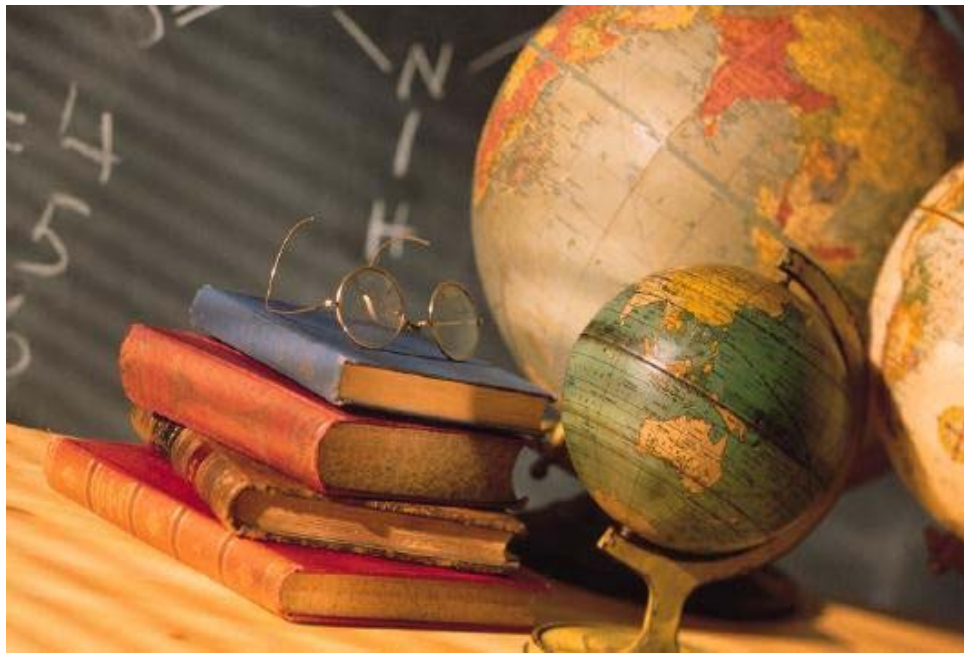


# **Educator Workforce Research & Development Division**



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**ACCOMPLISHMENTS, 1999 – 2003**

Georgia Professional Standards Commission

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# INTRODUCTION

The Educator Workforce Research and Development Division (EWRAD) of the Georgia Professional Standards Commission (PSC) was established to research and address educator workforce issues for Georgia. Originally known as the Georgia Teaching Force Center, EWRAD is responsible for collecting and reporting annual, interim, and special request supply and demand data on Georgia's educator workforce.

EWRAD has three primary functions:

- (1) to collect, analyze, and report educator workforce data and forecast trends related to:
  - A. the production, supply, and demand of administrators, student services personnel, and teachers by subject field, grade level, and geographic area.
  - B. mentor teachers
  - C. population distribution of school age children
  - D. HOPE scholarships
  - E. attrition rates of beginning teachers
  - F. funding issues;
- (2) to serve as a clearinghouse to school districts by identifying qualified applicants and available positions, and by articulating preparation and certification alternatives such as the Georgia Teacher Alternative Preparation Program (GATAPP), distance learning, and part-time assignments through which teacher candidates may seek and enter public school employment; and
- (3) to market teaching as a viable profession to high school students and to individuals who are interested in pursuing teaching as a career, including those pursuing lateral professional moves, second careers, and alternative certification paths.

Since its inception, EWRAD has seen considerable change and growth in its staff and program offerings. In addition to the Research Program that already existed, three program areas were added to the division: Georgia's National Board Certified Teacher Program, TeachGeorgia Public School Educator Recruitment, and Georgia's Troops-to-Teachers Program. Each of these programs increased the functions and reach of EWRAD as an outlet to attract qualified individuals to teach in Georgia. In October 2002, the PSC was awarded grant monies under the federal Transition to Teaching Program. The funds provide for the implementation of a five-year teacher recruitment and retention program in identified high need schools and school systems. This is the fifth program area within EWRAD.

