



Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

Strategic Plan Update

July 2015 - June 2019

FY17 Edition

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Mission:

To build the best prepared, most qualified, and most ethical education workforce in the nation

Vision:

To protect Georgia's higher standard of learning

I. Introduction

The Georgia Professional Standards Commission (GaPSC) is responsible for establishing and upholding standards for the preparation of educators, providing a regulatory system of certification/licensure, and establishing and enforcing standards of professional conduct of certified personnel employed in Georgia public schools. In the spring of 2015, we developed the strategic plan to focus our efforts over the next four years (FY16-FY19). The strategic plan is a living document, and after living with our plan for a year, we determined in the spring of 2016 that there were some changes that needed to be made to both goals and strategies. These changes are reflected in this Strategic Plan Update, which serves as a companion to the FY16 edition.

The changes are outlined in the Strategic Plan Crosswalk. In sum, one goal has been reworded for clarity, some strategies have been reworded for clarity and/or accuracy, and four strategies have been deleted, resulting in the renumbering of other strategies.

The Crosswalk is followed by Strategy Updates. For each strategy, there is a timeline, an indication of the status of the strategy based on the timeline, and a progress report. Where it makes sense, we have provided data relevant to the strategy, either embedded in the progress report or under a separate heading. All strategies are currently on target. We look forward to another productive year.

For easy reference, the last page of the document contains a list of acronyms and abbreviations.

II. Strategic Plan Crosswalk

The Strategic Plan Crosswalk contains a comparison of the goals and strategies of the FY16 Strategic Plan (Year 1) and the FY17 Update (Year 2).

G=Goal

S=Strategy

FY16 Strategic Plan	FY17 Update	Differences
G1: Implement effective and relevant educator preparation, certification, and ethics frameworks	G1: Implement effective and relevant educator preparation, certification, and ethics frameworks	N/A
S1: Involve Georgia school personnel in regular discussions about certification issues by disseminating updates to local units of administration (LUAs – school districts) and expanding avenues for feedback and questions.	S1: Involve Georgia school personnel in regular discussions about certification issues by disseminating updates to local units of administration (LUAs – school districts) and expanding avenues for feedback and questions.	N/A
S2: Encourage LUAs to make the most of tiered certification by providing information and support, such as strategies for using available data to support Induction teachers and for capitalizing on Advanced and Lead Professionals’ expertise.	S2: Encourage LUAs to make the most of tiered certification by providing information and support, such as strategies for using available data to support Induction teachers and for capitalizing on Advanced and Lead Professionals’ expertise.	N/A
S3: Facilitate the creation of meaningful and mutually beneficial partnerships between LUAs and Georgia educator preparation providers, such as encouraging participation in P-20 Collaboratives, in order to inform educator preparation and meet LUA staffing needs.	S3: Facilitate the creation of meaningful and mutually beneficial partnerships between LUAs and Georgia educator preparation providers, such as encouraging participation in P-20 Collaboratives, in order to inform educator preparation and meet LUA staffing needs.	N/A

FY16 Strategic Plan	FY17 Update	Differences
S4: Work with LUAs and educators to create guidelines for the full implementation of new professional learning requirements, ensuring that the professional learning required for certificate renewal will enhance the value of educator certification and effectiveness.	S4: Work with LUAs and educators to facilitate the implementation of the new professional learning requirements, ensuring that the professional learning required for certificate renewal will enhance the value of educator certification and effectiveness.	Reworded to reflect the fact that the strategy encompasses more than the creation of guidelines.
S5: Solidify the PPEM measures for full implementation.	S5: Solidify the PPEM measures for full and consequential implementation.	Reworded to reflect the fact that full implementation happens before consequential implementation, and the strategy continues through consequential implementation.
S6: Work closely with Georgia educator preparation providers to share and analyze the results of new initiatives, such as PPEMs and educator certification assessments, in order to identify strengths and areas for growth for educator preparation providers and their candidates.	S6: Work closely with Georgia educator preparation providers to share and analyze the results of new initiatives, such as PPEMs and educator certification assessments, in order to identify strengths and areas for growth for educator preparation providers and their candidates.	N/A
S7: Determine the edTPA standard for "Passing with Distinction," to include recognition strategies.	S7: Determine the edTPA standard for "Passing with Distinction," to include recognition strategies.	N/A

FY16 Strategic Plan	FY17 Update	Differences
<p>S8: Determine the criteria by which a TKES score can be used to exempt the requirement to pass the GACE content assessment at the professional level.</p>	<p>N/A</p>	<p>Deleted for two reasons: 1) Upon reflection, we have determined it does not rise to the level of a strategy; and 2) with the passage of SB 364, the student growth portion of TKES ratings will be inconsistent from district to district and, as a result, we will have to determine a replacement for the use of TKES to exempt a teacher from passing the GACE at the professional level.</p>
<p>S9: Strengthen Georgia educator preparation providers, LUAs, and educators' knowledge of the Georgia Code of Ethics for Educators as well as ethical principles to guide decisions by holding discussions about key ethics issues, disseminating updates, creating avenues for feedback and questions, and encouraging an intentional focus on ethics.</p>	<p>S8: Strengthen Georgia educator preparation providers, LUAs, and educators' knowledge of the Georgia Code of Ethics for Educators as well as ethical principles to guide decisions by holding discussions about key ethics issues, disseminating updates, creating avenues for feedback and questions, and encouraging an intentional focus on ethics.</p>	<p>Renumbered.</p>
<p>S10: Expand the ethics assessment requirement and the training it provides to leaders and paraprofessionals, affording these groups a structured learning opportunity regarding the Georgia Code of Ethics for Educators and ethical principles to guide decision making.</p>	<p>S9: Expand the ethics assessment requirement and the training it provides to leaders and paraprofessionals, affording these groups a structured learning opportunity regarding the Georgia Code of Ethics for Educators and ethical principles to guide decision making.</p>	<p>Renumbered.</p>
<p>S11: In collaboration with ETS, conduct research on the implementation and impact of the Georgia ethics assessment.</p>	<p>S10: In collaboration with ETS, conduct research on the implementation and impact of the Georgia ethics assessment.</p>	<p>Renumbered.</p>

