**West Georgia RESA**

First of all, a brief word on reporting unsatisfactory, ineffective and needs development evaluations.

1. Reminder communications went to all superintendents, HR officers and others:

* The TAPS summative data component will continue to be the sole measure for ratings reported to PSC for certification purposes. (LAPS for principals and assistant principals) for the 15-16 school year.
* Reporting deadline is June 30th.
* Meeting the deadline takes on new importance due to recent Commission action.
* Successful completion of remediation plans is also due by June 30th.

1. A communication has been sent to all teachers providing essentially the same information.

* Previous communications have not “filtered down” to teachers in all cases, so the Commission asked that we also communicate directly with them.

1. A communication from me that will govern the 2016-2017 school year should be provided to superintendents and others by May or June.
2. For questions – [chuck.mccampbell@gapsc.com](mailto:chuck.mccampbell@gapsc.com)

Most of my remarks today will be on the significant changes that are coming regarding professional learning. We are literally traveling all over the state providing training on the new rules. To schedule a training session, please contact Sallie Barrett at:

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While my remarks today will focus on the new professional learning rules, timelines and expectations, it is important to note that this legislative session may bring additional change.

Senate Bill 364 – Senator Tippins bill on evaluation & testing:

“Professional growth shall count for 20% of the evaluation. Professional growth shall be measured by progress toward or attainment of professional growth goals with a year or across academic years.”

Of course, this bill has yet to be signed by the Governor. And, if it is signed, we will need some in depth clarification of exactly what actions are intended by the legislation. But, clearly, changes in addition to what we will discuss today are possible.

1. Timeline – State legislation eliminated the need for PLUs for those renewing June 30, 2016 and June 30, 2017. New rules will be in effect July 1, 2017 and will impact educators whose certificates expire June 30, 2018 and after.
2. New Rules
3. Effective July 1, 2017, PLUs will not be required for certificate renewal.
4. The intent of the rule is that professional learning be linked to performance and linked to the identified needs of the individual educator (TKES, LKES, edTPA, other performance on observational data).
5. Job embedded learning becomes the primary vehicle for professional learning. Job embedded learning takes place in a professional learning community where educators who share responsibility for student learning can work together to address issues of practice and sustain this learning over time.

So what do learning communities look like? A learning community is a place where highly trained adults realize that working in isolation does not work. Instead, they have agreed that they can be more effective in meeting the needs of students if they put their heads together to arrive at common solutions to the challenges classroom teachers face. There is no single definition of learning community that will be required of all schools. What is required is that school districts and schools participate in the training sessions we have just begun to deliver and will continue to deliver over the next two years. Participants will learn the basics in these training sessions and will then customize what they have learned to focus on what works in their unique settings.

As previously noted, the PSC is making a concerted effort to conduct training sessions to provide the information to transition from the old certificate renewal to the new rule regarding professional learning that goes into effect on July 1, 2017. These workshops have been designed as a 3 ½ hour presentation, which includes the use of PowerPoint, handouts, video clips, and group processing activities.

If your principals and others in your district have not participated in a workshop at a local RESA or if you are from a large district and have not scheduled a workshop, please contact Sallie Barrett as soon as possible at [sallie.barrett@gapsc.com](mailto:sallie.barrett@gapsc.com) or call her at 678-654-4846.

1. Workshops/conferences, etc. take on a secondary role. The topic/material addressed at the workshop or conference must directly relate to identified needs. One additional note about workshops, we know that “sit and get” doesn’t work. Workshops will need to involve follow-up that can be incorporated into the job-embedded learning and ongoing collaboration. Rather than spending limited professional learning resources on outside experts or consultants, there is great value in using the expertise of accomplished teachers, instructional coaches and leaders within schools and districts. The research tells us that effectively led “home grown” professional learning can be more successful than one-shot workshops led by outside consultants especially with regard to teacher buy-in because the local professional knows and understands the daily challenges and the contexts in which participants operate, and because the local professional can be more readily available for follow-up and support over time.
2. The rule eliminates professional learning taken only to satisfy an arbitrary requirement of 10 PLU’s and also eliminates professional learning chosen out of convenience. The new model is a shift away from counting PLU’s to more meaningful, relevant learning. The new model recognizes educators as professionals. Professionals have the expertise to make decisions about their work. They are also close to the work. So when educators engage one another in seeking solutions to problems of practice, and do this on a continuous basis, student achievement will increase.
3. Most educators will have professional learning goals. Developed by the educator in consultation with peers (lead professionals), leadership and possibly others. Principal/designee must sign off.

G. Six categories of educators must have professional learning plans:

* Induction level educators (plan for period of time educators holds the Induction certificate)
* Educators working in a position for which they are not fully certified (plan for as long as the educators works on a non-renewable certificate)
* Educators working in new positions (we define “new position” as working in a new certificate field, a field in which the educator is certified, but one in which the educator has not been working) (plan for 1-3 years – supervisor judgment)
* Educators returning to the profession after an absence of at least one year (plan for 1-3 years – supervisor judgment)
* Educators new to the state (plan for 1-3 years – supervisor judgment)
* Educators with summative evaluation ratings of needs development, ineffective or unsatisfactory (plan for as long as the educators has a remediation plan)

Non-instructional areas that need to be addressed (formerly known as duties and responsibilities) may be included in the plan.

1. Principals/Superintendents must sign an attestation that the rule is being implemented as required. Supervisor(s) must attest that those under their supervision have satisfied the goals/plan approved for them. Educators cannot renew their certificate until they have satisfied items in their goals/plan.
2. Title IIA personnel and others will provide external monitoring through December.
3. TKES/LKES electronic platform is available to house goals/plans. Educators who don’t hold positions that relate to TKES/LKES will have paper goals/plans
4. Colleges/universities will be a much more active partner in PL (PPEM accountability) and a comprehensive set of online resources have been developed and are in the process of being vetted. These resources will be available free of charge. They will be housed on the GaPSC website and will be linked to the DOE website.
5. Pathways for retired educators – Retired educators may apply for the retired educator certificate. This will allow retired educators to qualify as substitute teachers without having to meet any professional learning requirements.
6. Questions and Moving Forward
7. For the next 18 months we will be communicating, answering, explaining and possibly adjusting – working with our teacher leaders to provide training. It is important to put questions in writing. One resource is a Frequently Asked Questions (FAQs) document that will live on our website. The FAQs will be regularly updated so educators statewide can get responses to all questions posed.
8. QUESTIONS

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1. Abandonment of Contract

Speak briefly to this.

In closing, I want to thank you for the strong support you have provided for over 1,000 student teachers placed in Georgia schools in fall of 2015. While most of our candidates student teach in the spring, the impact of the strong partnerships you have built will ensure a pipeline of effective educators in our state. And, we have completed our first semester of consequential EdTPA results and the results have been outstanding – very high percentage of Georgia teaching candidates meeting or exceeding the designated cut score and our results exceeding national performance in most cases.