



Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

Strategic Plan Update

July 2015 - June 2019

FY18 Edition

Table of Contents

- I. [Introduction](#)
- II. [Strategic Plan Crosswalk](#)
- III. [Strategy Updates](#)

[Goal 1](#): Implement effective and relevant educator preparation, certification, and ethics frameworks

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

[Goal 3](#): Develop and maintain a data-sensitive agency culture

- IV. [Acronyms/Abbreviations](#)

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 we continue to make changes to it. 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, for FY18, one strategy has been added and two strategies were deleted, the latter 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), the FY17 Update (Year 2), and the FY18 Update (Year 3).

G=Goal

S=Strategy

FY16 Strategic Plan	FY17 Update Changes	FY18 Update Changes
G1: Implement effective and relevant educator preparation, certification, and ethics frameworks	N/A	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.	N/A	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.	N/A	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.	N/A	N/A

FY16 Strategic Plan	FY17 Update Changes	FY18 Update Changes
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.	<i>Reworded:</i> 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.	N/A
S5: Solidify the PPEM measures for full implementation.	<i>Reworded:</i> Solidify the PPEM measures for full and consequential implementation.	<i>Reworded:</i> Solidify the preparation program effectiveness measures (PPEMs) for full and 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.	N/A	N/A
S7: Determine the edTPA standard for “Passing with Distinction,” to include recognition strategies.	N/A	N/A
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.	<i>Deleted</i>	N/A

FY16 Strategic Plan	FY17 Update Changes	FY18 Update Changes
<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><i>Renumbered S8</i></p>	<p>N/A</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><i>Renumbered S9</i></p>	<p>N/A</p>
<p>S11: In collaboration with ETS, conduct research on the implementation and impact of the Georgia ethics assessment.</p>	<p><i>Renumbered S10</i></p>	<p>N/A</p>
<p>S12: In collaboration with SCALE, conduct research on the implementation and impact of the edTPA.</p>	<p><i>Renumbered S11</i></p>	<p>N/A</p>
<p>N/A</p>	<p>N/A</p>	<p><i>Added new S12:</i> Provide information and additional support to military service members and their spouses to assist them with certification</p>

FY16 Strategic Plan	FY17 Update Changes	FY18 Update Changes
G2: Create a collaborative culture of learning and service	<i>Reworded: Collaboratively develop and communicate information internally and externally to ensure a common understanding of policies, processes, and procedures</i>	N/A
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.	<i>Deleted</i>	N/A
S2: Produce instructional materials, including guidance documents and informational webinars, and make these readily available on our website and through other delivery modes.	<i>Renumbered S1</i>	<i>Deleted: This is ongoing work.</i>
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.	<i>Renumbered S2 and reworded: Refine the agency website to include access to appropriate archival information, as well as communication tools appropriate for the website.</i>	<i>Renumbered S1</i>
S4: Develop and disseminate data dashboards/performance reports for PPEM data.	<i>Renumbered S3</i>	<i>Renumbered S2</i>

FY16 Strategic Plan	FY17 Update Changes	FY18 Update Changes
<p>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.</p>	<p><i>Renumbered S4</i></p>	<p><i>Renumbered S3</i></p>
<p>S6: Focus existing advisory groups on ways to foster a strong collaborative culture of learning while achieving the core work of the respective groups.</p>	<p><i>Deleted</i></p>	<p>N/A</p>
<p>S7: Build on existing internal strategies and collaboratively develop new strategies that support a collaborative culture of learning.</p>	<p><i>Deleted</i></p>	<p>N/A</p>
<p>G3: Develop and maintain a data-sensitive agency culture</p>	<p>N/A</p>	<p>N/A</p>
<p>S1: Provide additional self-accessible systems for agency staff to generate routine reports and explore data.</p>	<p>N/A</p>	<p>N/A</p>
<p>S2: Continuously strengthen controls and safeguards against misuse of data and breaches of data systems.</p>	<p>N/A</p>	<p>N/A</p>
<p>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.</p>	<p>N/A</p>	<p>N/A</p>