The next section summarizes the five program areas found within EWRAD.

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# EWRAD PROGRAM AREAS

## RESEARCH

One of the primary functions of EWRAD is to collect, analyze, and report educator workforce data and forecast trends. These duties are the responsibility of the Research Program staff. To date, three annual educator supply and demand reports have been published with projections for the educator workforce. These reports, in addition to ad hoc, interim special reports, white papers, and targeted data, are increasingly requested by and used in making decisions by school systems, Regional Education Service Agencies (RESAs), policymakers, community leaders, and other education stakeholders.

In particular, examples of the annual and interim reports of the educator workforce, of educator preparation programs, and of workplace conditions in Georgia public schools as they relate to the preparation, recruitment, and retention of highly qualified teachers, administrators, support personnel, and paraprofessionals include:

- ☒ *Status Reports of the Educator Workforce in Georgia Public Schools*: These reports provide annual descriptions and projections of educator supply and demand (which includes teachers, administrative, and student services personnel) in Georgia's public school systems.
  - *Status Report 2000*. The Georgia Teaching Force: A Report of the Supply, Demand, and Utilization of Pre-Kindergarten – Twelfth Grade Teachers in Georgia Public Schools
  - *Status Report 2001*. The Georgia Teaching Force 2001: A Report of the Supply, Demand, and Utilization of Pre-Kindergarten – Twelfth Grade Teachers in Georgia Public Schools
  - *Status Report 2002*. Georgia's Administrative and Student Services Personnel: A Report of the Demographic Characteristics and Supply and Demand of Administrative and Student Services Personnel in Georgia Public Schools
  - *Status Report 2002*. The Georgia Educator Workforce 2002: A Report of the Supply, Demand, and Utilization of Teachers, Administrative, and Student Services Personnel in Georgia Public Schools
- ☒ *Georgia Teacher Retention Studies*: These studies provide quantitative and qualitative investigations of factors that influence teachers to remain in or leave the classroom or teaching profession.
  - *Georgia Teacher Retention Study*. A Statewide Analysis of the Factors That Lead to the Retention of Teachers in Georgia's Public Schools: Phase I Report (2001)
- ☒ *Staffing Report: Selected Priority Schools in Georgia*. This OEA commissioned study examined teacher characteristics in OEA-identified priority and high performing schools. Characteristics examined included demographics, type of preparation institution, scores on TCT and PRAXIS exams, and content area. (2001)
- ☒ *Beginning Teacher Studies*. The purpose of this study is to examine first-year teachers' preparedness for the classroom.
  - *Beginning Teacher Survey 2002 in progress* (sequel to Beginning Teacher Surveys of 1998 and 1999)
- ☒ *Pre-K Personnel Survey 2001: Georgia Lottery-Funded Programs*. This Office of School Readiness commissioned study examined the characteristics of the teachers, as well as the students, in Georgia's Pre-K programs. In particular, this study looked at retention and attrition issues affecting this teacher population.

