

Assessment Categories	Key Indicators	Measures
Candidate Selection Profile	Academic Strength	<p>PRIOR ACHIEVEMENT—(1) For Undergraduate Programs: Non-education course GPA required for program admission. Mean and range of high school GPA percentile (or class rank) for-candidates admitted as freshmen. Mean and tercile distribution of candidates’ SAT/ACT scores. GPA in major and overall required for program completion. Average percentile rank of completers’ GPA in their major at the university, by cohort.</p> <p>—(2) For Post-Baccalaureate Programs: Mean and range of candidates’ college GPA percentile and mean and tercile distribution of GRE scores</p> <p>TEST PERFORMANCE—For All Programs: Mean and tercile distribution of admitted candidate scores on rigorous national test of college sophomore-level general knowledge and reasoning skills</p>
	Teaching Promise	<p>ATTITUDES, VALUES, AND BEHAVIORS SCREEN—Percent of accepted program candidates whose score on a rigorous and validated “fitness for teaching” assessment demonstrates a strong promise for teaching</p>
	Candidate/Completer Diversity	<p>DISAGGREGATED COMPLETIONS COMPARED TO ADMISSIONS—Number & percent of completers in newest graduating cohort AND number and percent of candidates originally admitted in that same cohort: overall and by race/ethnicity, age, and gender</p>
Knowledge and Skills for Teaching	Content Knowledge	<p>CONTENT KNOWLEDGE TEST—Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of college-level content knowledge used for initial licensure</p>
	Pedagogical Content Knowledge	<p>PEDAGOGICAL CONTENT KNOWLEDGE TEST—Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of comprehensive pedagogical content knowledge used for initial licensure</p>
	Teaching Skill	<p>TEACHING SKILL PERFORMANCE TEST—Program completer mean score, tercile distribution, and pass rate on rigorous and validated nationally normed assessment of demonstrated teaching skill used for initial licensure</p>
	Completer Rating of Program	<p>EXIT AND FIRST YEAR COMPLETER SURVEY ON PREPARATION—State- or nationally-developed program completer survey of teaching preparedness and program quality, by cohort, upon program (including alternate route) completion and at end of first year of full-time teaching</p>
Performance as Classroom Teachers	Impact on K-12 Students	<p>TEACHER ASSESSMENTS BASED ON STUDENT LEARNING—Assessment of program completers or alternate route candidates during their first three years of full-time teaching using valid and rigorous student-learning driven measures, including value-added and other statewide comparative evidence of K-12 student growth overall and in low-income and low-performing schools</p>
	Demonstrated Teaching Skill	<p>ASSESSMENTS OF TEACHING SKILL—Annual assessment based on observations of program completers’ or alternate route candidates’ first three years of full-time classroom teaching, using valid, reliable, and rigorous statewide instruments and protocols</p>
	K-12 Student Perceptions	<p>STUDENT SURVEYS ON TEACHING PRACTICE—K-12 student surveys about completers’ or alternate route candidates’ teaching practice during first three years of full-time teaching, using valid and reliable statewide instruments</p>
Program Productivity, Alignment to State Needs	Entry and Persistence in Teaching	<p>TEACHING EMPLOYMENT AND PERSISTENCE—(1) Percent of completers or alternate route candidates, by cohort and gender – race-ethnicity, employed and persisting in teaching years 1-5 after program completion or initial alternate route placement, in-state and out-of-state</p> <p>—(2) Percent of completers attaining a second stage teaching license in states with multi-tiered licensure</p>
	Placement/Persistence in High-Need Subjects/Schools	<p>HIGH-NEED EMPLOYMENT AND PERSISTENCE—Number & percent of completers or alternate route candidates, by cohort, employed and persisting in teaching in low-performing, low-income, or remote rural schools or in high need subjects years 1-5 after program completion or initial alternate route placement, in-state and out-of-state</p>