



Georgia's Preparation Program Effectiveness Measures (PPEMs) – Academic Year 2021-2022

The Preparation Program Effectiveness Measures (PPEMs) are Georgia's system for sharing data with Georgia educator preparation providers (EPPs) and the public on how well Georgia programs are preparing teachers and leaders for the classroom. The PPEMs were created through a **collaborative process** lasting more than five years and involving stakeholders from the spheres of higher education, both public and private; alternative teacher preparation providers; professional associations; state agencies; and K-12 educators; as well as the assistance of technical experts in the field of program assessment. Three primary purposes guided those involved in the development of this measure: program improvement, transparency to the public, and accountability for quality of educators produced, with **program improvement** being the most essential.

Effect of the Covid-19 Pandemic and State Policy Changes

In the spring of 2020, the Covid-19 pandemic forced abrupt changes in the administration of both TAPS and the edTPA assessment, due to a cessation of most in-person schooling. This was followed later that summer by a permanent removal of the edTPA certification requirement by GaPSC. As result, starting with the 2022 publication, the PPEMs have transitioned to being a set of informative reports and dashboards without calculated ratings. Through 2021, edTPA and TAPS data from 2019 and before were included, in keeping with the data inclusion window for the PPEMs and in consideration of program design and achievement at the time of the collection of this data.

Components Shown in the 2022 Dashboard

The effectiveness measures shown on the public dashboard are as follows:

GACE (20%) – Georgia's standardized content assessment, required for teacher certification in most fields

Employer Survey (10%) – A 31-item survey administered to employers about inductee teachers' capability and preparedness, based on the ten InTASC Standards, which form the basis of teacher preparation program curricula

Inductee Survey (10%) – A 43-item survey of program completers administered near the end of an inductee teacher's first year in the classroom, based on the ten InTASC Standards

Additionally, numerous other EPP-specific data are displayed on the Provider Context tab, including the average entry and exit GPA; percentages of baccalaureate and post-baccalaureate completers; employment as a teacher in the year following program completion; and employment by region.

Publication

The 2021-2022 academic year PPEMs, and supporting documentation, are available on GaPSC's [PPEMs](#) website.