FY16 Strategic Plan	FY17 Update	Differences
S12: In collaboration with SCALE, conduct research on the implementation and impact of the edTPA.	S11: In collaboration with SCALE, conduct research on the implementation and impact of the edTPA.	Renumbered.
G2: Create a collaborative culture of learning and service	G2: Collaboratively develop and communicate information internally and externally to ensure a common understanding of policies, processes, and procedures	Reworded for clarity.
S1: Develop and implement a communication plan for internal and external clients to include regular and ad hoc communications sent to target audiences, including educator preparation providers, LUAs, state agencies, and other education partners, as well as to the general public where appropriate.	N/A	Deleted. Most communication originates with units or divisions, and we already use a variety of different modalities, target different audiences, and communicate on a regular and ad hoc basis. At this point, an agency communication plan would not add value.
S2: Produce instructional materials, including guidance documents and informational webinars, and make these readily available on our website and through other delivery modes.	S1: Produce instructional materials, including guidance documents and informational webinars, and make these readily available on our website and through other delivery modes.	Renumbered.
S3: Refine the agency website to include access to appropriate archival information, as well as communication tools appropriate for the website as established in the communications plan.	S2: Refine the agency website to include access to appropriate archival information, as well as communication tools appropriate for the website.	Renumbered and reworded to delete the reference to a communications plan.
S4: Develop and disseminate data dashboards/performance reports for PPEM data.	S3: Develop and disseminate data dashboards/performance reports for PPEM data.	Renumbered.

FY16 Strategic Plan	FY17 Update	Differences
S5: Develop or enhance rule-based management systems, processes, and procedures that assist internal and external clients, including refining the Certification/Curriculum Assignment Policies System management system and systematic procedures for integrating out-of-state programs into agency data systems.	S4: Develop or enhance rule-based management systems, processes, and procedures that assist internal and external clients, including refining the Certification/Curriculum Assignment Policies System management system and systematic procedures for integrating out-of-state programs into agency data systems.	Renumbered.
S6: Focus existing advisory groups on ways to foster a strong collaborative culture of learning while achieving the core work of the respective groups.	N/A	Deleted. This “strategy” never coalesced for the agency and is therefore removed from the strategic plan.
S7: Build on existing internal strategies and collaboratively develop new strategies that support a collaborative culture of learning.	N/A	Deleted. We continually strive to achieve the goal of this strategy; as a result, having a “catch-all” strategy in the strategic plan is unnecessary.
G3: Develop and maintain a data-sensitive agency culture	G3: Develop and maintain a data-sensitive agency culture	N/A
S1: Provide additional self-accessible systems for agency staff to generate routine reports and explore data.	S1: Provide additional self-accessible systems for agency staff to generate routine reports and explore data.	N/A
S2: Continuously strengthen controls and safeguards against misuse of data and breaches of data systems.	S2: Continuously strengthen controls and safeguards against misuse of data and breaches of data systems.	N/A
S3: Establish a data governance team to meet quarterly to make decisions regarding data definitions, data policies, and management of the agency’s data collection and reporting systems.	S3: Establish a data governance team to meet quarterly to make decisions regarding data definitions, data policies, and management of the agency’s data collection and reporting systems.	N/A

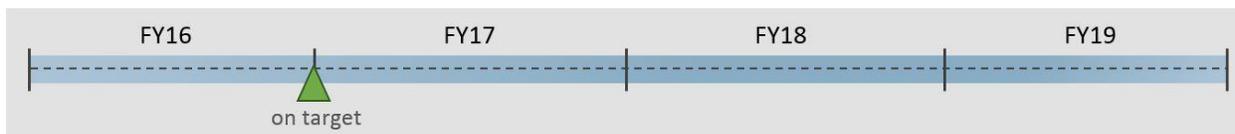
FY16 Strategic Plan	FY17 Update	Differences
S4: Provide appropriate internal training to selected staff members who need to use data in their jobs.	S4: Provide appropriate internal training to selected staff members who need to use data in their jobs.	N/A
S5: Consistently and extensively incorporate data collection and reporting into planning and use data to justify decisions (rules, policies, etc.).	S5: Consistently and extensively incorporate data collection and reporting into planning and use data to justify decisions (rules, policies, etc.).	N/A
S6: Ensure our various stakeholders have access to appropriate data to carry out their functions and understand how to use those systems and how to interpret the data they contain.	S6: Ensure our various stakeholders have access to appropriate data to carry out their functions and understand how to use those systems and how to interpret the data they contain.	N/A

III. Strategy Updates

Goal 1: Implement effective and relevant educator preparation, certification, and ethics frameworks

Strategy 1

Involve Georgia school personnel in regular discussions about certification issues by disseminating updates to local units of administration (LUAs – school districts) and expanding avenues for feedback and questions.



Progress: The Certification HR Committee continues to meet twice a year, with periodic email exchanges to solicit input throughout the year.

Certification outreach training sessions continue on an annual basis, with content determined based on surveys and known training needs. Surveys also allow school systems, institutions of higher education (IHEs), RESAs, and others to provide any feedback related to training, certification, processes, and so forth. As in previous years, all attendees received the training PowerPoint slides by email after the training, and the materials are posted to gapsc.org when each series concludes. Introduced in FY17 was a series of interactive webinars that were also recorded and posted on gapsc.org in the Certification Training Library. Unfortunately, there is no current way to capture the number of times the training presentation or webinars have been accessed.

