

RADAR

EDUCATOR WORKFORCE RECRUITMENT, RESEARCH AND DEVELOPMENT ACTIVITY REPORT

Partnership Initiated With IBM Corporation: Transition to Teaching

By Gail Sherer, Ed.D., NBCT, Transition to Teaching Program Manager

The Division for Educator Workforce Recruitment, Research and Development (EWRRAD) of the Georgia Professional Standards Commission (PSC) is collaborating with the IBM Corporation in an innovative program designed to place highly trained and experienced professionals in Georgia's classrooms. The Transition to Teaching project is part of an IBM pilot project involving as many as 100 IBM employees participating across the country. Approximately one-tenth of those enrolled are in the Georgia program.



The Transition to Teaching project provides employees with access to online course work and more traditional courses that employees take on their own time while they continue working with IBM. The program will also allow time off for student teaching for up to four months to meet state certification requirements. IBM will pay the participant's regular salary while they continue to work and will also fund up to \$15,000 for tuition reimbursement and stipends for up to four months of classroom experience when the participants will be on a leave of absence. Once a person completes the program and secures a teaching position, he or she will be expected to voluntarily leave IBM.

The program is tailored to meet the needs and interests of IBM employees who are passionate volunteers. IBM employees most frequently volunteer in schools, and are proud to work for a company that invests in efforts to improve elementary and secondary schools. Many IBM employees have academic backgrounds in mathematics and science, so they can meet the subject matter certification requirements, making it easier to

continued on page 6

The Vacancy Reporting System Affirms That Georgia Needs More Teachers

By Vernon Andrews, Transition to Teaching Program Assistant

There has always been a need for more accurate teacher demand projections and identification of teacher critical shortage areas. This need led to the creation of the Vacancy Reporting System (VRS), to report true and accurate data. The VRS was designed to assist the Professional Standards Commission (PSC) in tracking vacancies at different intervals during the school year. School systems are required to post vacancies on their 30th, 90th and 180th school days based on their individual school calendars.

"The data from the VRS clearly indicate that more teachers are needed to fill vacant positions and that most schools are still under-staffed."

Results from the Vacancy Reporting System (VRS) affirms that teachers are still needed to staff our Georgia public schools for the 2006-2007 school year. For the 30th day report, a total of 114

continued on page 6

About Reach to Teach in Georgia

Reach to Teach in Georgia and the Georgia Teaching Force Program engage in assisting participating schools with marketing to four-year college graduates and qualified career professionals, who have never held a teaching certificate, and are seeking to transition into the teaching profession; facilitates teacher marketing and recruitment planning services and materials; provides qualified program participants with access to individualized mentoring, educational opportunities, training and support resources; and provides teacher incentives, namely, stipend awards to eligible participants. For more information visit www.GAPSC.com/workforcetransitiontoteachingprograms.

Projects of the Georgia Professional Standards Commission are supported with funds from the U.S. Department of Education, Transition to Teaching Program: Federal Grant Award S350B020016.

From the Director's Desk



Staff members in the Educator Workforce Recruitment, Research and Development Division (EWRRAD) are honored to collaborate with so many dedicated, smart educators and education supporters across Georgia. The wide-reaching collaboration and common focus were evident in the planning, participation and achievement of the 2007 Best Practices Series on Educator Recruitment held February 19-23 in Savannah, Georgia. Over 300 hundred teachers, system and school level leaders, regional Chamber of Commerce members, policy makers, higher education representatives, RESA and state education agency leaders worked together with national consultants to unlock successful strategies to recruit high quality and high performing educators for all Georgia schools. Our continuing efforts center on providing Georgia public school educators and stakeholders in all positions and in all locales with concrete and useful information and approaches to attain Effective School Staffing for every student in every academic year. The excerpt below is from the conference bulletin cover and speaks for itself. Thanks to all who contributed in this outstanding Educator Workforce Development event. We anticipate even better collective work ahead!

