIA EDUCATORS: ELEMENTARY AND SPECIAL EDUCATION (0306/5306)</b>				
VA -157				
<b>READING FOR VIRGINIA EDUCATORS: READING SPECIALIST (0304/5304)</b>				
VA -162				
<b>READING SPECIALIST (5301)</b>				
AL -157	AR -164	CO -164	DC -164	DE -164
HI -164	IA -173	ID -164	KS -164	KY -164
ME -164	NC -164	ND -164	NE -164	OR -164
PA -164	RI -164	TN -164	VT -164	WV -164
GU -164	MP -164			

<b>SCHOOL PSYCHOLOGIST (5402)</b>				
State Boards of Education:				
AL -141	AR -147	CO -147	DC -147	KS -147
KY -147	MD -147	MO -147	MS -147	NC -147
ND -147	NE -147	OH -147	OR -147	PA -147
RI -147	SC -147	TN -147	UT -147	VT -147
WA -147	WI -147	WV -147	MP -158	
NASP and All Boards of Psychology: 147				
<b>SOCIAL STUDIES: CONTENT AND INTERPRETATION (0086/5086)</b>				
AR -153	KY -153	LA -160	MD -153	NH -153
SC -153	VT -153	MP -153		
<b>SOCIAL STUDIES: CONTENT KNOWLEDGE (0081/5081) ** ROE: 184</b>				
AK -152	AL -153	CO -150	CT -162	DC -155
DE -157	HI -154	IA -154	ID -150	KS -158
ME -157	MS -150	MT -155	NC -158	ND -153
NE -154	NJ -157	NV -152	PA -157	RI -162
SD -146	UT -159	VA -161	WI -153	WV -148
WY -158	AS -154	GU -154	MP -157	
<b>SOCIOLOGY (5952)</b>				
AL -149	IA -160	ID -154	ND -154	NE -154
NV -154	SD -154	TN -154	UT -154	WI -154
WY -154				
<b>SPANISH: WORLD LANGUAGE (5195)</b>				
AK -168	AL -158	AR -168	CO -163	DC -168
DE -168	HI -168	IA -154	ID -163	KS -165
KY -168	LA -157	MD -168	ME -168	MS -160
MT -168	NC -168	ND -168	NE -156	NH -168
NJ -168	NV -168	PA -168	RI -168	SC -168
SD -160	TN -163	UT -168	VA -168	VT -168
WV -163	GU -168	MP -168		
<b>SPECIAL EDUCATION: CORE KNOWLEDGE AND APPLICATIONS (0354/5354)</b>				
AL -153	AR -151	CO -151	DC -151	DE -151
HI -151	IA -165	ID -145	KY -151	LA -145
MD -151	ME -151	MS -152	MT -159	NC -151
ND -151	NE -151	NV -159	SC -151	SD -145
TN -145	UT -160	WV -151	WY -173	AS -151
GU -151	MP -150	VI -145		
<b>SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE APPLICATIONS (0543/5543)</b>				
CT -158	HI -158	ID -153	KS -155	KY -158
LA -153	NC -158	RI -164	SC -158	TN -153
UT -158	WV -153	AS -158	MP -158	
<b>SPECIAL EDUCATION: CORE KNOWLEDGE AND SEVERE TO PROFOUND APPLICATIONS (0545/5545)</b>				
HI -158	IA -170	KS -155	KY -158	LA -153
ME -158	NC -158	RI -164	SC -158	TN -153
UT -158	WV -158	AS -158	MP -158	
<b>SPECIAL EDUCATION: EDUCATION OF DEAF &amp; HARD OF HEARING STUDENTS (0272/5272)</b>				
AR -160	CO -160	DC -160	HI -160	IA -160
ID -160	KS -160	KY -160	LA -160	ME -160
MS -160	ND -160	NE -160	NV -160	OR -160
PA -160	RI -160	SC -160	TN -160	AS -160
MP -160				
<b>SPECIAL EDUCATION: PRESCHOOL/EARLY CHILDHOOD (0691/5691)</b>				
CO -159	DC -159	IA -167	ID -159	LA -159
ME -159	ND -159	NE -159	NV -159	OR -159
RI -159	SC -159	SD -159	TN -159	WV -159
AS -159	MP -159			

\* = Test required – passing score not set – verify with state.  
 \*\* = Target score for ETS Recognition of Excellence.  
 ‡ = Multiple scores required – verify with state.  
 a–c = See state notes at end of this section.