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- ☒ **White Papers:** These print and on-line publications cover issues related to having qualified public school professionals for every Georgia student, such as recruitment, incentives, and national certification. Topics covered include:
    - The Role of Paraprofessionals/Teacher Aides in Georgia Classrooms
    - Georgia's National Board Certified Teachers Program
    - Benefits of Mid-Career Changers to Georgia School Systems
    - The Georgia Troops-to-Teachers Program: Helping to Staff Georgia's Public Schools
    - The Georgia Collaborative to Recruit Out-of-State Educators
  - ☒ **No Child Left Behind (NCLB) Reports:** These reports are compiled to meet federal and state requirements for documentation on qualified and highly qualified teachers and paraprofessionals.
    - *Teacher Quality.* This report, utilizing the NCLB definition of "highly qualified", summarizes the methods by which the top five states (as ranked by the 2002 SAT scores) and five highest ranked southern states define "highly qualified."
  - ☒ **Policy Primer: Teachers and Teaching.** The purpose of this Georgia Partnership for Excellence in Education (GPEE) commissioned study was to provide political candidates across the state with a "quick" reference to the educator workforce in Pre-K-12 public schools in Georgia. (2002)
  - ☒ **Ad Hoc Reports:** These reports are produced as requested by leadership and staff in the Governor's Office, the Education Coordinating Council (ECC), the Georgia Department of Education (Ga. DOE), legislators, state and federal agencies, RESAs, schools and school systems, business and general public communities, media outlets, institutions of higher education, graduate research students, individuals, and other divisions within the PSC. Topics of ad hoc reports include the following:
    - Georgia Teacher Supply: Student Teachers by Field and Institution, FY99-FY01 (2002)
    - FY02 Georgia Teachers by Education Level and School System – LaGrange College
    - Attrition of First-Year Teachers – PSC (federal report data)
    - Out-of-field Teaching in Georgia's High Schools, FY02
    - Total Number of Georgia Teachers, 2000-2002
    - Count of Current Teachers, New Teachers, and TSS Trained Mentors, 2000-2002
    - Physical Science Teachers in 6<sup>th</sup> Grade, 2002 – Valdosta State University
    - Georgia School Counselors by Grade Level, FY97-FY11
    - Paraprofessionals/Teacher Aides in Georgia, 1999-2001 – Southern Regional Education Board
    - Projections of Georgia Teachers, 2002-2003
    - Current Number of Teachers in Georgia with Emergency Certification – Atlantic Armstrong State University
    - Teacher Salaries in Georgia as compared to Other States – GPEE
    - The Supply and Demand of Principals – GPEE
    - Characteristics of National Board Certified Teachers: Numbers Currently Teaching and Numbers Certified in Early Childhood Education – Governor's Office of Planning and Budget
    - Teacher Retention and Projections of Teachers Needed – Georgia Southwestern State University
    - Demographic Characteristics (numbers, teaching level, gender, ethnicity) of Georgia's Teacher Workforce, FY01 – GPEE
    - FY01 Special Education Teachers – Ga. DOE
    - High School and Middle Grades Teacher Retention in Math & Science
    - An Analysis of Math and Science Teachers in Middle Georgia RESA Teaching Out-of-Field or With Non-Clear Renewable Certificate Distributed by System – Macon State College
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- Teachers in FY02 in Metro RESA School Systems – Gwinnett
  - New Teacher Hires in FY01 in Selected Systems
  - FY01 Teachers in Metro RESA by School System, Gender and Ethnicity – National Board
  - Experience Level of Teachers Hired in Georgia from 1996-2001 – Gwinnett County
  - FY02 Teachers Distributed by Ethnicity and School System – Marketing
  - Student Enrollment Trends in Georgia P-12 Classrooms by Ethnicity: FY98-FY02 – Marketing
  - Number of TSS in FY02 By RESA – Oconee
  - Relationship Between Incidence of Out of Field Teaching and Poverty Level of School – Response to Ingersoll’s numbers on Georgia.
  - ☒ *Regional and National Educator Information Center and Consortia Reports:* Georgia participates in teacher quality data initiatives that identify and seek to improve the overall supply pool of qualified teachers, administrators and student services personnel for which to recruit into Georgia schools. Thereby, interim and annual data reports are provided to these agencies, e.g., Southeast Center for Teaching Quality.
  - ☒ *Presentations:* In addition to reports, data generated by the Research Program is presented at state, regional, and national conferences. Presentation titles include:
    - *Retention (2002)*
    - *Georgia Division for Educator Workforce Research and Development* (provided information on the various programs within the division) (2002)
    - *Educator Supply and Demand in Georgia Public Schools* (presented to the ECC, 2002)
    - *A Profile of Georgia’s Non-Teaching Educator Workforce, FY97-F01*
  - ☒ *Technology:*
    - Updated SPSS software and purchased additional modules (e.g., advanced models, graphics, tables, decision time)
    - Purchased StatPac survey software (allows for creation of web- and email-based surveys)
    - Utilizing GIS (Geographic Information Systems) software to create maps and provide spatial representation of data and issues.
    - Adopted MS Project as a method to put studies, projects, etc. on a timeline