The Division for Educator Workforce Recruitment, Research and Development (EWRRAD)

Presents

In Collaboration with the PSC's Georgia Human Resource Task Force and Effective School Staffing Task Force and Exceptional Students Division in the Georgia Department of Education

The 2007 Best Practices Series: Educator Recruitment February 19-23, 2007 • Savannah, Georgia

STATEWIDE CONFERENCE:

Strategies in Recruiting the Best Educators
for Georgia Public Schools

Georgia Special Educator Recruitment Task Force:
Recruiting and Developing Special Educators

COMMUNITY COLLABORATORS:

Educator Recruitment in Georgia Public Schools

Human Resource Task Force

Transition to Teaching Contact Group:

Cost Effective Public Relations and Media in Educator Recruitment

Cynthia Stephens, Ed. D., Director

Division for Educator Workforce Recruitment, Research and Development (EWRRAD) • Transition to Teaching Project Director • Georgia Professional Standards Commission

Research Corner

By Winifred Nweke, Ph.D.; Gerald Eads, Ph.D.; Comfort Afolabi; M.P.A.
Educator Workforce Research Team

2006 Status Report

The 2006 Status Report of the Georgia Educator Workforce is now available online. For the Executive Summary, please go to: www.gapsc.com/Workforce/2006_Report/Executive_Summary.pdf For the full report, go to: www.gapsc.com/Workforce/2006_Report/Full_Report.pdf. The report summarizes the supply, demand and utilization of teachers, administrative and student services personnel in Georgia public schools. It projects future needs, highlights staffing issues and Professional Standards Commission's (PSC) efforts and programs designed to ameliorate and resolve some of the staffing problems and issues.

Georgia Educational Research Association (GERA) Conference

PSC personnel presented three papers at the GERA fall conference in October, 2006, namely:

- *A Framework for Instructional Equity: Relationships Between Adequate Yearly Progress Classification and Educator Attributes*
- *How Deep Is the Georgia Teacher Pool?*
- *Predicting the Impact of Enrollment and Policy Changes on Teacher Demand*

To view the PowerPoint presentations visit:

www.gapsc.com/Workforce/Presentations.asp.

2007 American Educational Research Association (AERA) Conference

Educator Workforce Recruitment, Research and development Division (EWRRAD) staff will be presented a paper entitled: "The Impact of Georgia's Class Size Reduction Legislation on Teacher Staffing" at the 2007 AERA annual conference in Chicago, April 9 - 13, 2007. Get more information on the Conference at www.aera.net.

Statewide Teacher Interview Conducted Online

This year EWRRAD is conducting an online survey for all Georgia teachers. With the addition of open-ended questions to traditional "choose an answer" items, we tried to develop the survey as more of an "online interview." The survey asks teachers about things that may influence their decisions to remain in or leave the classroom. Our intent is to help better understand teacher retention and attrition to assist school and system leaders reduce the rising student and fiscal costs of teacher replacement.

The interview is available to teachers online at survey.gapsc.com 24 hours a day, seven days a week through May of this year. They may take part in the interview at school, at home or in the comfort of their favorite coffee shop. It takes 20 to 30 minutes to complete. Links to the interview are available on both www.gapsc.com as well as www.teachgeorgia.org.

The interview is completely anonymous. Although teachers are asked to provide their last name and last four digits of their

social security number, so that the PSC can look up teachers' certification information – and avoid asking many additional questions – that identification information is removed from all files upon linking. Neither teachers nor schools will ever be revealed to any individual or institution. Early returns show that the vast majority of teachers are trusting this approach.

Each system superintendent has been invited by Dr. F. D. Toth, executive secretary of the PSC to participate, and each human resources director has been provided complete information about the survey. Each system has been asked to use the approach most convenient to them to contact their teachers and ask them to participate.

As of this writing, 74 school systems have notified the PSC of their participation, representing well over half the teachers in the state. Each participating system having a sufficient percentage of their teachers take the interview will receive a summary report of their own teachers' responses and, if they wish, a data file specific to that system, including the written responses to the open-ended questions. Complete in-depth state and geographic area (RESA) reports will of course also be made available.

If you would like your system to participate but have not informed the PSC, please contact Dr. Jerry Eads at 404.232.2596 or jerry.eads@gapsc.com. He will immediately send you information about the interview and copies of model principal and teacher messages.

The survey is part of Phase Two of the PSC Teacher Retention Study begun in 2001.

EWRRAD Publications

For publications from prior years by EWRRAD staff, visit our website at www.gapsc.com/Workforce/Data_research.asp

If you still cannot find what you are looking for, please fill out and submit our Data Request Form at www.gapsc.com/workforce/specialanalysis.asp.

Troops to Teachers

By Bill Kirkland, Troops to Teachers Program Manager, Georgia Troops to Teachers



The Troops to Teachers national office recently announced that over 9,500 Troops to Teachers participants have been hired to teach in America's public schools since the program's inception in 1994. These teachers include 2004 National Teacher of the Year Chauncey Veatch; Ohio's 2006 Teacher of the Year Eric Combs; Georgia's 2004 Teacher of the Year Robert Guy and many other outstanding teachers across the nation.