<b>KEY TO AGENCIES:</b> ASHA = American Speech-Language-Hearing Association NASP = National Association of School Psychologists	DODEA = Department of Defense Education Activity
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<b>SPECIAL EDUCATION: TEACHING SPEECH TO STUDENTS WITH LANGUAGE IMPAIRMENTS (0881/5881)</b>				
ME -152	NV -146	AS -152	MP -142	
<b>SPECIAL EDUCATION: TEACHING STUDENTS WITH BEHAVIORAL DISORDERS/EMOTIONAL DISTURBANCES (0372/5372)</b>				
DC -154	IA -172	MS -154	NC -154	ND -154
SC -154	WV -154	AS -154	MP -159	
<b>SPECIAL EDUCATION: TEACHING STUDENTS WITH INTELLECTUAL DISABILITIES (5322)</b>				
DC -156	NC -156	ND -156	SC -143	MP -156
<b>SPECIAL EDUCATION: TEACHING STUDENTS WITH LEARNING DISABILITIES (0383/5383)</b>				
DC -151	IA -159	NC -151	ND -151	SC -151
WV -151	AS -151	MP -153		
<b>SPECIAL EDUCATION: TEACHING STUDENTS WITH VISUAL IMPAIRMENTS (0282/5282)</b>				
AR -163	CO -163	DC -163	HI -163	IA -160
ID -163	KS -163	KY -163	LA -163	ME -163
MS -163	NC -163	ND -163	NE -163	NV -163
OR -163	PA -163	RI -163	SC -163	TN -163
WV -163	AS -163	MP -163		
<b>SPEECH COMMUNICATION: CONTENT KNOWLEDGE (0221/5221)</b>				
AK -146	AL -146	AR -141	CO -146	IA -151
ID -143	KS -148	KY -146	LA -146	MS -143
NC -143	ND -150	NJ -143	NV -146	OR -155
PA -145	SD -143	TN -144	UT -144	WI -150
WV -150	WY -148			
<b>SPEECH-LANGUAGE PATHOLOGY (5331)</b>				
State Boards of Education:				
AR -162	CA -162	CO -162	GA -162	KY -162
MS -162	ND -162	NE -162	NJ -162	NY -162
OH -162	OR -162	PA -162	RI -162	SC -162
TN -162	WI -162	WV -162	MP -162	
ASHA and All State Boards of Examiners: 162				

<b>TEACHING READING (0204/5204)</b>				
AL -155	CO -159	HI -159	IA -161	KY -153
LA -157	MT -159	NC -159	NJ -159	SC -159
SD -154	UT -159	WY -164	AS -159	MP -159
<b>TEACHING READING: ELEMENTARY EDUCATION (5203)</b>				
MD -162	OH -162	TN -162	WV -162	MP -162
VI -162				
<b>TECHNOLOGY EDUCATION (0051/5051)</b>				
AK -159	AL -154	AR -159	CO -159	CT -159
DE -159	HI -159	IA -170	ID -154	KS -160
KY -159	LA -159	MD -159	ME -159	MS -159
NC -159	ND -150	NJ -159	NV -159	OR -159
PA -159	RI -166	SC -159	SD -154	TN -156
UT -159	VA -162	WI -159	WV -159	WY -159
AS -159	MP -159			
<b>THEATRE (0641/5641)</b>				
AK -157	AL -143	AR -154	CO -153	DC -157
DE -153	IA -159	ID -148	KY -162	MD -151
ME -146	ND -132	NJ -153	NV -155	RI -159
SC -157	SD -148	TN -159	UT -162	WI -157
WY -162	MP -151			
<b>WORLD &amp; US HISTORY: CONTENT KNOWLEDGE (0941/5941)</b>				
AK -141	AL -143	IA -148	ID -141	MD -160
MT -146	ND -151	NE -147	NV -152	SD -135
TN -136	UT -156	WI -150	WY -146	AS -147
MP -152				
<b>WORLD LANGUAGES PEDAGOGY (0841/5841)</b>				
AR -158	DC -158	ID -151	LA -158	MD -158
UT -170	MP -158			

**a = MAINE Notes**

All Areas, K-12 (except Career and Technical Education) require (1) meeting the passing score of 150 for Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 156 for Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 162 for Core Academic Skills for Educators: Writing (5722) or (2) achieving a combined total score of 468 with no single score on any section being more than 3 points lower than the required score.

**Career and Technical Education** requires (1) meeting the passing score of 147 for Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 153 for Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 156 for Core Academic Skills for Educators: Writing (5722) or (2) achieving a combined total score of 456 with no single score on any section being more than 3 points lower than the required score.

**b = NORTH DAKOTA Notes**

**ND Licensure** for all areas requires (1) achieving a combined total score of 466 and meeting the passing scores on any two of the three tests or (2) meeting the passing score of 150 for Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 156 for Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 160 for Core Academic Skills for Educators: Writing (5722).

**c = PENNSYLVANIA Notes**

**PA Initial Licensure** (all areas, Instructional I, Educational Specialist I): requires meeting the passing score of 142 on Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 156 on Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 162 on Core Academic Skills for Educators: Writing (5722).

**PA Vocational Instructional I** requires meeting the passing score of 148 on Core Academic Skills for Educators: Reading (5712) and meeting the passing score of 158 on Core Academic Skills for Educators: Writing (5722).