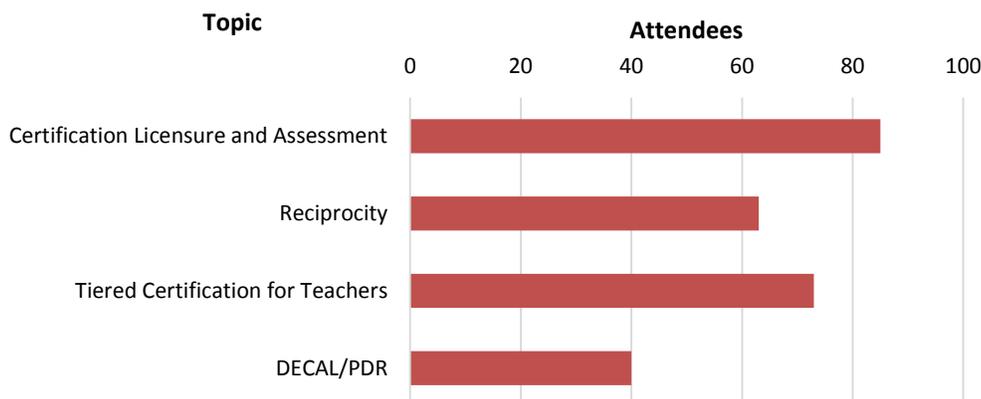
Information on rule changes, updated forms and processes, and other items of import are disseminated to LUAs, IHEs, and RESAs, as appropriate.

Certification Outreach Training Sessions, Jan. 2015 – April 2016

Organization type	Attendees
P-12 education providers	325
Traditional public school systems	292
State- or locally chartered schools	17
State special schools	5
Private schools	11
Other education providers	27
IHEs	16
RESAs/GaTAPP/other	11

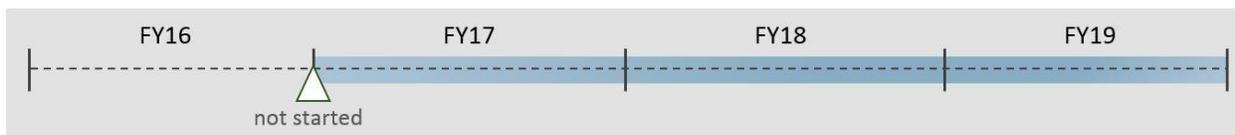
143 of 181
traditional public school systems, or
79%

Certification Outreach Interactive Webinars, May 2016



Strategy 2

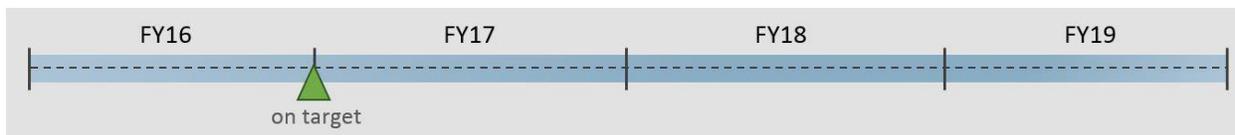
Encourage LUAs to make the most of tiered certification by providing information and support, such as strategies for using available data to support Induction teachers and for capitalizing on Advanced and Lead Professionals' expertise.



Progress: To prepare for the July 1, 2017, requirement for professional learning plans, in FY17 we will be assisting EPPs and their partners with how to use assessment data to inform these plans for new teachers. We are also developing support structures, and will be training teacher leaders identified by their districts along with professional learner coordinators.

Strategy 3

Facilitate the creation of meaningful and mutually beneficial partnerships between LUAs and Georgia educator preparation providers, such as encouraging participation in P-20 Collaboratives, in order to inform educator preparation and meet LUA staffing needs.



Progress: During FY16, the collaborative relationships between LUAs, EPPs, and RESAs (some of which are also EPPs) have been significantly strengthened. Because of these partnerships, EPPs have a better understanding of what is expected of future educators, which in turn, provides candidates with a better understanding about what is expected of them when they are employed.

These partnerships also provide a space for LUAs to learn what candidates are facing during their preparation programs. Those LUAs are more equipped to assist candidates through the process of becoming educators. In addition, EPPs are becoming more involved with the induction of those new educators. The conversations are powerful, and with each cycle of P-20 Collaboratives, more EPPs and LUAs become involved.

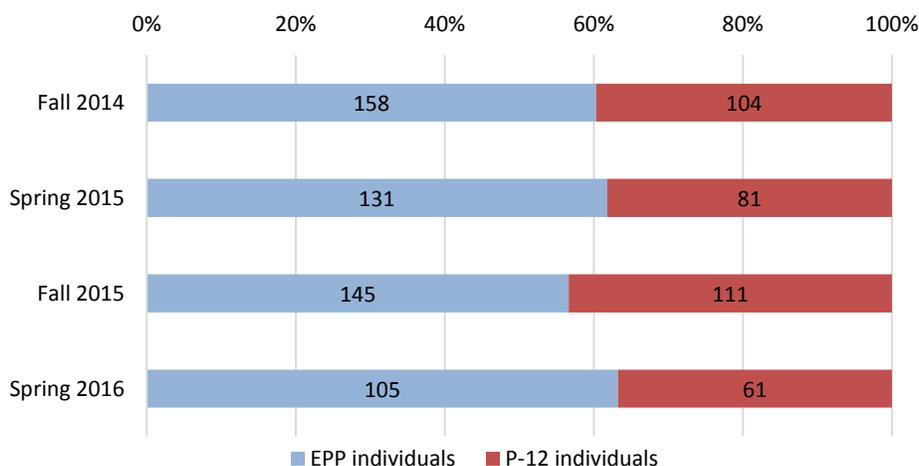
Our goals are to both increase attendance and facilitate the deepening of existing partnerships. EPPs are required to establish mutually beneficial partnerships with P-12 schools/districts so they would be expected to attend most of the P-20 Collaboratives. Because we use the Collaboratives to provide informal technical assistance, it is important for them to attend. We would also like to see an increase in the number of P-12 partners who attend.

