Educator Preparation Updates

David M. Hill, Ph.D., Division Director
Educator Preparation and Certification
Ed Prep Updates

- Preparation Program Changes
- Important Rule Changes
- GaTAPP
- GACE -- Testing Program
- New Tools: ICP and GS3
Prep Program Changes

• GaPSC is focused on *raising the bar*; improving the preparation of educators

• Programs are being changed this year to meet new rule requirements

• A few of the changes you should notice...
Prep Program Changes

• Programs must be based upon the 2011 InTASC Model Core Teaching Standards
  • The new standards include elements associated with performances, essential knowledge, and critical dispositions
    • Focused on the learner, as opposed to the teacher
• These standards also serve as the basis of TKES and TAPS
• Thus, an alignment between preparation and practice
Prep Program Changes

• Field experiences emphasize practice/demonstration of KSD over observation

• Student teaching/internship must last a minimum of one full semester
  – one full school year is the ideal

• The rule defines partnerships between program providers and P-12 schools as…
Partnerships

Collaborative relationships between program providers and P-12 schools ... formalized and focused on continuous school improvement and student achievement through the preparation of candidates and professional development of P-20 educators.

- Reciprocal relationship
- School Improvement
- Student achievement
- P-20
Effective partnerships can bring about:

- More “hands on deck” in the classroom
- Opportunities for job-embedded professional learning
- A “ready pool” of new hires; therefore, reduced costs associated with recruiting new teachers
- New teachers who are ready for YOUR classrooms on day one
- Improvements in student achievement…how??
Partnerships

• A co-teaching model for student teaching is being implemented in Georgia

• This model has been used successfully in other states

• St. Cloud State University (MN) conducted a study to compare the impact of the co-teaching model to the traditional model of student teaching

• The results are remarkable…
Partnerships

St. Cloud State University research project

• 2004-05 through 2007-08

• Compared standardized test (MCA) scores of elementary students in reading and math across three types of settings:

  1. Classrooms w/ a student teacher using the Co-Teaching model
  2. Classrooms w/ a student teacher but no co-teaching
  3. Classrooms with one licensed teacher—no student teacher
## Student Achievement Data--Reading

<table>
<thead>
<tr>
<th>MCA Reading Proficiency</th>
<th>Co-Taught</th>
<th>One Licensed Teacher</th>
<th>Not Co-Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-2005</td>
<td>82.1% N=318</td>
<td>75.7% N=934</td>
<td>65.3% N=101</td>
</tr>
<tr>
<td>2005-2006</td>
<td>78.7% N=484</td>
<td>73.5% N=1597</td>
<td>65.0% N=160</td>
</tr>
<tr>
<td>2006-2007</td>
<td></td>
<td><strong>Insufficient Data to Analyze</strong></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>80.8% N=261</td>
<td>61.4% N=1977</td>
<td>62.1% N=269</td>
</tr>
</tbody>
</table>

Copyright © 2010 St. Cloud State University
<table>
<thead>
<tr>
<th>MCA Math Proficiency</th>
<th>Co-Taught</th>
<th>One Licensed Teacher</th>
<th>Not Co-Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>82.3% N=317</td>
<td>75.8% N=927</td>
<td>70.5% N=105</td>
</tr>
<tr>
<td>*2005-2006</td>
<td>68.9% N=524</td>
<td>64.7% N=1660</td>
<td>57.9% N=171</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Insufficient Data to Analyze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>74.5% N=314</td>
<td>59.5% N=1939</td>
<td>62.6% N=278</td>
</tr>
</tbody>
</table>

*Statewide changes in the test reduced overall proficiency for all participants.*
## Student Achievement Data - Cumulative

<table>
<thead>
<tr>
<th>MCA Reading Proficiency</th>
<th>Co-Taught</th>
<th>One Licensed Teacher</th>
<th>Not Co-Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>78.8%</td>
<td>67.2%</td>
<td>64.0%</td>
</tr>
<tr>
<td>(Four-Year Cumulative)</td>
<td>N=1461</td>
<td>N=6403</td>
<td>N=572</td>
</tr>
<tr>
<td>Free/Reduced Lunch Eligible</td>
<td>65.0%</td>
<td>53.1%</td>
<td>49.5%</td>
</tr>
<tr>
<td></td>
<td>N=477</td>
<td>N=2684</td>
<td>N=222</td>
</tr>
<tr>
<td>Special Education Eligible</td>
<td>74.4%</td>
<td>52.9%</td>
<td>46.4%</td>
</tr>
<tr>
<td></td>
<td>N=433</td>
<td>N=1945</td>
<td>N=179</td>
</tr>
<tr>
<td>English Language Learners (ELL)</td>
<td>44.7%</td>
<td>30.7%</td>
<td>25.8%</td>
</tr>
<tr>
<td></td>
<td>N=76</td>
<td>N=515</td>
<td>N=31</td>
</tr>
</tbody>
</table>