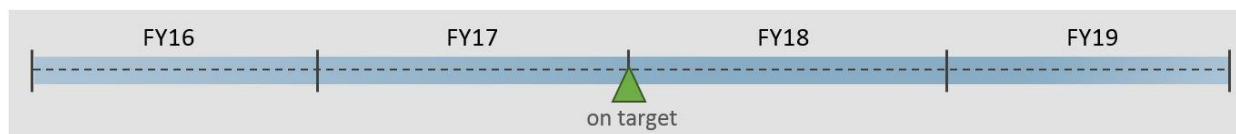
FY16 Strategic Plan	FY17 Update Changes	FY18 Update Changes
S4: Provide appropriate internal training to selected staff members who need to use data in their jobs.	N/A	N/A
S5: Consistently and extensively incorporate data collection and reporting into planning and use data to justify decisions (rules, policies, etc.).	N/A	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.	N/A	<i>Deleted:</i> This work is embedded in strategies 2 & 6 of Goal 1 and does not need to be a standalone strategy.

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: We continue to solicit input from stakeholders and provide information in a variety of ways. The Certification HR Committee continues to play an important role in soliciting feedback from the field. Certification outreach training sessions were once again well-attended and targeted to needs determined by staff as well as based on survey results. Because of prior outreach and information provided on our dedicated website, outreach participation will fluctuate based on district needs, both in terms of the number of districts represented and the number of participants from each district. The goal for FY18 is to reach about as many outreach participants as in FY17.

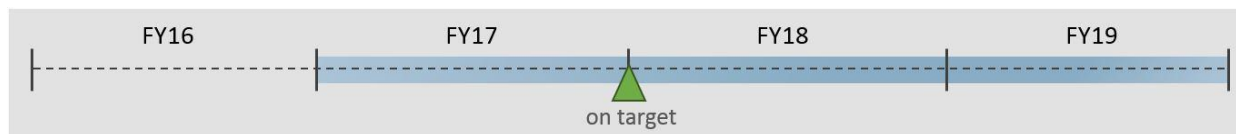
In FY17, we expanded this strategy to include direct contact with pre-service educators, providing one session for an individual educator preparation provider (EPP). Due to the success of the session, the provider has requested a presentation each semester going forward. In FY18, GaPSC will partner with additional EPPs to host similar information sessions, with the goal of offering sessions to at least three additional providers and their students. This type of certification training for pre-service educators helps to disseminate important certification information that the individuals may not otherwise receive, and will aid them in making future certification decisions.

Certification Outreach Training Sessions

Organization Type	Attendees	
	FY16	FY17
P-12 education providers	325	209
Traditional public schools systems	292	202
State- or locally-chartered schools	17	2
State special schools	5	4
Private schools	11	1
Other education providers	27	46
IHEs	16	28
RESAs/GaTAPP/other	11	18

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.



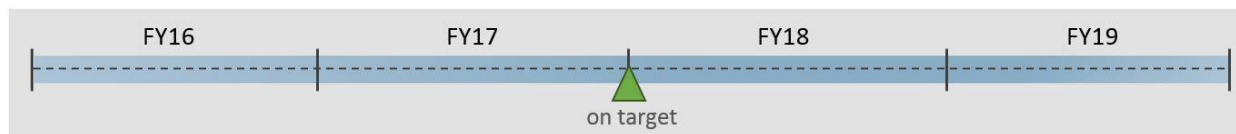
Progress: Educator preparation rules require both traditional and non-traditional (GaTAPP) teacher candidates to learn how to use performance assessment data to inform their professional learning goals and plans. In FY17, we worked collaboratively with EPPs, LUAs, state agencies, and other educational stakeholders on using certification assessment data and experiences to inform professional learning goals and plans based on individualized needs and school goals. Multiple in-person and virtual meetings, as well as targeted technical assistance, centered on bridging pre-service preparation and in-service practice in preparation for the July 1, 2017, implementation of professional learning reform. In addition, GaPSC staff used other opportunities to share information related to professional learning reform (also see Strategy 4 under Goal 1).

Through the P-20 Collaboratives, P-12 and EPP representatives in some regions are working together to develop a common structure/format for induction plans so that P-12 districts will see the same general information regarding completers of every EPP in the region. This work will continue into FY18.

For FY18, all three certification assessment virtual learning communities—for edTPA, Educational Leadership, and Teacher Leadership—will focus on professional learning reform. In addition, a focus will be placed on increasing P-12 participation in technical assistance initiatives.