**PA Vocational Instructional II** requires meeting the passing score of 142 on Core Academic Skills for Educators: Mathematics (5732).

- \* = Test required – passing score not set – verify with state.
- \*\* = Target score for ETS Recognition of Excellence.
- ‡ = Multiple scores required – verify with state.
- a-c = See state notes at end of this section.

<b>KEY TO AGENCIES:</b>	ASHA = American Speech-Language-Hearing Association NASP = National Association of School Psychologists	DODEA = Department of Defense Education Activity
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Georgia Professional  
Standards Commission  
*Pursuing Georgia's Higher Standards of Learning*

## **Georgia's Policy Reforms That Support Deeper Learning**

**Kelly C. Henson**

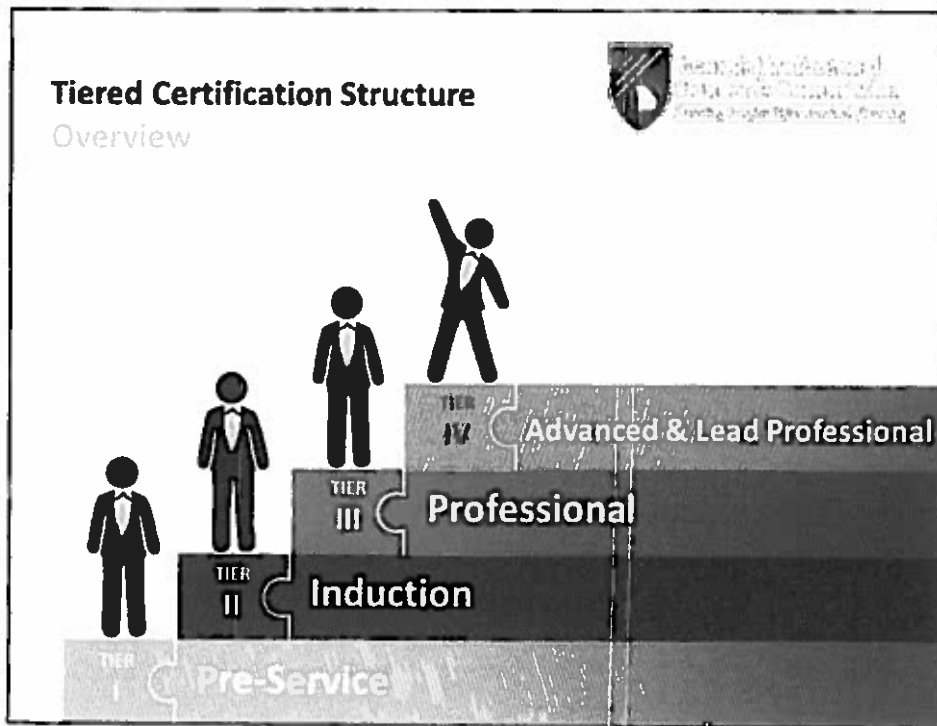
*Executive Secretary*

**Anne Marie Fenton**

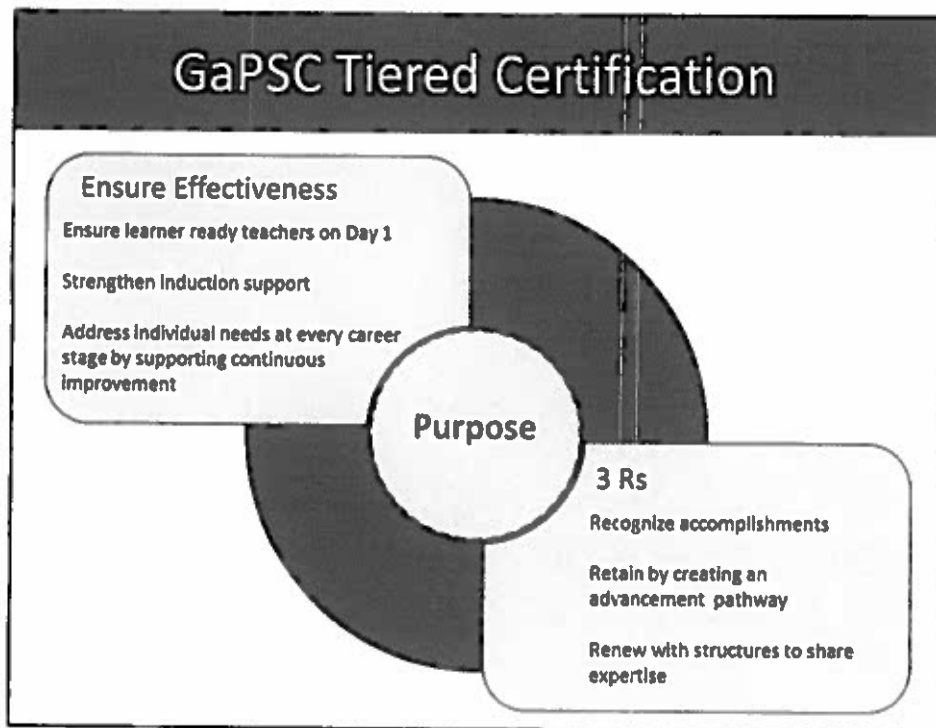
**Director, Rules Management and Educator Assessment**

Georgia Professional Standards Commission

Individualized support should be intentional throughout the professional continuum. Toward this aim, Georgia has shifted to a tiered certification structure that supports differentiated and meaningful professional learning for teachers.