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## **NATIONAL BOARD TEACHER CERTIFICATION**

Administration of Georgia's National Board Teacher Certification Program and management of funds associated with current National Board Certified Teachers (NBCTs), candidates, and pre-candidates is done through the EWRAD Division of the PSC. Through certification in the National Board for Professional Teaching Standards (NBPTS) process, teachers pursue high and rigorous standards that promote accomplished teaching. Georgia has one of the top seven programs nationally, with 804 current NBCTs. In fact, the number of Georgia NBCTs has increased from 112 certified between 1994 and 2000, to a total 427 in 2001, to the current 804 who hold the distinction of NBCT. In FY02, over 1,150 Georgia teachers applied for national certification, and over 1,000 are in the FY03 process.

In regards to policies and standards enacted related to National Board (NB) Certification, standards for training, support, and facilitation of NB pre-candidates and candidates were developed and placed into PSC rule in collaboration with a statewide committee of NBCTs, non-NBCTs, administrators, and higher education representatives.

Examples of Georgia's National Board Teacher Certification Program initiatives include:

- ✎ *Georgia National Board Certification Candidate Subsidy Administration and Distribution of State and State-managed Funds:* The purpose of which is to provide eligible teachers with subsidy funds to pursue the National Board Certification process.
- ✎ *Georgia State Committee, Executive Board, and Task Forces for Accomplished Teaching:* The purpose of which is to guide policy and practice in the Georgia NBCT program.
- ✎ *Forum for Accomplished Teachers and P-16 Supporters:* The purpose is to serve as an annual state conference on accomplished teaching for NBCTs, higher education professionals, administrators, professional developers, and school improvement specialists.
- ✎ *Information Presentations:* The purpose is to inform educators, parents, members of the business community, interested stakeholders, etc. about the national certification standards and the value of accomplished teachers in Georgia schools.
- ✎ *Knowledgeable Teacher and Accomplished Teacher Course Template Designs and Provider Approvals in Conjunction with the Georgia DOE Staff Development Office:* The purpose is to provide school systems, RESAs, and other providers of pre-candidate and candidate support activities with a standard for professional development and candidate support inclusive of the National Board standards, standards in the state curriculum, and National Staff Development Council standards for effective delivery of professional development.
- ✎ *Facilitator Training of National Board Certified Teachers Developed and Conducted:* The purpose is to provide these accomplished classroom teachers with advanced skills and techniques for effectively mentoring adults.
- ✎ *Teacher Leadership Network:* The purpose is to provide a venue for NBCTs, school leaders, educator organizations, higher education, business and community leaders, and non-profit stakeholders to participate in discussions about accomplished teaching practices, knowledge, content skills, professional development, instructional impact, student learning, and school improvement.
- ✎ *Collaborations with School System and Regional Educational Services Agency Staff Developers and Colleges of Education Personnel:* The purpose is to promote integration of National Board Standards into course design and to encourage the utilization of NBCT instructors, adjunct faculty, or teaching assistants.