Georgia ranks second among all 50 states having hired a total of 368 Troops to Teachers, since 2002, when the Troops to Teachers Program was transferred to the Georgia Professional Standards Commission. Since the program's inception in 1994 over 565 Troops to Teachers, teachers have been hired to teach in the public schools across the state. The Georgia Troops to Teachers Program also ranks near the nation's best in teacher recruitment costs, with an average cost per teacher hired of \$2,800 in school year 2005.

The typical Troops to Teachers teacher is 41 years old and has reached the rank of Sergeant First Class or Master Sergeant if enlisted and Major or Lieutenant Colonel if officers before they retired from the service. They have the maturity achieved only by experience and age as well as a proven track record of success.

Eighty-one percent of the Troops to Teachers are male compared to just of 20 percent of overall public school teachers, while 43 percent of Troops to Teachers are minorities compared to roughly 10 percent of overall public school teachers.

These teachers are teaching where the need is greatest. Over 45 percent are teaching middle school and over 53 percent are teaching high needs subject such as special education, math or science. The most noteworthy characteristic of Troops to Teachers participants is their retention rate. After five years, over 86 percent are still in the classroom.

The Troops to Teachers National Office maintains a database of Troops to Teachers candidates that is available free to school administrators. To register and obtain access to it, go to www.jobs2teach.doded.mil/Jobs2Teach/j2tdefault.asp. In addition, Georgia Troops to Teachers staff conduct monthly transition to teaching seminars at each of the state's seven major military bases. If you would like to participate in any of these seminars or provide information to be handed out at them, call either Bill Kirkland or Anita Bryant at 404.232.2622 or 404.232.2608. To contact either via email go to the Georgia Troops to Teachers website at www.tttga.net.



TIPS assisted in attracting approximately 1,500 teacher candidates to the recent MRESA/TeachGeorgia Great Teacher Recruitment Fair @ Metro Atlanta.

New Teacher Recruitment Resource To Help Georgia Schools

By Robert Maxson, TeachGeorgia Program Manager

TeachGeorgia is pleased to announce that a new feature has been added to assist Georgia's public schools recruit and place highly qualified teachers for the 2007-08 school year. The TeachGeorgia Teacher Interactive Placement Services (TIPS) is now available to human resources personnel and school administrators across Georgia. TIPS is a free service that will enable TeachGeorgia to reach out and provide personal placement assistance and customer service to teacher candidates and school systems throughout the employment process.

Simply put, TIPS is a live database of eligible teacher candidates who are seeking a position in a Georgia classroom. As part of the registration function with the teacher recruitment clearinghouse, www.TeachGeorgia.org, registrants are asked, "Which category best describes you?" [Georgia certified, educator certified in another state or country, student teacher in an education

program, or interested in becoming an educator] Registrants also designate their subject area and their geographic preferences of where they desire to teach. TIPS information will allow TeachGeorgia and human resources personnel to proactively make the connection between candidate and classroom.

TIPS helps teacher registrants through personalized follow-up with candidates after registration to offer assistance in locating a teaching opportunity in Georgia. Candidates may send their resume and a cover letter and TIPS will forward to school systems, as appropriate. Also, TIPS will send targeted and customized email blasts to specific teacher candidates to promote local, regional and/or statewide teacher recruitment events such as job fairs or information sessions.

TIPS helps school systems find teachers for hard-to-fill position. The school system human resources representative contacts TeachGeorgia at TIPS@gapsc.com and provides the subject area(s) and grade level(s) needed. TeachGeorgia will access the TIPS database and contact appropriate candidates that match the school's criteria on behalf of the school system. TIPS will facilitate the application and employment of highly qualified teacher candidates for Georgia school systems. If you want TIPS to assist you in the recruitment of highly qualified educators, please contact us at TIPS@gapsc.com.

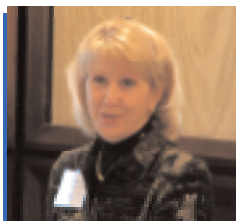
Transition to Teaching Leadership Series

By Jan Godwin, Transition to Teaching Field Coordinator

Online courses for redelivery of the Georgia Performance Standards (GPS) training were presented at the first of three conferences in the Leadership Series presented by the Georgia Professional Standards Commission's Division for Educator Workforce Recruitment, Research and Development. The conference was held at Columbus State University in Columbus, Georgia on September 19, 2006. As part of two Transition to Teaching projects, Reach to Teach (RTT) and Georgia Teaching Force Program (GTFP), the Leadership Series focuses on supporting school leaders. Approximately 150 principals, assistant principals, curriculum directors, human resources personnel, instructional lead teachers, professional learning coordinators, academic coaches and Georgia Performance Standards (GPS) trainers attended the conference.