This policy was informed by a diverse and representative task force, with broad based input from across the educational community and as you can see is aligned with the developmental continuum of teachers. The tiers along this continuum are 1) Pre-service, 2) Induction, 3) Professional, and 4) Advanced and Lead Professional, which are each separate paths.



So what is the purpose of tiered certification?

The tiered certification model:

CHANGE

- Ensures learner ready teachers on Day 1 by requiring student teachers to demonstrate proficiency before they are certified to be a teacher.
- Strengthens induction support for new teachers.
- Addresses unique developmental needs of teachers at every career stage, while facilitating and supporting continuous improvement

CHANGE

- Recognizes the accomplishments of excellent teachers
- Retains effective teachers by creating a pathway to advance in the profession while remaining in the classroom.
- Renews by providing avenues to share expertise, which honors, encourages, motivates, and validates their contribution

Let's very briefly examine these tiers, but only through the lens of how each tier supports individualized professional learning.



Complete information about the certification requirements in each tier are available on our website at [www.gapsc.com](http://www.gapsc.com).



Tier I is the Pre-Service Certificate.

**CHANGE**

Every state-approved initial teaching candidate admitted into a program, as well as candidates enrolled in out-of-state preparation programs who are doing field experiences in Georgia schools, must have a Pre-service certificate, which not only makes accountable to the Georgia Code of Ethics for Educators, and insures they have received instruction on the code as well as ethical principles to guide decision making. This also put them into our data system that let's us know in what fields and how many are coming through the pipeline.

**CHANGE:**

These candidates must attempt state certification assessments, including edTPA, prior to program completion (must pass for certification), and yes this does include those candidates enrolled in out-of-state programs who are doing their field work in GA schools.

I cannot stress enough the value to individualized support than requiring in policy that all candidates attempt the state assessments before they complete the program (this does not mean we require them to pass – that is a program provider decision in our state).

Not only to these common, complete data from all candidates inform preparation programs, as well as any Preparation Program Effectiveness Measures (PPEMS) that states, like Georgia, are working to implement, candidates who do not attempt do not have these data to inform their practice, and employing schools do not have this critical information to inform their structures of individualized support.

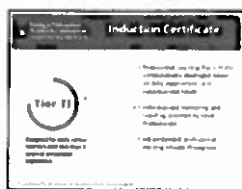
**CHANGE:**

Data and experiences inform EPPs' programs and candidates' practice as they:

**CHANGE:**

Reflect on and articulate strengths and areas for growth based on evidence and experiences.

So, what happens with these data?



The second tier is the Induction Certificate.

**CHANGE**

The Induction certificate inserts a certificate level prior what we used to call a clear, renewable, now a professional certificate, with an intentional 3 year period of support.

To in part help support Induction, Georgia will transition in 2017 to a job-embedded professional learning model related to certificate renewal that is designed on the personalized needs of teachers and school goals.

**CHANGE:**

As part of this substantive professional learning reform, new teachers will be required to have a Professional Learning Plan (PLP) to guide the individualized support.

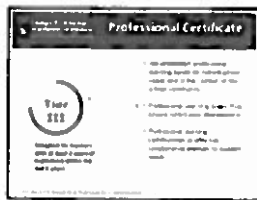
These PLPs will be greatly informed by those Pre-service Tier data and experiences that each candidate now has, with a focus on edTPA. We are strongly encouraging our EPPs and their P-12 partners to work together, to help candidates form their plans and ensure the needs are met.

**CHANGE:**

In Induction, this individualized mentoring and coaching provided by Lead Professionals, which is part of the fourth tier in our Tiered Certification model.

**CHANGE:**

The Induction tier support is enhanced by the Job-embedded professional learning that is infused throughout.