Total P-20 Collaborative Attendance (Including State Agencies)

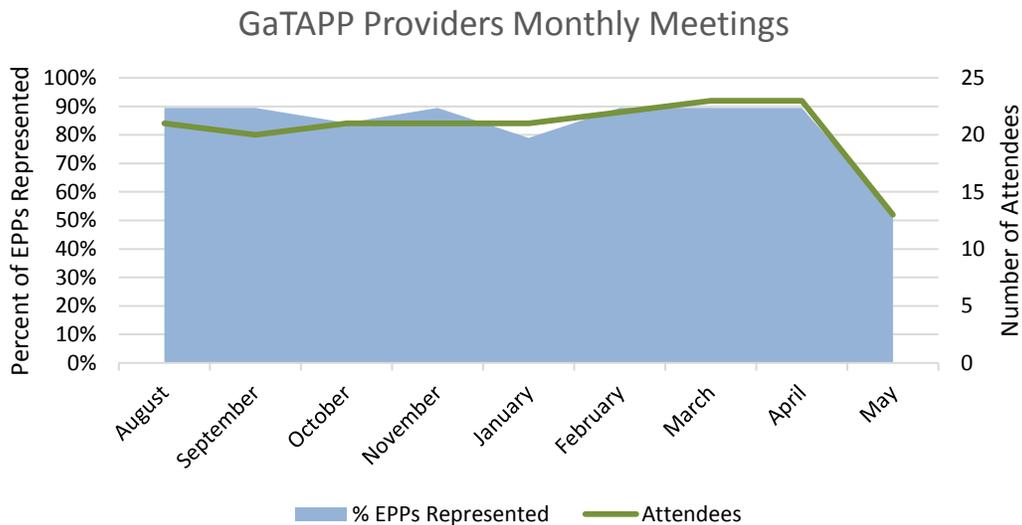
Collaborative	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Athens/Gwinnett	34	19	29	16
East	17	18	19	10
Metro Atlanta	64	42	77	43
Middle Georgia	6	30	21	22
Northeast	35	25	22	35
Northwest	47	39	39	17*
Southeast	45	38	41	32
Southwest	25	18	27	20
West Georgia	29	37	33	14*

* Inclement weather affected turnout on these two days.

Proportion of P-20 Attendance by Type

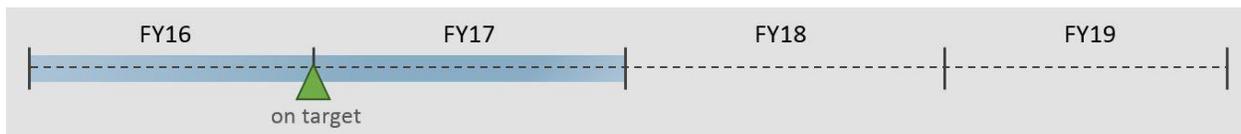


GaTAPP providers met monthly to discuss rules, issues, best practices, and the staffing needs of member systems. Average monthly attendance was 21 with approximately 83% of providers represented at each meeting. Currently there are over 1,200 GaTAPP candidates working toward program completion. For the 2015-2016 school year, all GaTAPP providers noted increased interest in certification through their alternative preparation programs. Eighteen out of 19 programs had increased candidate enrollment in their 2015-2016 cohort. Several providers indicated that their programs had doubled in size.



Strategy 4

Work with LUAs and educators to facilitate the implementation of the new professional learning requirements, ensuring that the professional learning required for certificate renewal will enhance the value of educator certification and effectiveness.



Progress: A half-day workshop was designed for school district professional learning directors and principals to help them prepare for the certificate renewal rule change. Beginning July 1, 2017, all professional learning for certificate renewal must be continuous job-embedded learning completed in the context of a learning community. The training helps workshop participants understand the rule change and the expectations for school districts and school principals. Participants receive a Participant Manual and, following the training, have electronic access to the Leader Guide and to 12 training videos. During the workshops, principals are asked to give input regarding any additional support needed to help them effectively implement the rule change. The most frequent response is to provide additional training. Impact cannot be determined at this time since training has just been completed.

Half-Day Workshops on PL Requirements for Certificate Renewal

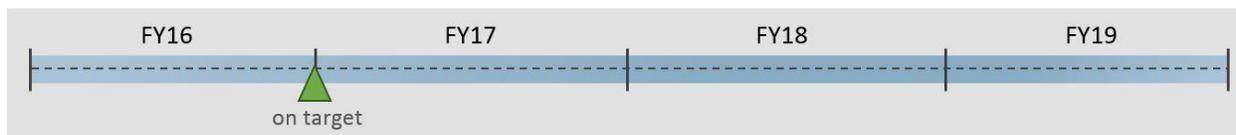
Education entity	PL Directors and RESA Staff Trained	School Principals Trained
Chattahoochee-Flint RESA	15	29
Coastal Plains RESA	19	72
CSRA RESA	30	75
First District RESA	38	147
Griffin RESA	11	43
Heart of Georgia RESA	20	29
Metro RESA	18	11
Middle Georgia RESA	9	31
Northeast Georgia RESA	7	40
North Georgia RESA	12	20
Northwest Georgia RESA	25	217
Oconee RESA	10	8
Okefenokee RESA	21	75
Pioneer RESA	16	80
Southwest Georgia RESA	19	13
West Georgia RESA	10	81
Local school districts	-	687
Independent schools	-	73
State schools and other	-	32
Total Trained	280	1,763

Other Professional Learning Presentations

Presentation	Participants
Summer GAEL Conference	40
Dougherty County School Leaders & Teams	90
GaDOE Teacher & Leader Effectiveness (TLE)Staff	35
GaDOE Leadership Conference	28
Fall GEPP Meeting	70
Winter GAEL Conference	79
GaDOE TLE & Title IIA Staff	39
GaDOE Summer Counselor Workshop	750
Total Participants	1,131

Strategy 5

Solidify the PPEM measures for full and consequential implementation.

