“Reflecting on Practice: The Past and Future Unite”
Things You May Want to Know about Educator Preparation in Georgia

Georgia Association of Teacher Educators

George W. Stickel
Interim Assistant Vice Chancellor, Educator Preparation & Policy
October 31, 2014
Conference topics

This year’s conference theme “Reflecting on Practice: The Past and Future Unite” intends to highlight and explore topics such as

- collaboration and community,
- diversity in education,
- teacher education in changing times,
- Professionalism,
- ethics and dispositions,
- assessment for success,
- research and evidence-based practices and digital age and social media.
Barbara suggested

Accountability- Measuring teacher and leader effectiveness
  ◦ edTPA
  ◦ Teacher Keys Effectiveness System
  ◦ Tiered certification
  ◦ Induction

These topics came from the Top 10 Issues to Watch in 2014:
  ◦ College and Career Ready Standards- A must
  ◦ The Next Generation of Student Assessments- A road map
  ◦ Teacher Preparation Programs- A new beginning
  ◦ Barriers to Higher Education Completion- Clearing the hurdles
  ◦ School Climate- It matters, a lot
The Past

Good ol’e days

I believe we are part of a community

We are social others

G.H. Mead
Marcus Aurelius

[People] are created for each other’s sake; so either teach them, or endure them. *Meditations*

All agencies are comprised of people, and behave like people. GWS

- USG is an agency responsible for teaching (or enduring)
- I learn from you (you have taught me—some endured me)
Collaboration and Community

Partnerships at state level

Partnerships
  ◦ Mother Rule
  ◦ TEP

USG & independents working together

Election
P-20 Partnerships

- Transforming Educator Preparation Conference, Sept. 2014
- Alliance: USG, PSC, DOE
- Public & Independents
Education Providers shall establish and maintain collaborative relationships w/P-12 schools which are formalized as partnerships and focused on:

- Continuous school improvement
- Student achievement through the:
  - Preparation of candidates
  - Professional development of P20 educators.
Elections

And...?

Please Vote
Diversity in Education

- National data
- GA Completer report
- Recruiting, discouraging new teachers
UGA’s State of Education Conference

Richard Ingersoll: Greening of Teaching Force

http://scholar.gse.upenn.edu/rmi
Ingersoll’s Research

- Most frequent teacher—1st year (losing experienced teachers)

- Female school teacher, 
  1990, 66.9%; 2011, 76.1%

- Increase in number of teachers 1987-2007
  --General Elementary 33%
  --Special Ed 102%
  --Math 74%
  --Science 86%
More Research

Change in student enrollments by race/ethnicity, 1987-2011
- White -7%
- Minority +88%

Change in teachers by race/ethnicity, 1987-2011
- White +38%;
- Minority +104%
More Research

Percent annual 1st year teacher attrition

- 1988, 6000 teachers (9.8%)
- 2008, 26,000 teachers (13.1%)
Equity

- Alliance for Excellent Education


A special thanks to Karen Wyler, GaDOE for this & the next slide
Recruitment & Retention

- Ellen Moir, CEO & founder of New Teacher Center

http://www.huffingtonpost.com/ellen-moir/teacher-retention_b_5638926.html
USG 2010-2012
Educator Preparation
Trend Data