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 FY17, the facilitation of collaborative relationships between and amongst LUAs, EPPs, and RESAs (some of which are also EPPs) have continued through P-20 Collaborative convenings. We have restructured the state education agency liaisons, with one person from each of the three agencies represented on each strategic planning team. In addition, a GaPSC representative is now overseeing all of the work (e.g., documenting attendance, maintaining agendas, establishing planning meetings) to ensure consistency across all regions. The strategic team leads and the state education agency liaisons will participate in the first in-person meeting at the beginning of FY18. State education agency leads and the strategic team leads from each of the P-20 Collaboratives are

discussing how to increase P-12 attendance to strengthen the partnerships.

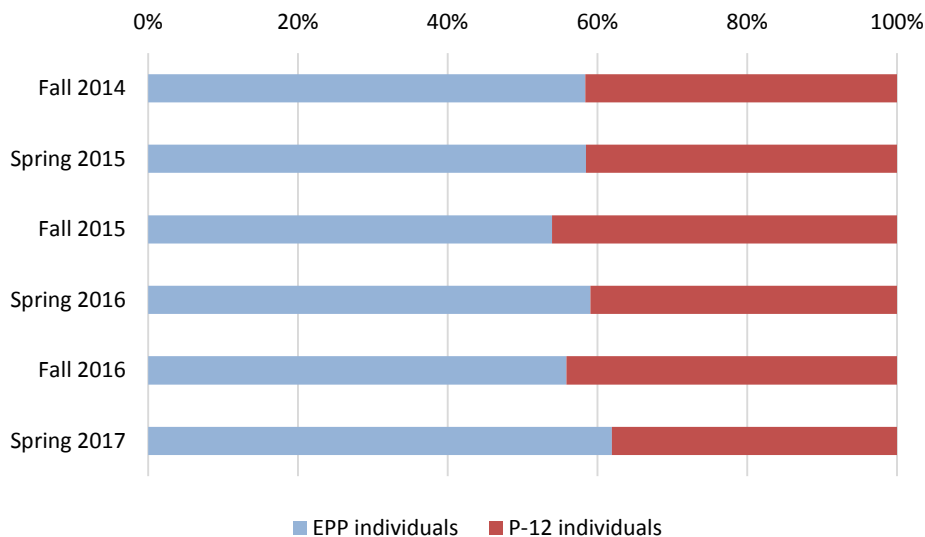
Total P-20 Collaborative Attendance (Including State Agencies)

Collaborative	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2016
Athens/Gwinnett	34	19	29	16	31	22
East	17	18	19	10	13	12
Metro Atlanta	64	42	77	43	64	45
Middle Georgia	6	30	21	22	18	13
Northeast	35	25	22	35	37	33
Northwest	47	39	39	17	19	25
Southeast	45	38	41	32	25	30
Southwest	25	18	27	20	26	31
West Georgia	29	37	33	14	18	20
Average	33.6	29.6	34.2	23.2	27.9	25.7

Red text denotes turnout affected by severe inclement weather.

Blue text denotes estimate based on registration patterns.

Proportion of P-20 Attendance by Type

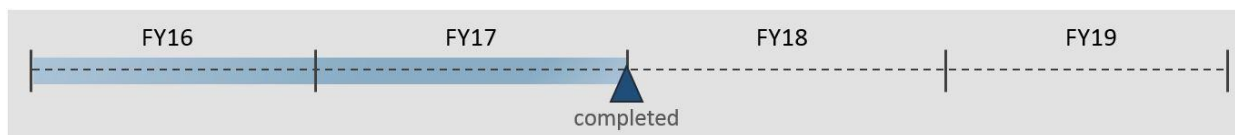


The non-traditional EPPs offer one initial teacher preparation program (GaTAPP), one initial leadership preparation program, and a variety of teacher and service endorsements to enhance the knowledge and skills of educators. These providers have all developed strong and effective partnerships with their school systems. The GaTAPP providers meet monthly to discuss rules, issues, best practices, and the staffing needs of member systems. The average monthly attendance this year was 21 with approximately 75% of providers represented at each meeting. Currently

there are approximately 1,300 GaTAPP candidates working toward program completion. During the 2016-2017 school year, all providers noted increased enrollment in their GaTAPP programs. To meet the increased demand for teachers, there are currently three new GaTAPP providers in the process of program approval.