Data compiled from 2004-08

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## Student Achievement Data - Cumulative

<table>
<thead>
<tr>
<th>MCA Math Proficiency</th>
<th>Co-Taught</th>
<th>One Licensed Teacher</th>
<th>Not Co-Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall (Four-Year Cumulative)</td>
<td>72.9%</td>
<td>63.7%</td>
<td>63.7%</td>
</tr>
<tr>
<td></td>
<td>N=1519</td>
<td>N=6467</td>
<td>N=7064</td>
</tr>
<tr>
<td>Free/Reduced Lunch Eligible</td>
<td>54.2%</td>
<td>47.3%</td>
<td>47.2%</td>
</tr>
<tr>
<td></td>
<td>N=513</td>
<td>N=2778</td>
<td>N=3010</td>
</tr>
<tr>
<td>Special Education Eligible</td>
<td>72.0%</td>
<td>54.7%</td>
<td>54.2%</td>
</tr>
<tr>
<td></td>
<td>N=472</td>
<td>N=1906</td>
<td>N=2086</td>
</tr>
<tr>
<td>English Language Learners (ELL)</td>
<td>30.5%</td>
<td>28.8%</td>
<td>28.7%</td>
</tr>
<tr>
<td></td>
<td>N=118</td>
<td>N=671</td>
<td>N=712</td>
</tr>
</tbody>
</table>

Data compiled from 2004-08

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Partnerships

• Effective Partnerships = win/win
  – Co-teaching produces positive effects!
  – Students in classrooms with a student teacher *where the co-teaching model is used* outperform their peers in classrooms without a student teacher.
  – Similar results are beginning to emerge in Georgia.

• For more information:
  – Google “St. Cloud State University Teacher Quality Enhancement Center”
Other Changes

- Tiered Certification will impact a large number of certification and some preparation rules
- Preparation Program Effectiveness Measures (PPEM)
- Annual Performance Evaluation
Other Changes

• Prep. program rules slated for revision this year:
  – Career & Technical Programs and Endorsements
  – Educational Leadership
  – English Education
  – Mathematics Programs and K-5 Endorsement
  – Special Education Programs and Endorsements

• Program changes will take effect by 2015-16
Ed Leadership Changes

- M.Ed. For asst. principal level certification & some district positions
- Ed.S/doctorate for principal, superintendent, & supervisors of principals
- Program admission
- Partnership agreements
- Diversity of field placements
- Simplifying certification rules
New Certificate Fields

- Three fields: teacher leadership, instructional technology, & curriculum and instruction
- Programs are up and running
- New GACE assessments are being developed, expected by Fall 2014
- Certification will be available late Fall 2014
- Consider in light of Tiered Certification
Penney McRoy
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Educator Preparation and Certification
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404-232-2629
Framework of GaTAPP

Significant Components

• Summer “Boot Camp”: The Essentials of Effective Teaching
• Candidate Support Team
• Individualized based on Candidate Assessment Data
• Job-embedded Clinical Practice
• One-Three Years to complete
• Candidates Highly Qualified
• Assessment of Academic Content Competency
• Prepare for edTPA Assessment
Program Approval Process

• GaTAPP must provide data/evidence:
  o EPP meets the same GaPSC standards required of all Education Preparation Providers including all public and private colleges;
  o EPP meets the Educator Preparation Program standards (GaTAPP Program Rule is the most prescriptive GaPSC rule)

• GaPSC standards mirror those of CAEP (formerly NCATE) and therefore GaTAPP Providers are meeting National and State Standards and expectations for Educator Preparation;
Expectations for Performance

edTPA and GaTAPP Candidates:

• Must take the edTPA assessment during the second semester of first year of Induction;

• Must receive a passing score on the edTPA assessment to move from Induction to the Professional certificate;

• Currently have experienced performance assessments that align with edTPA assessment measures:
  o Required Portfolio of artifacts of performance at the Proficient level
  o Required video clips demonstrating performance standards
  o Assessments based on InTASC and Charlotte Danielson standards and rubrics
  o Assess for academic content pedagogy and academic language
### Production Data During Economic Downturn

GaTAPP Teachers Employed in Georgia Schools:

<table>
<thead>
<tr>
<th>Enrolled in GaTAPP</th>
<th>Completed GaTAPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2008: data not available</td>
<td>• 2008: 636</td>
</tr>
<tr>
<td>• 2009: data not available</td>
<td>• 2009: 840</td>
</tr>
<tr>
<td>• 2010: 558</td>
<td>• 2010: 787</td>
</tr>
<tr>
<td>• 2011: 422</td>
<td>• 2011: 547</td>
</tr>
</tbody>
</table>
Numbers Coming Back:

• Total number of fully enrolled GaTAPP candidates with 21 out of 25 reporting: 1,138 enrolled in the Non-Traditional Reporting System (NTRS)
• Some Schools Districts still hiring.
Honors and Recognitions

Surveys from Eight Providers (range of reporting varied):

- 1 Georgia Teacher of the Year
- 2 Finalist Georgia Teacher of the Year
- 50+ School-based Teachers of the Year
- 17 Sallie Mae or New Teacher of the Year
- 1 Superintendent
- 1 GaPSC Commissioner/District Administrator
- 18 + Lead Teachers, Instructional Coaches (District and School levels)
- 91 GaTAPP Ambassadors
- 2 National Scholarship Winners/National Conference Presenters
Success Stories

• “Last year I had 100% passing rate for physical Science EOCT in my class while I was in the program and also I was asked to be the department head for this year.”

• GaTAPP Ambassador: Changed job from SPED teacher on the elementary campus to Special Education Director on the middle school campus.

• Language Arts Department Head, Cheerleading Sponsor, and Athletic Director; also a member of the Leadership Team/Advisory Board Committee.
A GaTAPP teacher reported the following student achievement data from 2012-2013:

- 76 students
- 76 met or exceeded in Reading CRCT
- 29 exceeded Reading
- 74 met or exceeded Language Arts CRCT
- 27 exceeded Language Arts

This teacher was also awarded the Star Teacher by the 8th grade salutatorian in May 2013.
GaTAPP Ambassadors

Ninety-one (91) GaTAPP Ambassadors Statewide

GaPSC Website: www.gapsc.com
Access the Educator Preparation at the top of the page in the burgundy stip. On the left side of the page, find GaTAPP on the menu.

GaTAPP Ambassadors 2014 and Providers:

Video of Ambassadors:
<table>
<thead>
<tr>
<th>GaTAPP Ambassadors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clayton County</td>
<td>10</td>
</tr>
<tr>
<td>CSRA</td>
<td>2</td>
</tr>
<tr>
<td>DeKalb County</td>
<td>8</td>
</tr>
<tr>
<td>First District (First Year Program)</td>
<td>1</td>
</tr>
<tr>
<td>Georgia Charter Schools Association</td>
<td>2</td>
</tr>
<tr>
<td>Griffin RESA</td>
<td>3</td>
</tr>
<tr>
<td>Gwinnet County</td>
<td>2</td>
</tr>
<tr>
<td>Heart of Georgia RESA</td>
<td>4</td>
</tr>
<tr>
<td>Metro RESA</td>
<td>7</td>
</tr>
<tr>
<td>Middle Georgia RESA</td>
<td>10</td>
</tr>
<tr>
<td>Northeast Georgia RESA</td>
<td>7</td>
</tr>
<tr>
<td>Northwest Georgia RESA</td>
<td>12</td>
</tr>
<tr>
<td>Oconee RESA</td>
<td>5</td>
</tr>
<tr>
<td>Okefenokee RESA</td>
<td>3</td>
</tr>
<tr>
<td>Savannah-Chatham</td>
<td>4</td>
</tr>
<tr>
<td>Southwest Georgia RESA</td>
<td>3</td>
</tr>
<tr>
<td>West Georgia RESA</td>
<td>6</td>
</tr>
<tr>
<td>Wesleyan College/Bibb County (Middle Ga RESA)</td>
<td>2</td>
</tr>
</tbody>
</table>
Contact Information

Phyllis Payne
Director of Non-Traditional Educator Prep

Phyllis.Payne@gapsc.com

404-232-2554
GaPSC Program Approval
Program Approval

• Reviews and monitors all programs leading to GA certification
• IHEs, LEAs, RESAs, and organizations
• Currently 78 approved program providers
• Average approximately 10 reviews per semester
• Reviews conducted by volunteers
Volunteers are Board of Examiners

• BOE teams are diverse in:
  – Educational positions IHEs, LEAs and RESAs
  – Gender
  – Geographic Location
  – Experience

• GaPSC provides in-depth training for BOE
• Focused on ensuring programs meet state and national standards
• We need more BOE members
• Next new member training Spring 2015
Council for the Accreditation of Educator Preparation (CAEP)

- July 1, 2013 - NCATE and TEAC became CAEP
- August 29 - CAEP Board adopted new standards
- Winter 2014 - GaPSC will formally adopt (or adapt) the standards
- Current standards remain in effect for reviews scheduled through Spring 2015
- Spring 2016 - New Standards will become effective for all reviews
New Standards

- Described as “fewer, higher, clearer
- Emphasis on performing at higher levels
- Expectations extend beyond programs continuously collecting data on candidate performance
- Emphasis on improving the quality of data and increasing the effective use of data by all programs
CAEP Standards

3 Key Points:

1. Build partnerships and strong clinical experiences

2. Raise and assure educator-candidate quality

3. Preparation judged by outcomes and impact on P-12 student learning
CAEP Standards

1. Standard 1: Content and Pedagogical Knowledge
2. Standard 2: Clinical Partnerships and Practice
3. Standard 3: Candidate Quality, Recruitment, and Selectivity
4. Standard 4: Program Impact
5. Standard 5: Provider Quality Assurance and Continuous Improvement
CAEP Standards

- After new standards are adopted/adapted all GA program providers and programs will be reviewed under the new standards, including endorsement programs.

