Ed Prep Updates

- Preparation Program Changes
- Important Rule Changes
- GaTAPP Updates
- Preparation Program Approval Updates
- Assessment Program Updates
- Workforce Data Tools
2014-15 Program & Rule Changes
Prep Program Changes

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

- Programs are being changed 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 are also reflected in the TAPS standards
• 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*

• Emphasis on improving partnerships between program providers and P-12 schools…
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
Partnerships

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 - Cumulative

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

Data compiled from 2004-08

Copyright © 2010 St. Cloud State University
# Student Achievement Data - Cumulative

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

• Prep. program rules recently revised:
  – 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” Cert. Fields

• Three fields: teacher leadership, instructional technology, & curriculum and instruction
• Programs are up and running
• New GACE assessments are available
• Certification will be available spring 2015
• Consider in light of Tiered Certification
The Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)
GaTAPP Candidates ARE Highly Qualified Teachers because GaTAPP Candidates:

- Have been accepted into a GaPSC-approved program;
- Have a Georgia Certificate (Induction Teacher Pathway 4);
- Will move to Pathway 1 upon program completion and remain in Induction for 3 years;
- Move to Professional Certification upon meeting same criteria as all new teachers.
GaTAPP Rule Changes

• Changes to the GaTAPP rule
  – Elimination of four GaTAPP certifications; GaTAPP candidates will hold Induction certificates
  – CTAE opportunities in GaTAPP expanded to include those below the Associate Degree level if degree is finished before program completion
GaTAPP Production

• GaTAPP is one of Georgia’s largest producers of teachers;
• As of 09/05/2014, 748 candidates enrolled in GaTAPP—a significant number for the beginning of school;
• Economic cutbacks resulted in smaller numbers, but with the improving economy, providers are experiencing the largest growth in recent history.
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
GaTAPP Ambassadors

One hundred five (105) 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.


Phyllis Payne
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GaPSC Program Approval
Program Approval

- Reviews and monitors all programs leading to GA certification
- IHEs, LEAs, RESAs, and organizations
- Currently 77 approved program providers
- Due to adoption of CAEP standards, very few reviews are being conducted prior to 2016
- Reviews conducted by volunteers
Volunteers are Site Visitors

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

• GaPSC provides in-depth training for site visitors

• Focused on ensuring programs meet state and national standards

• We need more site visitors

• Next new member training – 2015
Council for the Accreditation of Educator Preparation (CAEP)

- July 1, 2013 - NCATE and TEAC became CAEP
- August 29 - CAEP Board adopted new standards
- April 2014 – GaPSC formally adopted the standards
- Current standards remain in effect for reviews scheduled through Spring 2015
- Fall 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 (Georgia) 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
GaPSC 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
6. Standard 6: Special Georgia Requirements
Contact Information

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Director of Program Approval

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Assessment Program
Updates

Georgia Professional Standards Commission
Ethics Assessment

Provides a well-planned sequence of experiences based on the 11 standards in the Ga. Code of Ethics and principles of ethical decision making that:

• Establishes solid knowledge among the educator community of the Code of Ethics and the regulatory, dispositional, and ethical frameworks it represents

• Elevates behavior and encourages ethical actions and decisions that assists teachers with decisions, promotes student safety and welfare, and inspires public confidence.
Methodology & Cost

- Instructional Assessment
- Modular approach to learning
- Built on gaming technology
- Asynchronous e-learning for training and assessment
- Content informed by Ethics Assessment Advisory Group and National Experts
- ETS/GA team to guide, provide expertise, supervise
- Take at any time and any place
- Costs $30 for Teachers; $40 for Leaders
Outline of Modules

1. *Introduce Interest*: The Professional Educator
2. *Introduce Awareness*: Overview of the Georgia Professional Educator
3. *Introduce Knowledge*: The Professional Educator and the Student
4. *Introduce Knowledge*: The Professional Educator, the School, and the Community
5. *Advance Knowledge*: The Georgia Professional Educator
Ethics Assessment

For Traditional Preparation Programs (Colleges/IHEs):

• The “Georgia Educator Ethics Assessment – Program Entry” must be taken (not passed) to earn a Pre-service certificate.

• The “Georgia Educator Ethics Assessment – Program Exit” must be passed to earn an Induction certificate.
Ethics Assessment

For Non-Traditional Preparation Programs (Tiered Certification Pathway 4):

• The “Georgia Educator Ethics Assessment – Program Entry” must be taken (not passed) to earn an Induction certificate.

• The “Georgia Educator Ethics Assessment – Program Exit” must be passed to earn a Professional certificate.
Impact on Education

• Ensures exposure prior to program admission
• Informs EPP instruction and assessment
• Helps grow ethically trained and ethically minded future educators
• Ensures new educators are equipped with ethical understanding and knowledge
• LEAs can choose to incorporate assessment in their work with their educators
• And More
About edTPA

• The edTPA is a subject-specific performance assessment administered during a candidate’s student teaching.

• It has been designed to be educative and predictive of effective teaching and student learning.

• Although the edTPA becomes consequential to earn certification in 2015-2016, all Georgia providers are currently participating in one or more, and in some cases all, of their programs.
About Effective Teaching

• Develop knowledge of subject matter, content standards and subject-specific pedagogy

• Develop and apply knowledge of varied students’ needs

• Consider research and theory about how students learn

• Reflect on and analyze evidence of the effects of instruction on student learning
edTPA “Records of Practice”

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video Clips</td>
<td>• Analysis of whole class assessment</td>
</tr>
<tr>
<td>• Lesson plans</td>
<td>• Instruction Commentary</td>
<td>• Analysis of learning and feedback to THREE students</td>
</tr>
<tr>
<td>• Instructional materials, student assignments</td>
<td>• Planning Commentary</td>
<td>• Assessment Commentary</td>
</tr>
<tr>
<td>• Planning Commentary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Teaching Effectiveness

Academic Language Development
Using the edTPA

• Based on a 3-5 day learning segment

• 15 analytic rubrics on a five point scale

• Scored by 2 trained educators with content specific expertise (teacher preparation and K-12 educators)

• Available in 27 teaching fields

• Assessment developed, scorers trained, and support materials provided by Stanford (SCALE)

• Portfolios submitted to Pearson, but scored by educators and those that prepare educators.
Impact on Education

• Educative to inform candidates and program improvement

• Collaboration: IHE/LEA

• Program Accountability

• Informs induction programs
Invitation

Become a Scorer
www.scoreedtpa.pearson.com
Contact Information

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GaPSC Educator Workforce Recruitment and Development

Workforce Data Analysis Tools
New PSC Tools

Designed specifically for educator workforce analysis and planning

- Instructional Capital Planner (ICP)
- Georgia School Staffing Survey of Certified Personnel Vacancies (GSS)
Instructional Capital Planner (ICP)

• 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 fields
• Will expand to include additional content areas and professional 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
- Training 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 (GSS)

- GS3 is a bi-annual count of true teacher vacancies by school and content area assignment.

- PSC will collect and report the statewide and RESA-regional data. The Fall 2014 report will be published by November 30.

Georgia School Staffing Survey (GSS)

- District Superintendents and Human Resource Officers are notified of collection, reporting and assurances timelines.

- Fall 2014 will include CTAE, elementary, and SPED certified teaching position vacancies.

- The Spring 2015 collection will expand to include certified leadership position vacancies.
Contact Information

If Questions, Suggestions, Comments:

Educator Workforce Recruitment and Development

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Thank you!