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: The focus for FY17 was teacher leaders, with the goal of helping every school district in the state build capacity for teacher leadership to support implementation of professional learning changes in the certificate renewal rule. Training materials were developed to train teams of teacher leaders from school districts, and training was delivered. If every school district in the state had participated, more than 180 four-member teams would have been trained. However, participation rates were low in some cases, partly because some school districts believe their teacher leaders already possess the skill set needed to work in a learning community and partly because some districts did not want their teachers out of the classrooms. In total, 477 teacher leaders from 108 districts were trained.

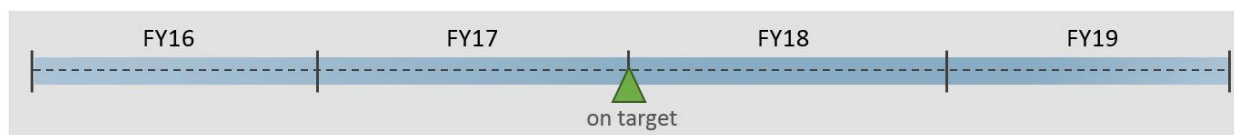
In addition, GaPSC staff worked with GaDOE staff in critiquing and editing training modules designed to follow-up on GaPSC training previously conducted during FY16. GaDOE has developed three modules with plans to develop four more. GaPSC's role is to critique and edit these modules for accuracy. GaDOE will begin training this summer (2017). (Also see Strategy 2 under Goal 1.)

Workshops on Professional Learning and
Certification (PL and Cert) Requirements (FY16) and
Teacher Leaders (FY17)

Education entity	PL and Cert		Teacher Leaders	
	PL Directors & RESA Staff Trained	School Principals Trained	Teacher Leaders, PL Directors, & District Staff Trained	Districts Represented
Chattahoochee-Flint RESA	15	29	20	8
Coastal Plains RESA	19	72	29	7
CSRA RESA	30	75	0	0
First District RESA	38	147	45	14
Griffin RESA	11	43	12	5
Heart of Georgia RESA	20	29	39	9
Metro RESA	18	11	22	9
Middle Georgia RESA	9	31	27	6
Northeast Georgia RESA	7	40	13	5
North Georgia RESA	12	20	15	4
Northwest Georgia RESA	25	217	54	14
Oconee RESA	10	8	21	5
Okefenokee RESA	21	75	36	8
Pioneer RESA	16	80	16	4
Southwest Georgia RESA	19	13	23	7
West Georgia RESA	10	81	7	2
Local school districts	-	687	98	1
Independent schools	-	73	-	-
State schools and other	-	32	-	-
Total Trained	280	1763	477	108

Strategy 5

Solidify the preparation program effectiveness measures (PPEMs) for full and consequential implementation.



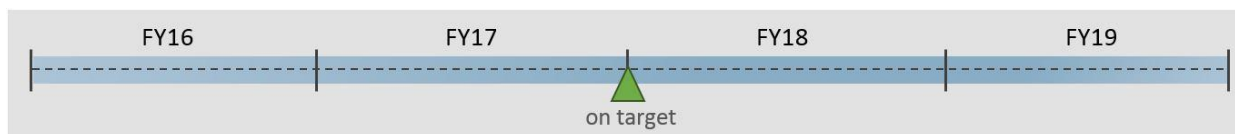
Progress: Staff members continue to meet twice annually with the PPEM Advisory Council, which has provided valuable input on calculations, aggregation options, and reporting formats. Changes

resulting from the passage of SB 364 (2016 legislative session) have been incorporated into the measures, and dashboards have been designed. This strategy is on track for the publication of non-consequential preparation program effectiveness measures (PPEM) data in mid-FY18 and consequential implementation in FY19.

Data: The metric for this strategy will be the percent of active, approved EPPs for which a PPEM is calculated; the goal is 90 percent.