Office of Educational Access and Success
Completer Report

Comfort Afolabi,
Comfort.Afolabi@usg.edu
Total Number of New Teachers Prepared

- 2010: 4871
- 2011: 5056
- 2012: 4760
# Top Five Producers of Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Number Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Kennesaw State University</td>
<td>695</td>
</tr>
<tr>
<td></td>
<td>University of Georgia</td>
<td>610</td>
</tr>
<tr>
<td></td>
<td>Georgia State University</td>
<td>566</td>
</tr>
<tr>
<td></td>
<td>University of West Georgia</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>North Georgia College and State University</td>
<td>360</td>
</tr>
<tr>
<td>2011</td>
<td>University of Georgia</td>
<td>746</td>
</tr>
<tr>
<td></td>
<td>Kennesaw State University</td>
<td>690</td>
</tr>
<tr>
<td></td>
<td>Georgia State University</td>
<td>636</td>
</tr>
<tr>
<td></td>
<td>University of West Georgia</td>
<td>424</td>
</tr>
<tr>
<td></td>
<td>Valdosta State University</td>
<td>407</td>
</tr>
<tr>
<td>2010</td>
<td>Kennesaw State University</td>
<td>697</td>
</tr>
<tr>
<td></td>
<td>University of Georgia</td>
<td>658</td>
</tr>
<tr>
<td></td>
<td>Georgia State University</td>
<td>555</td>
</tr>
<tr>
<td></td>
<td>University of West Georgia</td>
<td>409</td>
</tr>
<tr>
<td></td>
<td>Valdosta State University</td>
<td>397</td>
</tr>
</tbody>
</table>
Minority Teacher Production

- **2010**: 1018 (20.9%) Minority Teacher, 4871 Total Teacher
- **2011**: 1230 (24.3%) Minority Teacher, 5056 Total Teacher
- **2012**: 936 (19.7%) Minority Teacher, 4760 Total Teacher
## Top Ten Areas of Preparation

<table>
<thead>
<tr>
<th>Program</th>
<th>2010</th>
<th>Program</th>
<th>2011</th>
<th>Program</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education (P-5)</td>
<td>1726</td>
<td>Early Childhood Education (P-5)</td>
<td>1986</td>
<td>Early Childhood Education (P-5)</td>
<td>1811</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>1107</td>
<td>Middle Grades</td>
<td>1284</td>
<td>Middle Grades</td>
<td>1289</td>
</tr>
<tr>
<td>Special Education</td>
<td>688</td>
<td>Special Education</td>
<td>750</td>
<td>Special Education</td>
<td>605</td>
</tr>
<tr>
<td>Health &amp; Physical Education (P-12)</td>
<td>236</td>
<td>Health &amp; Physical Education (P-12)</td>
<td>244</td>
<td>History (6-12)</td>
<td>269</td>
</tr>
<tr>
<td>English (6-12)</td>
<td>234</td>
<td>English (6-12)</td>
<td>235</td>
<td>English (6-12)</td>
<td>242</td>
</tr>
<tr>
<td>History (6-12)</td>
<td>232</td>
<td>Mathematics (6-12)</td>
<td>192</td>
<td>Health &amp; Physical Education (P-12)</td>
<td>206</td>
</tr>
<tr>
<td>Mathematics (6-12)</td>
<td>165</td>
<td>History (6-12)</td>
<td>182</td>
<td>Mathematics (6-12)</td>
<td>183</td>
</tr>
<tr>
<td>Endorsement - Reading, ESOL, Gifted-In-Field</td>
<td>134</td>
<td>Music (P-12)</td>
<td>150</td>
<td>Science</td>
<td>153</td>
</tr>
<tr>
<td>Music (P-12)</td>
<td>129</td>
<td>Art (P-12)</td>
<td>140</td>
<td>Endorsement - Reading, ESOL, Gifted-In-Field</td>
<td>139</td>
</tr>
<tr>
<td>Art (P-12)</td>
<td>117</td>
<td>Science</td>
<td>139</td>
<td>Music (P-12)</td>
<td>139</td>
</tr>
</tbody>
</table>
Middle Grades Areas of Concentration (By Graduates)