- A schedule has been developed to ensure that all programs, regardless of their current status, are reviewed and placed on an appropriate continuous review cycle.
Contact Information

Hilda Tompkins
Director of Program Approval

Hilda.Tompkins@gapsc.com

404-232-2656
Latest on GACE

Georgia Professional Standards Commission

Educator Testing Program
New Program (ETS)

- At launch (October 2013), all tests will be offered via computer only, except for the performance portion of American Sign Language.

- Due to new technologies, most tests (not all) will contain selected response items only with immediate feedback.

- All tests will be customized for Georgia and aligned with state and national standards for educator preparation and with state standards for the P-12 student curriculum.
Cost for the GACE

Previous Program:
• No price increase in past 7 years (except one $5 registration fee increase)
• Previous CBT fee was $30 with ES
• Content assessment: $125 (one test); $195 (assessment)

New Program:
• No price increase in next 7 years; price goes down $5.00 over time
• New CBT is $28 with ETS
• Content assessment: $123 (one test); $193 (assessment)
• To be able to register for any GACE (except Paraprofessional), all candidates must have a MyPSC Account (http://mypsc.gapsc.org).

• The examinee’s name in MyPSC must match exactly as it appears on the photo ID that will be used when seeking admission to the test center to take a GACE assessment. If not, the examinee will not be admitted.
Reasons for Testing

• At MyPSC the examinee will need to assert the “Reason for Testing.”

• Automatic Eligibility to test is given for all educators except for Reason #2, which triggers program provider eligibility.

• Reason #2: “I am enrolled in a Georgia-approved program in an undergraduate teaching field, or in Educational Leadership, Media, School Psychology, or Counseling.”

If an examinee selects an incorrect reason for testing, the examinee may have to retest!
Help for Examinees

GACE assistance

• GACE Website: www.gace.ets.org
• Calls about any aspect of GACE 1-855-225-7178 (M-F, 7am – 6pm)
• Emails from all test takers about the new testing program: gaceinquiries@ets.org

GaPSC assistance (regarding certification or MyPSC): mail@gapsc.com
If Questions, Suggestions, Comments:

GACE
Anne Marie Fenton
404.232.2654
annemarie.fenton@gapsc.com

Title II, Part A
Your assigned GaPSC Title II-A Specialist
GaPSC Educator Workforce
Talent Acquisition and Development

New Data Analysis Tools:
ICP and GS3
New PSC Tools

Designed specifically for educator workforce analysis and planning

• Instructional Capital Planner (ICP)
  – Online, real-time, updated daily

• Georgia School Staffing Survey of Certified Personnel Vacancies (GS3)
  – gapsc.org Semi-annual educator position vacancy data collections from all school districts by school
Instructional Capital Planner

- ICP is an educator workforce information and planning tool
- Statewide task force provided guidance for ICP concept and development
- Shows all current core content teachers by building, certification, HiQ, and other data
- Includes core content areas, special education and CTAE fields
ICP

• Estimates attrition risk by teacher by school
• Provides recruiting assistance via a “Supply” pool of available traditional and non-traditional candidates - by field and source
• 2013 (FY14) fall training updates planned for school systems, RESAs, GATAPP and educator preparation programs
• Allows searchable, differentiated access
  – Superintendents, Human Resources, Principals and RESAs and educator preparation programs
Georgia School Staffing Survey

- GS3 fall 2013 vacancy data collection dates
  - Opens Monday, October 14, 2013
  - Collection closes Thursday, October 31, 2013
    - October 14, 2013 is the “Certified Personnel Vacancies As Of” Report Date
- Go to gapsc.org for GS3 collection portal
- GS3 Spring 2014 vacancy collection dates
  - Opens Monday, March 10, 2014
  - Closes Friday, March 28, 2014
    - March 10, 2014 is the “Certified Personnel Vacancies As Of” Report Date
Contact Information

If Questions, Suggestions, Comments:

Educator Workforce Talent Acquisition and Development

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Tom Hall
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Contact Information

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Division Director
Educator Preparation and Certification

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404-232-2640
Thank you!