**Tier III is the Professional Certificate**

**CHANGE**

**It is designed for teachers with at least 3 year of experience.**

**CHANGE**

**The coming Professional Learning reform also supports veteran teachers' individualized needs.**

**All teachers who do not develop a formal written professional learning plan are required to develop written professional learning goals (PLGs).**

**This support, whether for new or veteran teachers, will be provided through:**

**CHANGE:**

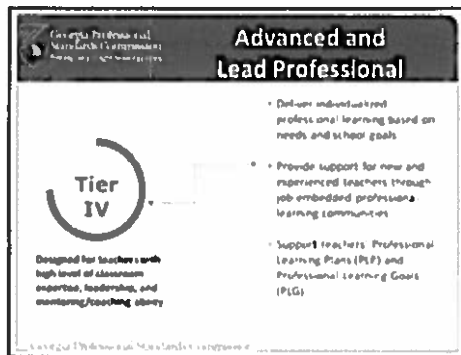
**Job-embedded professional learning based on individualized needs and in the context of the school community**

**CHANGE:**

**With veteran teachers, these Professional Learning Goals (PLG) ensure continuous improvement and an intentionality toward differentiation.**

**CHANGE:**

**Professional learning communities are effective collaborative avenues to support needs and will be the primary vehicle for professional learning.**



Advanced and Lead Professional is Tier IV,

**CHANGE:**

which is designed for teachers with high level of classroom expertise, leadership, and mentoring/coaching ability.

The fourth tier includes two different certificates designed for classroom teachers: Advanced Professional and Lead Professional. The Advanced Professional certificate is for teachers who demonstrate expert classroom practice, and the Lead Professional certificate is for teachers who are leaders of their peers.

**CHANGE:**

The Lead Professional certificate provides the avenue for effective teacher leaders who can inform, guide, and deliver this individualized professional learning based on needs and goals.

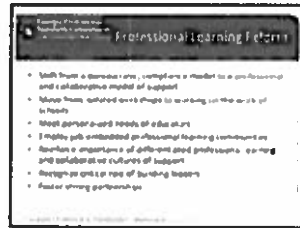
**CHANGE:**

These master teachers provide support for new and experienced teachers through job-embedded professional learning communities.

The most effective job-embedded learning is focused on addressing problems of practice and results in taking action to address these problems. Examples of job-embedded PL are: Action research; Peer observations; Collaborative lesson planning; Analyzing student work; Engaging in classroom walk-throughs or instructional rounds; Participating in lesson study; Engaging in a case study ; Participating in a professional network; Engaging in reflection and revision

**CHANGE:**

Support teachers' Professional Learning Plans (PLP) and Professional Learning Goals (PLG)



This new Professional Learning Policy will have a fundamental impact and change in the way we think , implement, monitor, and evaluate professional learning.

**CHANGE:**

We are shifting from a bureaucratic, compliance model to a professional and collaborative model of support

**CHANGE:**

Moving from isolated workshops, including counting Professional Learning Units (PLUs), to working on the work of schools. In short, moving from a FLAT, one size fits all model, to one that is relevant, ongoing, uses team talents, neutralizes barriers, and is designed with the focus on student learning.

**CHANGE:**

Meet personalized needs of educators

**CHANGE:**

As professionals we need to engage in meaningful learning with our colleagues in our school learning communities and as LearningForward describes as "committed to continuous improvement through engagement in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement. "

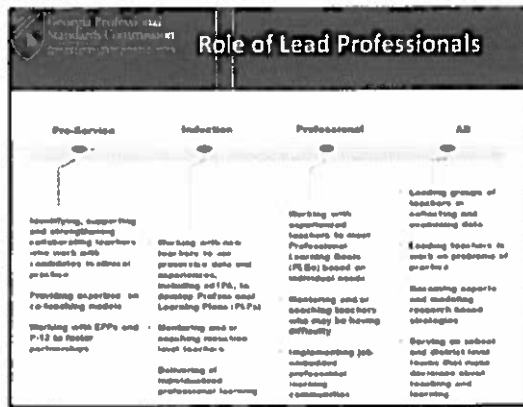
**CHANGE:**

Reinforce importance of differentiated professional learning and collaborative cultures of support

**CHANGE:**

Recognize critical role of building leaders – we know that it is the building leader that most influences teacher retention as well as the culture of the school.

**CHANGE:** Foster strong partnerships



### **PRESERVICE**

- **Identifying, supporting and strengthening collaborating teachers who work with candidates in clinical practice.**
- **Providing expertise on co-teaching models**
- **Working with EPPs and P-12 to foster partnerships**