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics</th>
<th>Science</th>
<th>Language Arts</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>300</td>
<td>228</td>
<td>265</td>
<td>17</td>
</tr>
<tr>
<td>2011</td>
<td>317</td>
<td>280</td>
<td>286</td>
<td>39</td>
</tr>
<tr>
<td>2012</td>
<td>345</td>
<td>288</td>
<td>285</td>
<td>26</td>
</tr>
</tbody>
</table>
Middle Grades Areas of Concentration (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics</th>
<th>Science</th>
<th>Language Arts</th>
<th>Social Science</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>27.6</td>
<td>21.0</td>
<td>24.4</td>
<td>25.5</td>
<td>1.6</td>
</tr>
<tr>
<td>2011</td>
<td>25.2</td>
<td>22.3</td>
<td>22.7</td>
<td>26.7</td>
<td>3.1</td>
</tr>
<tr>
<td>2012</td>
<td>26.8</td>
<td>22.3</td>
<td>22.1</td>
<td>26.8</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Secondary STEM Teachers: Areas Of Preparation

2010
- Mathematics: 173
- Biology: 18
- Chemistry: 39
- Science (Broadfield): 22
- Other: Earth/Space Science, Physics: 56

2011
- Mathematics: 185
- Biology: 21
- Chemistry: 14
- Science (Broadfield): 72
- Other: Earth/Space Science, Physics: 16

2012
- Mathematics: 183
- Biology: 15
- Chemistry: 42
- Science (Broadfield): 16
- Other: Earth/Space Science, Physics: 80

Legend:
- Mathematics
- Biology
- Chemistry
- Science (Broadfield)
- Other: Earth/Space Science, Physics
STEM Teacher Production

- Middle Grades STEM
  - 2010: 300
  - 2011: 317
  - 2012: 345

- Secondary STEM
  - 2010: 173
  - 2011: 185
  - 2012: 183

Math and Science production by year (2010-2012).
“Don’t go into teaching,” says the mentor
  ◦ (You can’t teach & it’s hard to endure)

Too much red tape

Too hard to become teacher

Little pay

Teaching conditions (leadership)
Teacher Preparation in Changing Times

RT3 (discussed above & below)

NTEP, Georgia is leading the nation

CAEP
The Teacher Preparation Accountability Report is a collection of meaningful indicators designed to alert the University System of Georgia System Office to potential problems with the quality of academic programs or with entire teacher preparation units on USG campuses.

### Timeline: Teacher Preparation Accountability Report

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiate Data Collection of new report elements for AY 2010-2012</strong></td>
<td><strong>Analysis and report writing (AY 2010-2012)</strong></td>
<td></td>
<td></td>
<td><strong>Distribution of draft reports to IHE’s</strong></td>
<td><strong>Report vetting with IHE’s</strong></td>
<td></td>
<td></td>
<td><strong>Finalize for submission Chief Academic Officer</strong></td>
</tr>
<tr>
<td><strong>Confirm accuracy of existing report elements AY 2010-2012</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Develop guidelines for report distribution, review, and use as an accountability tool</strong></td>
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</table>

**Accountability**

Race to the Top, Longitudinal Data Systems, Project 8 implementation to improve data collection systems for educator preparation data

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiate AY 2013 data collection</strong></td>
<td><strong>Distribution of final report to IHE with evaluations, instructions, and guidelines</strong></td>
<td><strong>IHE rejoinders due</strong></td>
<td><strong>Review and evaluate rejoinders and/or program improvement plans (as needed)</strong></td>
<td></td>
<td><strong>IHE Monitoring</strong></td>
<td></td>
<td></td>
<td><strong>Monitoring continues</strong></td>
</tr>
<tr>
<td><strong>Analysis and report writing (AY 2011-13)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Finalize reports for submission to Chief Academic Officer</strong></td>
<td></td>
<td></td>
<td><strong>Review and evaluate rejoinders and/or Program Improvement Plans (as needed)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Final reports distributed with evaluations</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Professionalism

- Tiered Certification, July 1, 2015
  - Pre-service certificate
  - Induction

- US ED expectations
Pre-service Certification

Area F, core requirements

These can be in process during & after admission, depending upon institution requirement