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- ✎ *Georgia's National Board Certified Teachers Program Enhancements:* The purpose is to increase the numbers of school systems statewide that have NBCTs on their faculty. In 2000, approximately 50 school systems had one or more NBCTs; in 2001, the numbers increased to 87.
  - ✎ *Use of Technology:* The purpose is to provide the opportunity for educators interested in learning about the National Board process, or current NBCTs and others, to access the information directly from one source, the GAPSC web page, which is available for viewing in all public schools statewide.
  - ✎ *Commitment to Increase Diversity Among Participants in Georgia's National Board Certified Teachers Program:* Increased non-White participation in funding opportunities from 8% in 2001, to 20% in the 2002 funding cycle through the availability of uniform procedures and opportunities for standardized mentoring statewide.
  - ✎ *Design and Implementation of the Reach to Teach Academies as a Component of the Transition to Teaching Grant:* The purpose is to prepare and retain newly hired teachers in high-needs school systems, who are completing their certification requirements through alternative teacher preparation programs by supplementing their training through NBCTs' mentoring and modeling, and to also provide those targeted teachers with specific skills development activities specific to strategies proved successful in reaching the hard to teach student.

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## **TEACHGEORGIA PUBLIC SCHOOL EDUCATOR RECRUITMENT AND MARKETING**

TeachGeorgia is the statewide program to recruit and retain highly qualified teachers in Georgia public schools. TeachGeorgia collaborates with schools, school systems, RESAs, and teacher preparation programs to (1) identify effective recruitment and retention practices, (2) enlarge the pool of qualified candidates through effective marketing and advertising, and (3) serve as a clearinghouse for all applicants and public school job postings in Georgia.

In FY02, TeachGeorgia conducted 8 educator job fairs in collaboration with school systems, higher education institutions, RESAs, and the Georgia Department of Labor. Eleven job fairs are scheduled for FY03. Also, nearly 61,000 applications were submitted by individuals and 4,576 jobs were posted by Georgia schools to the TeachGeorgia.org recruiting website.

Examples of TeachGeorgia initiatives include:

- *TeachGeorgia Co-branding*: The purpose is to serve as a collaborative program with school systems and RESAs for co-branding local, RESA, and state recruitment logos on personal campaigns, banners, billboards, job fairs, marketing tools, etc.
- *TeachGeorgia.org*: The purpose is to serve as the applicant recruitment and public school job posting website for Georgia. It is considered to be one of the nation's most powerful websites by teacher recruitment professionals inside and outside of Georgia.
- *TeachGeorgia Recruitment Collaborative*: The purpose is to create a partnership with public and private teacher preparation programs in Georgia and border states to sponsor job and career fairs, and to encourage teacher preparation graduates and out-of-state certified educators to teach in Georgia schools.
- *TeachGeorgia Non-Post-secondary Educator Preparation Programs (PSEPP)*: The purpose is to partner with both two-year and four-year non-PSEPP statewide colleges and universities to encourage students to consider teaching in Georgia as a viable career option.
- *Diversity Initiative*: The purpose is to attract and retain a highly qualified teaching force representative of the diverse student population in Georgia.
- *Best Practices in Recruitment and Retention Conference*: The purpose is to provide a statewide forum for local school system human resource directors and other administrators who are responsible for the recruitment of highly qualified teachers, administrators, and service personnel recruitment in Georgia schools to discuss their concerns, issues, and best practices.
- *Human Resource Task Force*: The purpose is to form a representative body of all human resource officials in Georgia public school systems who collaborate with the PSC to consider recruitment and retention issues; examine constraints to effective recruitment, staffing, and retention; and make recommendations to the PSC for remedy and progress.
- *TeachGeorgia Advertising*: The purpose is to promote teaching in Georgia to prospective candidates and other highly qualified individuals. Advertising efforts include billboards, brochures, and displays.
- *High Needs Recruitment*: The purpose is to establish a partnership with the seven high needs school systems identified in the Transition to Teaching grant, to sponsor recruitment activities, and to create recruitment programs targeting alternative teacher preparation candidates (e.g., career changers, Troops-to-Teachers, non-PSEPP, etc.) for placement within the targeted high needs schools.

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- *TeachGeorgia Marketing and Communication Consulting Services*: The purpose is to assist Georgia's school systems in the strategic development of their marketing plans and recruitment initiatives. TeachGeorgia will provide marketing planning and strategic communication consulting services that facilitate the development of effective recruitment and marketing programs, and ensure that said programs support TeachGeorgia's goals and objectives.