The online courses were developed by three National Board Certified Teachers who are part of the Reach to Teach Academy Faculty (RTTAF). The workshop was presented via an internet-based program called College LiveText. Dr. Patti McWhorter developed the English/language arts courses, Jan Godwin developed the science courses, and Kim White-Fredette developed the mathematics course. The workshop was developed to share materials that the Georgia Department of Education used in the original GPS training for those courses.

During the conference, Dr. Cyndy Stephens and Dr. Gail



Sherer explained the purpose of the conference and the two Transition to Teaching grant programs. Gillian Cohen-Boyer brought greetings from the United States Department of Education, Office of Innovation and Improvement, Teacher Quality Programs, Transition to Teaching grant program. Dr. Ida Love, Deputy Superintendent, Georgia Department of Education, gave a history of the Georgia Performance Standards and answered questions about the future of GPS. Godwin and McWhorter explained how to use the online GPS redelivery courses.

During the luncheon, Li Massey, Louise Tolbert, Penny Thornton and Tina Jones, representatives from the Muscogee County School System, demonstrated how they use LiveText in mentoring new teachers. Two beginning teachers from Muscogee County, Melissa Stewart and Shea Simmons, who are Reach to Teach program participants, discussed their challenges and triumphs as first-year teachers and how RTT, mentoring and LiveText have benefited them.

Following the luncheon, participants went to breakout sessions where they had an opportunity to get hands-on practice in utilizing the online courses for redelivery of the GPS training. Flavia Gunter, Linda Oliver, Patricia Alexander, Patti McWhorter, Jan Godwin and Heather Bilton facilitated the breakout sessions. All participants were given a visitor's password so they could begin using the courses.

Two additional Leadership Series conferences are available to school system personnel from the Transition to Teaching Grant project. On January 9th and 10th, 2007, at Albany State University, Albany, Georgia, a two day workshop "What Does a Standards-Based Classroom Look Like?" was held. This conference included a trip to Lee County Middle School, where participants experienced Standards-Based Classrooms in action. A "Balanced Assessment" workshop was also held March 7, 2007 in Warrenton, Georgia.

Georgia Announces the Achievement of 191 New National Board Certified Teachers

By Gail Sherer, Ed.D., NBCT, Transition to Teaching Program Manager

The number of new National Board Certified Teachers (NBCTs) in Georgia announced on January 9, 2007, ranks 12th in the nation. The National Board for Professional Teaching Standards (NBPTS) announced that nearly 7,800 of the nation's top teachers achieved National Board Certification in 2006, a seven percent increase over the number of teachers who earned certification in 2005. The cumulative total of National Board Certified Teachers in the United States is estimated to be over 55,000, with nearly 39 percent of them teaching in Title I schools as defined by the National Center for Educational Statistics (NCES). (NOTE: This percentage is based on 44,206 teachers whose schools could be identified as Title I using NCES criteria.)

Since 2001, more than 5,000 mathematics or science teachers

have joined the ranks of National Board Certified Teachers. One out of every 10 teachers who hold National Board Certification teaches mathematics or science. "Because of the increasing importance of mathematics or science education relating to U.S. competitiveness, we are pleased to report increasing numbers of mathematics or science teachers achieving National Board Certification," said NBPTS President and CEO, Joseph A. Aguerrebere.

Celebrating its 20th anniversary in 2007, NBPTS continues to be the most thoroughly grounded, in research terms, of any assessment program in the teaching profession. According to Aguerrebere, "Teachers who earn this advanced teaching credential are among the best qualified in the nation to improve instruction, raise student achievement and improve teaching practices in their classrooms, schools and districts."

For more information about NBPTS and National Board Certification, visit the NBPTS website at www.nbpts.org. For information about the Georgia program, visit the Professional Standards Commission website at www.gapsc.com and click on the National Board icon.

Georgia Spouses to Teachers Program

By Anita Bryant, Program Specialist



The Georgia Spouses to Teachers (STT) program is a joint effort between the U.S. Department of Defense and the U.S. Department of Education that is designed to assist spouses of active duty and reserve military members to become public school teachers. The STT Program provides military spouses with information about teachers' credentialing requirements and alternative pathways to the teaching profession.

"The STT program provides funds of up to a \$600 stipend to reimburse eligible spouses for costs related to certification testing."

The STT program provides funds of up to a \$600 stipend to reimburse eligible spouses for costs related to certification testing. The goals of STT are to bring together the various elements that are critical to entry into the teaching profession and to provide a reliable source of information and guidance to military spouses to become highly qualified teachers.