Admission

◦ Program Admission Assessment (old basics skills: SAT, ACT, GACE) pass or exempt
◦ GPA, 2.5
◦ Ethics Entrance (350)

Pre-service certification

◦ My GaPSC
Tiered Certification: Induction Certificate

Graduation, EPP document completion

Certificate of Eligibility

Hired by Georgia Local Unit of Administration (LUA)

PSC issues Induction Certificate
  • Induction—3 years

Coming Soon: Federal Teacher Prep Regulations

- The release of new Title II Teacher Preparation regulations and the subsequent comment period is imminent and likely to occur within the next couple of weeks. In 2012, the US Department of Education held federal negotiated rulemaking around this topic. Stephen Sawchuck on his EdWeek blog, Teacher Beat, covered the process extensively including the debate among the state representatives engaged in the negotiated rulemaking process. From all indications, the new regulations will be similar to the draft from the negotiated rulemaking.

- Please visit http://blogs.edweek.org/edweek/teacherbeat/2012/02/draft_regulations_would_unite.html to learn more about the process in 2012. We will send out information as soon as the regulations are posted in the Federal Register and plan to hold a webinar with NTEP states soon after. Stay tuned!
US ED Expectations

November 5, 2014 Announced

http://blogs.edweek.org/edweek/teacherbeat/2012/02/draft_regulations_would_unite.html
Assessment for Success

Pre-service
  ◦ Ethics
  ◦ edTPA
  ◦ Intern KEYs

In-service
  ◦ TKES/LKES
Ethics

Maintaining a safe learning environment for all students

A safe learning environment for all students is a top priority for everyone in Georgia. A critical factor in establishing and maintaining that safe environment is appropriate and professional educator conduct.

The Ethics Division has a highly qualified team of investigators, many whom have law enforcement experience, as well as legal and support staff. Through the operations of the Ethics Division, the GaPSC safeguards that environment by setting, communicating, and enforcing clear standards for how educators are expected to conduct themselves with students, with one another, and within the broader community. The standards are set forth in the educator Code of Ethics, which are communicated throughout school systems and are accessible to the public via the agency website.

The division has the authority to enforce the guidelines by fully investigating valid complaints of improper conduct, including inappropriate relationships; mishandling public funds; violating state and federal laws and rules; and other unprofessional

- 1200 ethics complaints/year in GA
- Ethics 350 Entrance, required for admission
- Ethics 360 Exit, pass required for certification
Check your knowledge of the Georgia Code of Ethics for Educators:

Please read and determine if the following scenarios listed below are violations of the Georgia Code of Ethics for educators and that in all likelihood will be investigated by the GaPSC. Mark 'Violation of the Georgia Code of Ethics' if you think it is violation and should be investigated or 'Not a violation' if you think it is not a violation and GaPSC should not investigate.

Name: _______________________

Note: Actual name is not required. This data is collected for statistical purposes only.

Are you:  
- School Teacher  
- School Administrator  
- Other School Staff  
- Parent  
- Student  
- College Student  
- College Instructor
Ethics questions

- Violation of the code of ethics
- Not a violation

For that question:

1  2  3  4  5  6  7  8  9  10
11 12 13 14 15 16 17 18 19 20

Start Over
Ethics Assessment

Exit scores:

- pass/fail, & % correct
- Pass score to be set in November
edTPA: Where Faculty Should Be

- Academic language
- Reflective practice
- Planning, instruction, assessment

Hard habits to establish, need multiple classes & experiences
- Questioning (comparing, justifying, summarizing)
- Reflective writing
- Assessing for planning & success

Have you revised all your courses?
Are you all trained to locally evaluate?
Intern Keys

Intern Keys Validation Study Fall 2014-2015, Tracy Elder, UGA is contact for validation study.

40 IHEs Faculty members in August 2013, developed the Intern Keys to ensure teacher candidates can implement TKES upon graduation.