### **PROFESSIONAL**

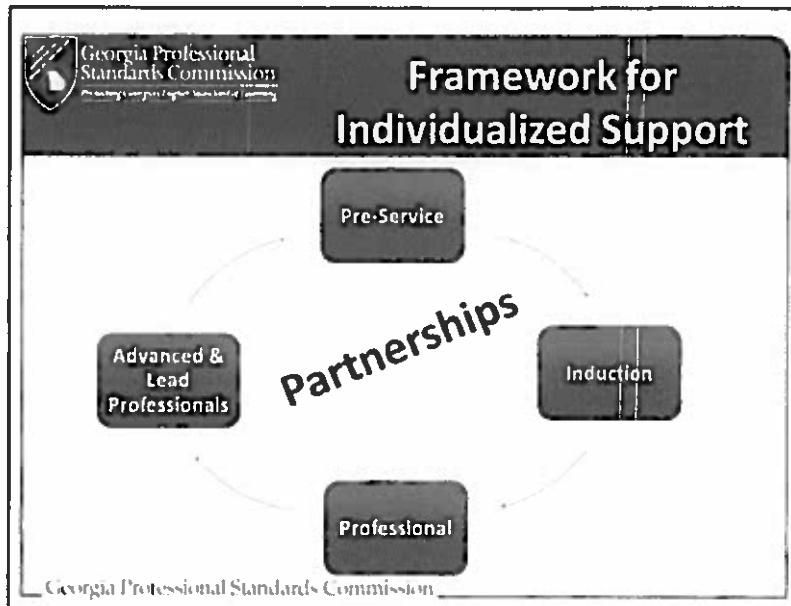
- **Working with experienced teachers to meet Professional Learning Goals (PLGs) based on individual needs**
- **Mentoring and/or coaching teachers who may be having difficulty**
- **Implementing job-embedded professional learning communities**

### **INDUCTION**

- **Working with new teachers to use preservice data and experiences, including edTPA, to develop Professional Learning Plans (PLPs)**
- **Mentoring and/or coaching induction level teachers**
- **Delivering of individualized professional learning**

### **ALL**

- **Leading groups of teachers in collecting and examining data**
- **Leading teachers in work on problems of practice**
- **Becoming experts and modeling research-based strategies**
- **Serving on school and district level teams that make decisions about teaching and learning**



In addition to the linear view I just presented, let's envision this framework, if you will, as cyclical with all pieces supporting each other. Kelly Henson shared in his video posted on the [gapsc.com](http://gapsc.com) website regarding this work that "Professional Learning is fundamental to all things that are most important in our profession."

So envision through policy and practice:

- Educator Preparation providers working in strong partnerships with the P-12 districts produce candidates who are learner ready on Day 1;
- These partners help new teachers form their Professional Learning plans, build on their pre-service data experiences;
- Informs strong individualized induction programs;
- That foster effective professional teachers;
- Who are helped by and become lead professionals;
- Who in turn help train effective educators who become strong collaborating teachers.
- Critical is strong effective partnerships as professional communities of learning.

Closing



## Summary of Progress Committee 4 TIRA

The four Components of the Institutional Performance Criteria are:

- Strong Instructional Preparation (Changed from Strong Academic Content)
- Extensive Pre-Professional Field and Clinical Experiences (Changed from Extensive Field Experience)
- Performance Assessment
- Linkage with PreK-12 Priorities

Component I has required few changes. However, extensive revisions have been made to the currently-existing Component II. Teacher candidates will have extensive field-based preparation in PreK-12 schools with diverse populations, which includes a scaffolded plan of clinical experiences culminating in evidence-based demonstration of competencies in a minimum of one full semester full-time teaching internship, mentored by a high-quality mentor, across all initial preparation programs. Specific competencies will be determined subsequently. High quality mentorship will intersect with those discussed and decided upon in collaboration with the Induction Committee for alignment between colleges and universities and local Maryland school systems. All mentors of full-time culminating experiences will need to meet these expectations.

This change moves away from counting the 100 days of internship to requiring a series of clinical, field experiences over a longer period of time that build upon one another. It also requires that the Professional Development School Standards (PDS) and Assessment Framework be revised. Revisions include the development of capacity-based experiences in Levels 1, 2, 3, 4 PDSs, which would offer opportunities for competency acquisition in a variety of areas. For example, Level 1 PDS might offer the opportunity to observe and reflect on in-school programs that offer social services, high-intensity special education services, intervention programs for low-performing schools, reading recovery programs, specialized magnet programs, etc. This PDS could provide opportunities for faculty to interact with other levels of PDS, network trainings, or access to professional development. A Level 4 PDS would offer the full-time teaching experience under the supervision of a high-quality, trained mentor where research and reflection is possible within the culture and capacity of the school, and full interaction with the college/university is standard practice. This idea is based on a medical model, the analogy being Patient First for a cold or stitches to a local hospital which could provide excellent service for a major heart attack, to a hospital with the capacity to perform a heart transplant. In this model, more schools, including those with challenges that preclude the integration of a full-time, high-quality teaching internship program, could be included in networks of partnerships between local school systems and colleges and universities designed to benefit both the schools themselves and the experiences of teacher candidates. The college/university will document how the institution scaffolds these experiences. All candidates must have **direct** experience with a diverse population. The PDS Standards and Assessment Framework revisions will include annual self-assessments of local schools based on the experiences they are able to provide determined by expectations of the level of the school.

Work will continue with what are expected to be minimal changes to Components III and IV.