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## **TROOPS-TO-TEACHERS**

Troops-to-Teachers is a federally funded teacher recruitment program started in 1994. The purpose of the program is to assist and enable qualified Active Duty and Reserve Component military personnel to enter the teaching profession after separating from military service. The program is under joint sponsorship of the United States Departments of Education and The Department of Defense. It targets the recruitment of both minorities and male role models to teach in high need schools and high need subject areas, such as mathematics and science. Individuals who have come through the Georgia's Troops-to-Teachers program are teaching in all areas of the state. To date, 221 teachers have been hired into Georgia classrooms through the Georgia Troops-to-Teachers program.

Examples of Georgia's Troops-to-Teachers accomplishments include:

- *Development of Education Officers Network:* This network represents the first formal association between the state Troops-to-Teachers Program and the military installation Education Offices across the state that are responsible for post-service career and educational counseling of separating military personnel.
- *Development of Collaboration with Teacher Preparation Program, State Universities, and Military Installations in the State.* This collaboration represents joint traditional and alternative teacher preparation programs between military installations, GATAPP, traditional teacher preparation programs, RESAs, and school systems. The pilot program class will begin in January 2003.
- *Association with the National Troops-to-Teachers Office:* This year, through this relationship, over 300 military personnel have joined the Troops-to-Teachers Program and have expressed an interest in teaching in Georgia public schools upon separation from military service.
- *Collaboration with the Transition to Teaching and TeachGeorgia Marketing Initiatives:* The purpose of this collaboration is to recruit former military personnel into high need schools, to provide training necessary to achieve certification, and to implement effective and appropriate strategies to improve student achievement in Georgia public schools.
- *Coordination with the University System of Georgia (USG) Board of Regents:* This coordinated effort serves to evaluate and modify entrance and tuition fee policies in order to facilitate the preparation of former military personnel preparing to become fully certified as teachers in Georgia's public school classrooms.

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## **TRANSITION TO TEACHING PROGRAM**

In 2002, the Elementary and Secondary Education Office of the U. S. Department of Education (USDOE) awarded the PSC a Transition to Teaching State Grant. This five-year (2002-2007) grant targets the recruitment of highly skilled and professionally experienced non-educators from business, professional, and military sources into teaching positions in seven identified high need local education agencies (LEAs) and 38 schools as defined by the USDOE formula and based on 2001 State of Georgia data. These LEAs include Atkinson, Hancock, Long, McIntosh, Spalding, Taliaferro, and Twiggs and may increase when January 2003 State of Georgia data is applied to the formula.

Examples of Transition to Teaching activities include:

- ☞ *High Quality Teachers in High Need Schools:* The focus of this grant includes sustaining highly qualified faculties in identified high need schools across Georgia. Seven such LEAs and 38 schools have been identified within the state.
- ☞ *Recruitment and Marketing:* A comprehensive recruitment and marketing plan for attracting teachers into the identified high need schools from a variety of traditional and non-traditional preparation and supply sources is under review.
- ☞ *Business Leaders Forums:* These forums represent a collaboration with area Chambers of Commerce and the Georgia Partnership for Excellence in Education to include teaching as a viable option for mid- and second-career seekers and retirees.
- ☞ *Technical Assistance:* Such assistance is offered to teacher candidates, superintendents, principals, and human resource officers in the identified high need areas and schools.
- ☞ *Reach to Teach Academy Faculty:* These faculty members are tasked with mentoring, coaching, and training targeted recruits and their administrators for success and retention in high need settings and populations.
- ☞ *Stipends to New Teacher Recruits in the Identified High Need Schools:* These stipends assist with the cost of preparation coursework, classroom materials, and professional development. Also, they provide for mentoring and other activities that build teachers' skills and knowledge required for effective instruction, classroom management, and student learning.

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