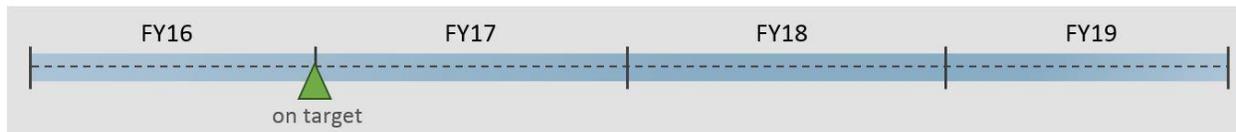


Progress: The PPEM Advisory Group has met several times and generated valuable input. At our July meeting, we anticipate a recommendation for the final PPEM criteria which an internal group will then evaluate. The Advisory Group will take into account the impact of SB 364, passed during the 2016 legislative session, changing the requirements for student growth in the teacher evaluation system and making it unsuitable for use in the PPEM. This strategy is on track for calculation of an unofficial PPEM sometime in early FY17, and for implementation of an official PPEM around the time that the teacher/leader evaluation systems also become official and consequential, either FY18 or FY19. The decision-making process included an appropriate amount of data modeling and deliberation prior to implementation of such a significant evaluation tool.

Data: The metric we plan to use for this strategy is percent of active, approved providers for which a PPEM is calculated.

Strategy 6

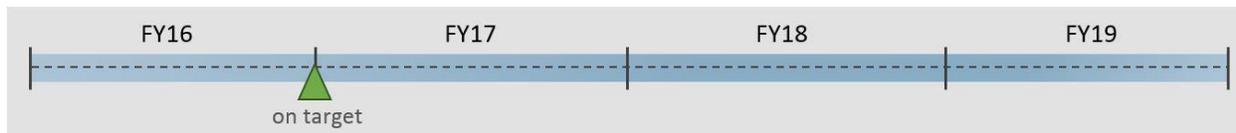
Work closely with Georgia educator preparation providers to share and analyze the results of new initiatives, such as PPEMs and educator certification assessments, in order to identify strengths and areas for growth for educator preparation providers and their candidates.



Progress: The PPEM component of this strategy is in the planning stages. Assessment data are shared and analyzed with representative advisory group. EPPs have access to their own assessment data, as well as to statewide comparisons. This spring individualized data analysis webinars were held with 22 EPPs, with the remainder scheduled for this summer. These data analyses are aimed at helping to inform EPPs' programs, candidates' readiness to teach, and completers' individualized induction plans. Data has also been shared in statewide meetings and with commissioners.

Strategy 7

Determine the edTPA standard for "Passing with Distinction," to include recognition strategies.

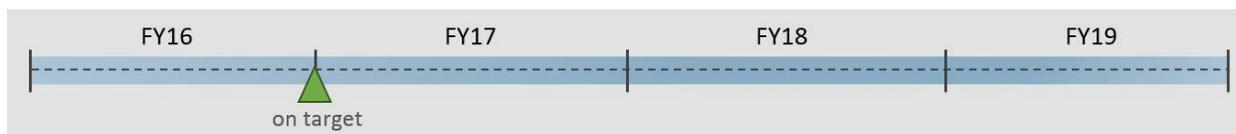


Progress: In Fall 2015, a preliminary discussion was held with the edTPA Policy and Implementation Advisory (P & I) Committee that reinforced the decision to continue to delay setting the distinction score until the state has two years of data. As a result, full implementation is scheduled for FY18. In preparation for the FY18 implementation, the edTPA P & I Committee, in collaboration with SCALE and Pearson, will analyze consequential data in Fall 2016. The purpose of the analysis will be to discern a potential target score, which will continue to be examined over the next year of full consequential data. The passing with distinction score will be planned and established in FY16-FY17 and implemented in FY18, with follow-up in FY19. The timeline for data analysis, decision making, development of recognition strategies, and communication will be discussed in the Fall 2016 P&I meeting.

Data: Starting in FY18, we will be able to track the number and percent of candidates statewide who earned a “Passing with Distinction” score.

Strategy 8

Strengthen Georgia educator preparation providers, LUAs, and educators’ knowledge of the Georgia Code of Ethics for Educators as well as ethical principles to guide decisions by holding discussions about key ethics issues, disseminating updates, creating avenues for feedback and questions, and encouraging an intentional focus on ethics.

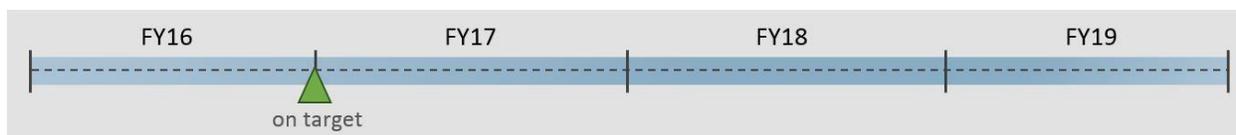


Progress: We have reached out to educators to strengthen the knowledge of administrators and teachers regarding the Georgia Code of Ethics for Educators. As of May 15, 2016, presentations have been given to 1,561 educators employed in school systems throughout the state and 552 educators via organizations such as GSBA and GAEL. In addition, we have presented to graduate students at three EPPs, and held four webinars with EPP faculty discussing ethics, the pre-service certificate, and the GACE Ethics Assessments. We have also posted several resources on the website. The video has had 1,400 hits.