**Institutional Performance Criteria of the Redesign of Teacher Education**

**Component I: Strong Instructional Preparation Strong Academic Background**

Element	Indicator	Evidence	Area of Change/Innovation
<p>Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) and content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests.</p> <p><b>Required by federal Title II checking to see actual wording of law</b></p>	<p>Praxis 80% Summary Pass Rate- required by Title II</p>		
	<p>Programs provide a strong academic background in mathematics and science for teacher candidates.</p>	<p>12 credits each math and science for elementary. Appropriate to certification area. <u>Determined by HEGIS code or syllabus?</u> <u>Makes a difference for transcript analysis, but for program?</u></p>	
	<p>Document how your institution provides instruction in mathematics appropriate to certification area.</p>		

	<p>Provide evidence that teacher candidates demonstrate proficiency in math and science and how your assessment system is measuring that proficiency.</p> <p>Document your use of a system that assesses candidate competence in mathematics and science and method used to address areas of candidate weakness.</p> <p>Programs provide strong academic background for teacher candidates that aligns with the Maryland College and Career-Ready Standards (MCCRS). Evidence of candidates' proficiency with MCCRS using performance assessment</p> <p>Document ways in which your institution's education and arts and sciences faculty work with one another to achieve PreK-16 standards alignment.</p> <p>Secondary candidates major in certificate areas</p>	Data that determine proficiency appropriate to certification area	
		<p>Systematic data collection of both candidate and aggregated program data with system of addressing weaknesses at candidate and program level.</p>	

Element	Indicator	Evidence	Area of Change/Innovation
<p>Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which includes a scaffolded plan of clinical experiences culminating in evidence-based demonstration of competencies in a minimum of one full semester full-time teaching internship mentored by a high-quality mentor, across all initial preparation programs.</p>	<p>Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which includes an internship within two consecutive semesters that at a minimum has 100 full days in a school.</p>	<p>Optimum # 5</p>	<p>This change moves from counting the 100 days of internship to requiring a series of clinical experiences that build upon one another. It also suggests that the Professional Development School Standards (PDS) be revised. Revisions may include capacity-based experiences in schools which could offer experiences leading to competencies in a variety of areas. This idea is based on a medical model, the analogy being Patient First for a cold or stitches to a local hospital which could provide excellent service for a major heart attack, to a hospital able to perform a heart transplant. The focus is on acquiring competency-based experiences in a variety of PDS, levels 1, 2, 3, completed by full-time teaching in a full-capacity PDS level 4. More schools, including those with challenges, could be included in networks of partnerships between local school systems and colleges and universities. Qualities denoting high quality of mentorship will intersect with those discussed and decided upon in collaboration with the Induction</p>

**Component II: Extensive Pre-Professional Field and Clinical Experiences**

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	<p>State the total number of schools in which you place an intern across the two consecutive semester internships.</p> <p>Document how your institution ensures each candidate is prepared trained in a diverse setting.</p> <p>Document how the institution you scaffolds experiences leading to acquisition of required competencies that are demonstrated in the full-time teaching internship for all initial preparation programs. These competencies should intersect with quality induction programs, achieve an internship of a minimum of 100 days across two consecutive semesters in a PDS for each certification program (excluding PreK-12 areas) at the baccalaureate and full-time post-baccalaureate levels.</p> <p>Describe the internship for your part-time post-baccalaureate certification programs, including those for conditionally-certified teachers.</p> <p>Teacher candidates have their extensive internship in sites that are collaboratively</p>	<p>Total # of interns / by 5—optimum number of PDS</p> <p>Demographic breakdown of PDS sites</p> <p>Narrative explanation; charts</p>	<p>Committee for alignment with both colleges and universities and local Maryland school systems.</p>
			<p>All candidates must have direct experience with a diverse population.</p> <p>This was added by Michelle, not specifically by the committee.</p>
		<p>Narrative explanation; charts</p> <p>Format attached</p>	<p>The PDS Standards will be revised to address four levels of PDS providing a variety of</p>

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	planned with public school partners and follow the Maryland Professional Development School Standards. (Attached)		experiences leading to required competencies. These competencies will be fleshed out as standards are revised.
	Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for PreK-16 faculty, the unit seeks and obtains state recognition of its PDSs:		
	Document the developmental stage of your PDS(s) determined through Teacher Preparation Improvement Plan self-assessment and feedback from a PDS site visit team, guided by the PDS Assessment Framework for Maryland.	PDS Assessment Framework for Maryland (attached)	Both the TPJP and the PDS Standards will be revised, as will the Assessment Framework. All placements will be in PDS, levels 1, 2, 3, or 4. The PDS Standards revision will include self-assessments of local schools based on the experiences they are able to provide determined by expectations of the level of the school.