Intern Keys use the TAPS standards and rubrics (Teacher Assessment on Performance Standards/TKES). Intern Keys are not required; some institutions are using other methods and/or instruments for familiarizing candidates with TKES.
Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
(Observations and Documentation)

Surveys of Instructional Practice
(Grades 3-5, Grades 6-8, Grades 9-12)

Support and Documentation

Student Growth

Teachers of Tested Subjects
- Student Growth Percentile

Teachers of Non-Tested Subjects
- LEA developed, DOE approved
  Student Learning Objectives

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org”
Teacher Keys Effectiveness System
(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
(observations and documentation)

Surveys of Instructional Practice
(Grades 3-5, Grades 6-8, Grades 9-12)

Student Growth

Teachers of Tested Subjects
- Student Growth Percentile

Teachers of Non-Tested Subjects
- LEA developed, DOE approved Student Learning Objectives

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org”
Leader Keys Effectiveness System

- Generates a Leader Effectiveness Measure

**Leader Assessment on Performance Standards**
- Performance Goal Setting
- Documentation of Practice

**Governance and Leadership**
- Climate Survey
- Student Attendance
- Retention of Effective Teachers

**Student Growth and Academic Achievement**
- Student Growth Percentiles
- LEA-Developed, DOE-Approved Student Learning Objectives
- Achievement Gap Reduction

Support and Documentation
Implementation Cohorts for the Teacher Keys Effectiveness System

2011-2012:
  ◦ Cohort 1, Race to the Top Districts: 26, Pilot

2012-2013
  ◦ Cohort 1, Full Implementation
  ◦ Cohort 2, Volunteer Districts: 20; Volunteer IIA Grant Districts: 9; SIG/Priority/Relocation Schools: 21; and Study Districts: 6, Pilot

2013-2014
  ◦ Cohort 1: Full Implementation
  ◦ Cohort 2: Combination Full Implementation and Pilot
  ◦ Cohort 3: New Volunteer Districts: 120, Pilot
  ◦ 2011-2014 Institutions of Higher Education

2014 – 2015 Full Implementation - Statewide
TKES/LKES Support for IHEs

IHEs self-assess needs for GaDOE/USG TKES support in an initial conversation with GaDOE/USG

- What support has been provided for your IHE?
- What are your faculty needs? Pre-service candidate needs?
- How can the USG/GaDOE best support your next steps?
Contacts

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Induction and IHEs Evaluation System Specialist
Teacher and Leader Effectiveness
Georgia Department of Education
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Next Generation of Student Assessments:
Georgia Milestones

Grades 3 – 8
- End of Grade (EOG) in language arts, mathematics, science, social studies

High School
- End of Course (EOC) in 9th Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
Georgia Milestones represents a significant change and importantly – an opportunity – for our state.

This opportunity allows us to recalibrate, as a state, and refocus on teaching and learning as a primary emphasis with assessment and accountability serving a supporting role.
Research and Evidence-based Practices

Research on edTPA
(Joyce Many GSU)
Digital Age and Social Media

- Common core—Diane Ravitch
- Quick sound bytes
Return to Community

Martin Luther King, Jr. dissertation, philosophy

Henry Nelson Wieman

Creative interchange

1) "emerging awareness of qualitative meaning derived from other persons through communication"
   2) "integrating these new meanings with others previously acquired";
   3) "expanding the richness of quality in the appreciable world by enlarging its meaning"; and
   4) "deepening the community among those who participate in this total creative event of intercommunication."

http://uudb.org/articles/henrynelsonwieman.html
Reflection

All thinking is signs
- edTPA, CAEP, “learning segments”—all signs

Our emerging awareness is that these signs reference changes

They are expanding our professional richness

They are deepening our community—but only if we are actively engaged
School Climate: The Good News

THE GEORGIA VISION PROJECT
A VISION FOR PUBLIC EDUCATION
EQUITY AND EXCELLENCE

http://www.visionforpubliced.org

• Remember why we are here
• Video
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