As of April 20, 2016, 18,000 educator candidates have taken the GACE Program Entry Ethics Assessment and 8,405 have taken the Program Exit assessment with a 94% pass rate (there is no pass/fail for the Program Entry assessment). This interactive assessment is designed to provide instruction not only on the Code of Ethics, but also on ethical principles to guide decision-making. This spring, we conducted a statewide survey of EPPs on delivery models and strategies for ethics instruction. This survey will be used to compile strategies that can be used as a resource by EPPs to inform their curriculum and practice.

Strategy 9

Expand the ethics assessment requirement and the training it provides to leaders and paraprofessionals, affording these groups a structured learning opportunity regarding the Georgia Code of Ethics for Educators and ethical principles to guide decision making.

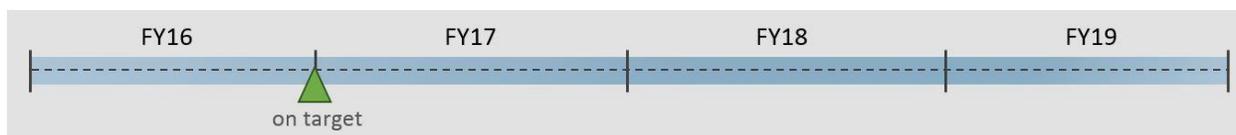


Progress: Both versions of the Georgia Ethics for Educational Leadership Assessment have been launched (Program Entry in October 2015 and Program Exit in January 2016), and become consequential July 1, 2016. A representative Educational Leadership advisory committee contributed to the content and format. Three statewide webinars on the assessment were conducted in FY16, with recordings and materials distributed. An Educational Leadership Virtual Learning Community began in Fall 2015 to, in part, provide structured learning opportunities and support to EPPs and partners. Targeted communications were developed and disseminated, including a quick reference guide for Educational Leadership assessments aligned to paths of preparation. Targeted discussion has begun and will continue in FY17 toward the planning, development, and FY18 (or earlier) launch of the Georgia Ethics for Paraprofessionals Assessment.

Data: In FY17, we will be able to track the number of test takers and pass rates.

Strategy 10

In collaboration with ETS, conduct research on the implementation and impact of the Georgia ethics assessment.

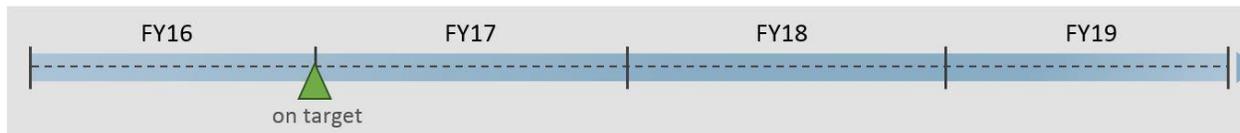


Progress: GaPSC collaborated with ETS on a research plan for the Georgia Ethics Assessment for Educators, consisting of four studies (outlined below) over a four-year period. The research plan was shared with commissioners in Fall 2015 and in all ethics assessment webinars.

- 1) In Fall 2015, a cognitive lab study was completed that will inform the navigability of future tests.
- 2) A statewide needs assessment survey of EPP needs for ethics instruction was completed in Spring 2016. Survey results will be used to enhance EPP ethics instruction.
- 3) In FY17, a longitudinal study will be conducted to examine the number of ethics actions on certificates for those who took the assessment. Study results will be used to determine the impact of the ethics assessment on violations.
- 4) In FY18, a study will be conducted to examine the knowledge maintenance of candidates who have learned/familiarized themselves with the code and ethical decision making for educators through Georgia Ethics Assessment over time. The study will inform knowledge retention to help prevent ethical violations.

Strategy 11

In collaboration with SCALE, conduct research on the implementation and impact of the edTPA.

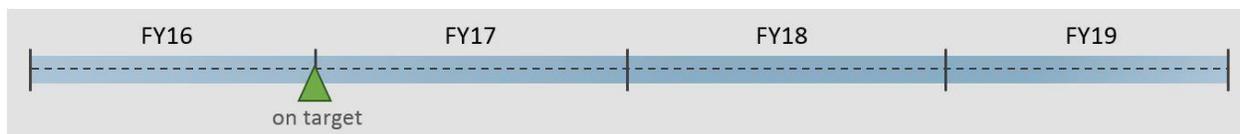


Progress: In preparation for consequential edTPA data, GaPSC worked collaboratively with SCALE in multiple planning discussions in FY15 and FY16, developing a research plan in FY16 to measure validity of the edTPA. An MOU was prepared and signed by both parties in May 2016, paving the way for research to begin in FY17 over a five-year period. The study is designed to examine the evidence for concurrent and predictive validity of edTPA as an assessment of teacher effectiveness and to analyze candidates' edTPA scores as predictors of teachers' effectiveness. Results of this study will inform the use of edTPA for educative purposes; program improvement; licensing, hiring, and placement decisions; design of preparation and induction programs; policy decisions (i.e., cut score, implementation, program requirements, teacher qualifications, etc.); and needed structures of support. SCALE will primarily conduct the research for Georgia, with Georgia highly involved as the work progresses. The research will begin with one full consequential year of data (FY17), and is expected to continue through FY21.