Currently there are 33 Spouses-to-Teachers participants teaching in the Georgia public school system and 325 are registered with the program and are in the process of taking the test for teacher certification.

If you are looking for a career that allows you to make a difference in the lives of young people, consider teaching. Let the Spouse-to-Teachers program help you find the information and assistance you need to become certified to teach in Georgia.

For more information on the Georgia Spouses to Teachers Program, please contact: Anita Bryant at 404.232.2622 or email gapousestoteachers@gapsc.com or visit www.STTGA.net.

GAPSC Conducts Training for the Georgia Teaching Force Program

By Jan Godwin, Transition to Teaching Field Coordinator

The Division for Educator Workforce Recruitment, Research, and Development (EWRRAD) of the Georgia Professional Standards Commission (PSC) held a series of training programs for leaders of school systems participating in the Georgia Teaching Force Program (GTFP), a United States Department of Education Transition to Teaching grant project. The training was held October 30, 2006 – November 2, 2006 at the Buccaneer Hotel at Jekyll Island, Georgia.

Dr. Gail Sherer led the first training session on October 30-31, 2006, which was an Orientation Session for contact persons in school systems participating in the GTFP. Dr. Sherer explained the benefits of the grant program to the participating systems. She explained the forms to be used by grant participants, the responsibilities of the PSC and the responsibilities of the participating systems. All of the forms used in GTFP will be available online to participating systems at www.livetext.com. Jan Godwin and Flavia Gunter explained the required training for principals and mentors in the program. Dr. Mike Walker and Cynthia Rutledge, from Oconee RESA, explained the "satellite" GATAPP and One-Year Supervised Practicum that will be available to participating systems.

Gunter, mentor teacher in Atlanta Public Schools, conducted the training of experienced teachers from participating school systems who will mentor the first-year teachers in the Georgia Teaching Force Program. The Mentor Training was held October 31 – November 1, 2006. Mentors participated in interactive sessions that taught them how to provide the proper balance of support and challenge to teachers who are entering the profession through alternative routes – GATAPP and the Test-Based Option with the One-Year Supervised Practicum.

Gunter also conducted training sessions for the principals who will have GTFP participants in their schools. During the Principal Training November 1-2, 2006 Gunter shared with the principals an overview of the Mentor Training. She reminded the principals that new teachers have SO MUCH to learn and need supportive administrators in order to be retained in the teaching profession. She noted further that teachers who are pursuing alternative paths to certification have not participated in student teaching and thus have special needs; however, they bring maturity and experience to the workplace that are often lacking in traditionally prepared first-year teachers. Gunter gave principals strategies for supporting all beginning teachers.

Transition to Teaching continued from page 1

complete the preparation to become K-12 teachers. IBM is committed to raising awareness among employees about the possibility of teaching as a second career as well as the shortages of mathematics and science educators, in addition to providing targeted support to those individuals who would like to pursue this option.

Eligible IBM employees are those who have at least 10 years of IBM service, are rated as “Solid Contributor” or above, hold at least a bachelor’s degree in mathematics, science or a related field, have a strong interest in teaching as a second career, with some experience teaching, tutoring or volunteering in a school or other children’s program, and have management approval.

The first cohort at IBM headquarters in Marietta, GA began on December 6, 2006. Participants will visit classrooms and complete Pre-GATAPP activities during the next two years. The Pre-GATAPP is provided by Oconee RESA and is specially tailored for corporate professionals.

Vacancy Report continued from page 1

school systems reported vacancies, while only 72 systems reported no vacancy. (This data includes charter schools, state schools, and the Department of Juvenile Justice). The data for the 30th report day showed that there were a total of 1315.25 Full-time Equivalents (FTEs) needed to fill vacancies in our public schools. For the 90th day report, a total of 114 school systems reported vacancies, while only 71 systems reported no vacancy. The data for the 90th report day showed that there were a total of 1205.95 (FTEs) needed to fill vacancies in our public schools.

The data from the VRS clearly indicates that more teachers are needed to fill vacant positions and that most schools are still understaffed. All school systems will be required to report vacancies on their 180th report day at the end of their school calendar year. We encourage all school systems to post their vacant positions on www.teachgeorgia.org.

Use your head. Follow your heart.
TeachGeorgia

6

This newsletter is made possible by Reach to Teach in Georgia, a project of the Georgia Professional Standards Commission, and is supported with funds from the US Department of Education Transition to Teaching Program: Federal Grant Award. S350B020016



Georgia Professional Standards Commission

Two Peachtree Street
Suite 6000
Atlanta, Georgia 30303-3141