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**Component III: Performance Assessment**

Element	Indicator	Evidence	Area of Change/Innovation
	The educator preparation provider (EPP) unit uses a performance assessment system that is based on the Interstate Teachers Assessment and Support Consortium (InTASC), national Specialized Professional		

	Association (SPA) standards and/or the Essential Dimensions of Teaching, (EDoTs) and is assessed by a standards-based rubric.		
	Provide evidence of your use of standards-based, rubric-assessed performance assessment for your teacher candidates.		
	Provide aggregated and disaggregated teacher candidates' performance data based on your assessment system.		
	The education unit provides formative and summative performance feedback to candidates.		
	Provide evidence of performance feedback at critical milestones (such as entry requirements, internship requirements, and exit requirements).		
	Describe how you monitor progress and use the feedback mechanisms with teacher candidates, including support and counseling available to candidates facing difficulties.		
	The education unit uses performance assessment data for		

	continuous improvement of programs.		
	Describe and document both internal and external data analysis for unit and program improvement.		
	Document use of analyzed results with major stakeholders for continuous improvement of programs.		

**Component IV: Linkage with PreK-12 Priorities**

Element	Indicator	Evidence	Area of Change/Innovation
	<p>Programs prepare professional educators for assessment and accountability in Maryland by focusing on the following reform elements:</p> <ul style="list-style-type: none"> <li>• Maryland College and Career-Ready Standards (MCCRS)</li> <li>• Ready for Kindergarten (R4K) (Early Childhood)</li> <li>• Student Learning Objectives (SLO)</li> <li>• PARCC Assessments (PARCC)</li> </ul>		
	Document how your institution provides instruction in		



	<p>Maryland's school accountability system for all prospective teachers.</p>		
	<p>Provide evidence that teacher candidates demonstrate proficiency in the knowledge, skills, and dispositions related to the Maryland accountability elements of the certification program in which they are enrolled. Identify how your performance assessment system measures candidate proficiency.</p> <p><i>For example, demonstrate how the program determines Early Childhood Education candidates' ability to explain to parents the purposes and goals of the R4K, as it is used in their own child's classroom, and provide summarized candidate performance data.</i></p>		
	<p>Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Learners (EL), giftedness and inclusion of students with</p>		

	special needs in regular classrooms).		
	Document how your institution provides instruction in how to teach a diverse student population for all prospective teachers.		
	Provide evidence of teacher candidates' ability to develop and implement specific integrated learning experiences that address diverse student population needs. Identify how your performance assessment system measures candidate proficiency.		
	Provide evidence of teacher candidates' ability to plan instruction, adapt materials, and implement differentiated instruction in an inclusive classroom, to use functional behavior assessments, and to provide positive behavior support for students with disabilities. Similarly, provide evidence of teacher candidates' ability to differentiate instruction for gifted and		

		talented students. Identify how your performance assessment system measures candidate proficiency.		
		Provide evidence of teacher candidates' ability to collaboratively plan and teach with specialized resource personnel for a diverse student population. Identify how your performance assessment system measures candidate proficiency.		
		Teacher candidates demonstrate competency on the Maryland Teacher Technology Standards (MTTS).		
		Document how your institution aligns curricula with the Maryland Teacher Technology Standards across learning experiences for all teacher candidates		
		Provide documentation of candidate performance for each of the seven technology standards. <i>(For example, you could include benchmark samples of teacher candidates' products or their</i>		

		<i>ePortfolios.</i>		
		Identify how your performance assessment system measures candidate proficiency.		
		Provide aggregated and disaggregated teacher candidates' performance data using your performance assessment system.		
		Teacher candidates demonstrate competency on the Maryland Teacher Technology Standards (MTTS).		
		Programs include reading courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.		
		Affirm that all Maryland approved teacher education programs include state approved reading course(s) that meet current state requirements.		
		Affirm that current college/university catalogs list the required reading courses for each program.		

	Document how your institution provides instruction in reading for all teacher candidates, as well as procedures your institution follows to ensure that all outcomes continue to be addressed in the program.		
	Provide evidence of teacher candidates' ability to teach reading in their certification area. Identify how your performance assessment system measures candidate proficiency.		

**Component V: State Approval**

Element	Indicator	Evidence	Area of Change/Innovation
	The education unit and all professional educator certification programs have state program approval		
	Identify any program which you offer for "credit count," and document your institution's timeline for seeking state approval.		
	Affirm that all programs are reviewed using state-recognized national standards or state		

	developed and validated standards.		
	If state program review procedures are incomplete for one or more programs, document the current status for each program, and provide the timeline for review completion.		
	Provide evidence that all alternative preparation programs in a local school system partnership have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.	See Program Review Documents for MAAAPP attached	
	Provide evidence that all alternative preparation programs have developed and implemented an assessment system based on national (InTASC and/ or SPA) standards.	See Program Review Documents for MAAAPP attached	
	The education <i>unit</i> uses feedback from state and NCATE/CAEP (if applicable) review to annually show ongoing improvement through the Teacher Preparation		

	Improvement Plan (TPIP) report process.		
	Provide copies of TPIP annual reports to illustrate the annual improvement process		

Note: If the outcome of the state program approval visit is conditional approval or probation, the institution is then identified as "at risk for low performing or low performing" according to the reporting guidelines of Title II. The on-site review schedule is modified to meet state requirements.