Goal 2: Collaboratively develop and communicate information internally and externally to ensure a common understanding of policies, processes, and procedures

Strategy 1

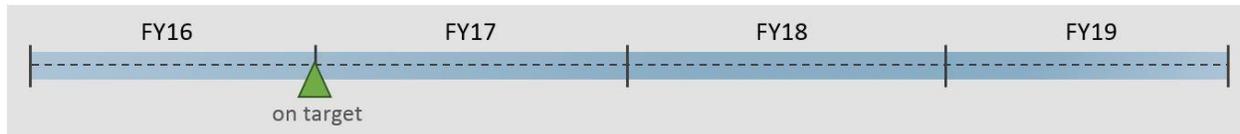
Produce instructional materials, including guidance documents and informational webinars, and make these readily available on our website and through other delivery modes.



Progress: The production and dissemination of instructional materials, including guidance documents and informational webinars, is ongoing. There have been significant enhancements to these efforts in FY16. As examples, several strategic informational discussion series (Georgia standards, Educational Leadership Virtual Learning Community, assessment webinars, etc.) were launched; an additional spring webinar series on certification topics based on expressed needs was implemented; and webinars on ethics instruction, and ethics modules were held. The development of a variety of informational tools is ongoing based on client needs, as well as continuing enhancements to ensure appropriate accessibility on the website and other modes of communication. The goals are increased availability and visibility of existing and new informational materials, enhanced customer service, and a more informed client base.

Strategy 2

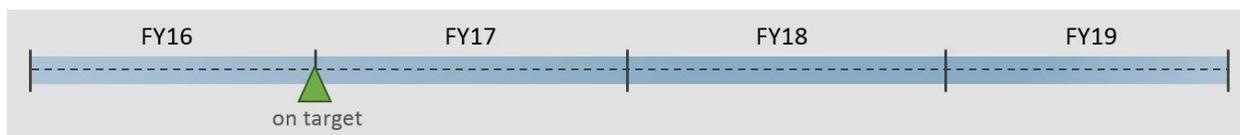
Refine the agency website to include access to appropriate archival information, as well as communication tools appropriate for the website.



Progress: GaPSC rules published to www.gapsc.com have included our current, proposed, and adopted rules for nearly 20 years. In FY16 we added an “archive” containing previous versions of rules going back to 2009. The archival versions are searchable. Rules account for about 9,000 page views a month on www.gapsc.com. However, usage of the rules archives cannot be monitored using simple click-stream data collected by Google Analytics. A future version of the rules archives could incorporate some counting system if the programming effort is considered worthwhile.

Strategy 3

Develop and disseminate data dashboards/performance reports for PPEM data.

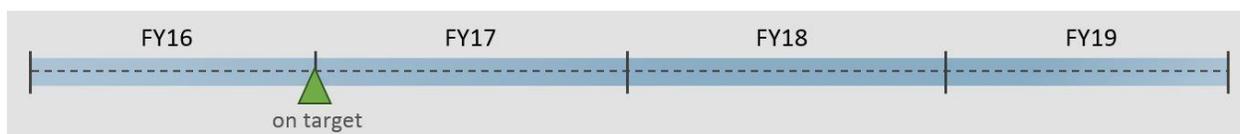


Progress: Initial discussions to outline the plan for creating and implementing dashboards have taken place, and we have researched both what other states are doing with dashboards for similar evaluation measures, and the use of dashboards more generally in state/local government and the business world. Additionally, staff members have attended training sessions and meetings to generate ideas about what GaPSC’s dashboards could look like and how they can be built. Actual prototyping of dashboards and presentation to the PPEM Advisory Group for feedback will begin in FY17.

Data: Data are currently unavailable. Once dashboards go live, we plan to report the level of use of the dashboards.

Strategy 4

Develop or enhance rule-based management systems, processes, and procedures that assist internal and external clients, including refining the Certification/Curriculum Assignment Policies System management system and systematic procedures for integrating out-of-state programs into agency data systems.

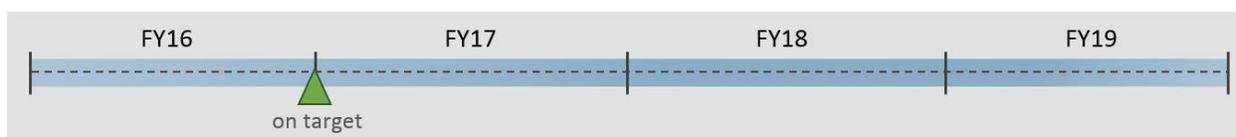


Progress: We continued to refine business-rule enforcement within the Traditional Program Management System and the Non-Traditional Reporting System. These refinements will help assure that candidates meet state requirements prior to program completion and further streamline the certification process. We began considering changes to the Certification/Curriculum Assignment Policies System (CAPS), and how this system might be used as a compliance tool in connection with the Every Student Succeeds Act (ESSA). The work on CAPS and/or a derivative will continue in conjunction with GaDOE in FY17.

Goal 3: Develop and maintain a data-sensitive agency culture

Strategy 1

Provide additional self-accessible systems for agency staff to generate routine reports and explore data.

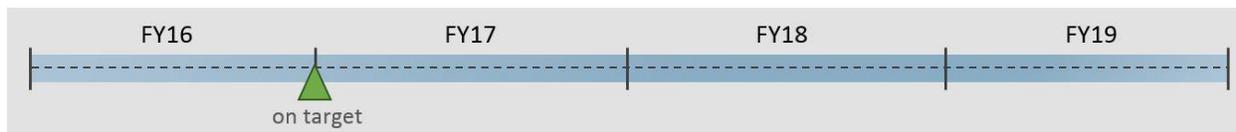


Progress: FY16 has been a year for planning and investigating data visualization tools. Some development work to create database supports for visualization and reporting has been undertaken, especially with regard to educator preparation program approval; the support infrastructure will be used for some production reporting systems before the end of FY16.

Certification reports on <http://hulk/reports> continue to be used to monitor the case work of evaluators. Some minor development to the underlying PSCWAREHOUSE database is in progress and will continue into early FY17.

Strategy 2

Continuously strengthen controls and safeguards against misuse of data and breaches of data systems.

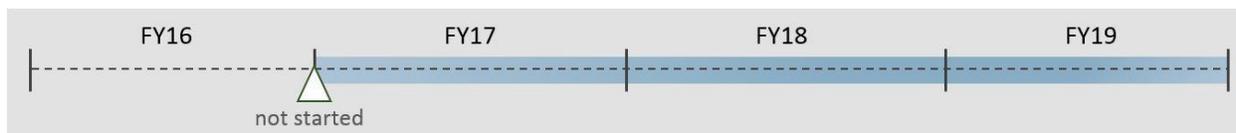


Progress: The agency's email filter was upgraded and quarantine control added for some classes of questionable emails. The web filter was reconfigured to support our hosted contact center and to tighten against malware. The antivirus/anti-malware system continued to be upgraded and monitored. We successfully fended-off a ransom-ware incident in May; this provided a real-world

test of the system and validated our systems configuration and our approach to handling such incidents. At the end of FY16, we are tightening defenses and investigating other anti-malware products as a possible replacement for part of our security portfolio.

Strategy 3

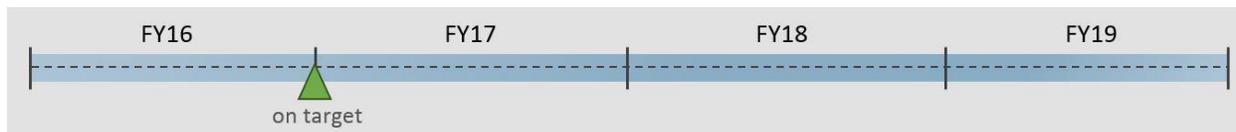
Establish a data governance team to meet quarterly to make decisions regarding data definitions, data policies, and management of the agency's data collection and reporting systems.



Progress: N/A

Strategy 4

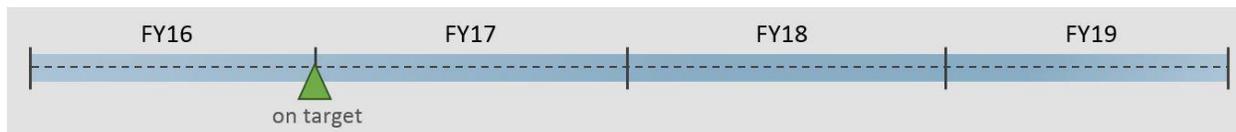
Provide appropriate internal training to selected staff members who need to use data in their jobs.



Progress: FY16 has been a year for planning to meet this strategy. A staff member attended the Professional Association of SQL Server Business Analytics Conference to gain knowledge and generate ideas regarding dashboards, analytics, and visualization.

Strategy 5

Consistently and extensively incorporate data collection and reporting into planning and use data to justify decisions (rules, policies, etc.).

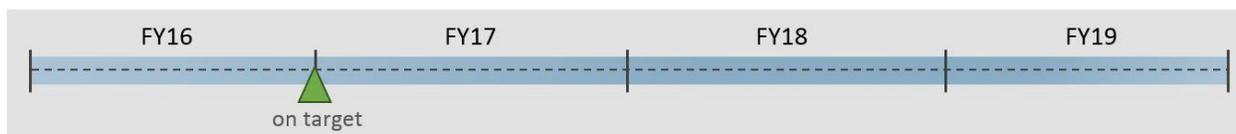


Progress: Multiple data analysis initiatives are ongoing across the agency. Ad hoc data extractions were performed in FY16 in support of task forces, intra-agency work, and the internal needs of the agency. Some examples include statewide assessment pass rates, number of violations of the Code of Ethics, data for the School Counseling Task Force, reports for the Alliance of Education Agency Heads' Teacher Pipeline work group, and extensive work with the Department of Audits on two projects that required GaPSC data. Another example is the use of reports generated through our

Certification contact center, allowing us to track not only typical data such as call length, abandonment rate, and wait time, but also reason for contact and disposition of each call and email. These data are used to determine specific areas of training needed for staff, website modifications needed, topics to include in outreach session, and information to share via direct contact with LUAs.

Strategy 6

Ensure our various stakeholders have access to appropriate data to carry out their functions and understand how to use those systems and how to interpret the data they contain.



Progress: The array of reports offered within the Traditional Program Management System (TPMS) has been expanded in response to the needs of program providers; the user interface of TPMS has been refined to incorporate requested indicators of candidates' status. These changes were explained in meetings with stakeholders; documentation has been updated to reflect the changes.

Reports were added to "Databank" at the request of school systems to improve their awareness of the certification status of their employees.

IV. Acronyms/Abbreviations

Acronym/Abbreviation	Full Name
CAPS	Certification/Curriculum Assignment Policies System
EPP	Educator Preparation Provider
ESSA	Every Student Succeeds Act
ETS	Educational Testing Service
FY	Fiscal Year
G	Goal
GACE	Georgia Assessments for Certification of Educators
GaDOE	Georgia Department of Education
GAEL	Georgia Association of Educational Leaders
GaPSC	Georgia Professional Standards Commission
GEPP	Georgia Educator Preparation Providers
GSBA	Georgia School Boards Association
GaTAPP	Georgia Teacher Academy for Preparation and Pedagogy
IHE	Institution of Higher Education
LUA	Local Unit of Administration
MOU	Memorandum of Understanding
NTRS	Non-Traditional Reporting System
P&I	Policy & Implementation
PL	Professional Learning
PPEM	Preparation Program Effectiveness Measure
RESA	Regional Educational Service Agency
S	Strategy
SB	Senate Bill
SCALE	The Stanford Center for Assessment, Learning, and Equity
TKES	Teacher Keys Effectiveness System
TLE	Teacher and Leader Effectiveness
TPMS	Traditional Program Management System