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 dashboard will be operational in January 2018, and the PPEM Advisory Council will continue to meet twice annually to provide input on the dashboard and reporting procedures. Individualized data analyses meetings (hereafter called *data conversations*) will be piloted with four traditional EPPs in the fall semester of 2017, and a full roll-out will follow in the spring semester of 2018. Non-traditional EPPs meet monthly, and one meeting per year is focused on edTPA data. Data conversations will be incorporated into non-traditional EPP meetings in the spring of 2018. We contracted with a consulting firm to conduct an anonymous survey of EPPs to determine their perceptions of the data provided to them by GaPSC and their needs in terms of their abilities to use the data for program improvement. The survey yielded useful information, and a follow-up survey is being conducted at the end of the fiscal year to gather specific preferences for technical assistance the agency will provide in FY18 and FY19.

EPPs have access to their own assessment data, as well as to statewide comparisons. Individualized data analysis webinars were held with EPPs in the summer of 2016. These data analyses are aimed at helping to inform EPPs of their program quality and their candidates' readiness to teach. In addition, these data provide information that can be used to inform completers' individualized induction plans. Deep dives of certification assessments and how to use resulting data were incorporated into all three virtual learning communities, including edTPA, Teacher Leadership, and Educational Leadership.

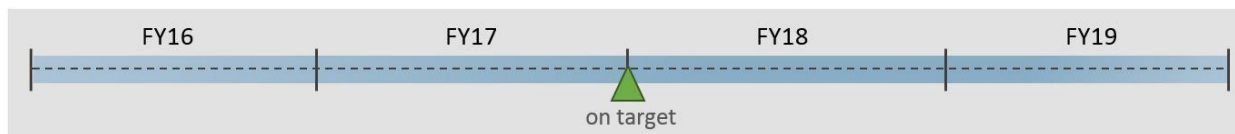
Assessment data have also been the focus of other technical assistance events and at various meetings with different audiences. In FY18, certification assessment data, including how to use these data, will be published in an assessment newsletter to internal and external clients. The focus on using these data will continue in technical assistance events.

Data: Future metrics will include the number of data conversations held and additional assessment technical assistance opportunities offered and with whom (number of people and the roles represented); we also plan to track topics discussed and monitor the topics most frequently noted

as problematic for program providers. Other measures will be considered as the plan is implemented.

Strategy 7

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

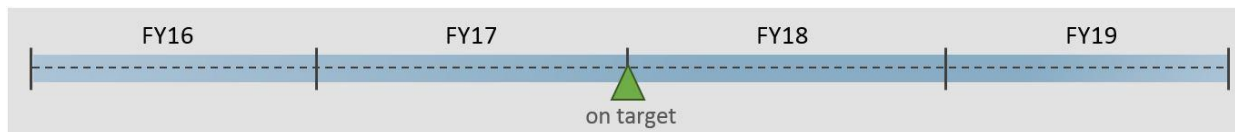


Progress: During FY17, edTPA data for FY16 and preliminary data for FY17 were examined by the edTPA Policy & Implementation Advisory Committee and SCALE. The committee recommended holding on recommending a passing with distinction score until further discussion on unintended consequences could be further explored in fall of 2017. In addition, recognition strategies will be included in the discussion. The Assessment Advisory Panel and other stakeholders will also contribute to these conversations.

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

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.

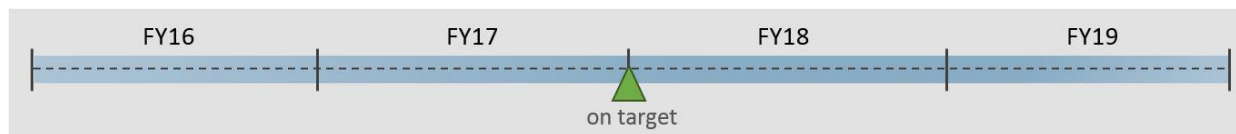


Progress: Multiple sessions regarding educator ethics were conducted at meetings, conferences, and webinars, including two webinars on originality of work in testing.

As of May 8, 2017, a total of 27,675 (up from 18,000 in April 2016) educator candidates have taken the GACE Program Entry Ethics Assessment, and 14,050 (up from 8,405 in April 2016) have taken the Program Exit assessment. These interactive assessments are designed to provide instruction not only on the Code of Ethics, but also on ethical principles to guide decision-making. Survey results indicate 80 percent of test takers have found the training delivered through the assessments impactful in their interactions with students and peers. (For more information about the surveys, see Strategy 10.)

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.

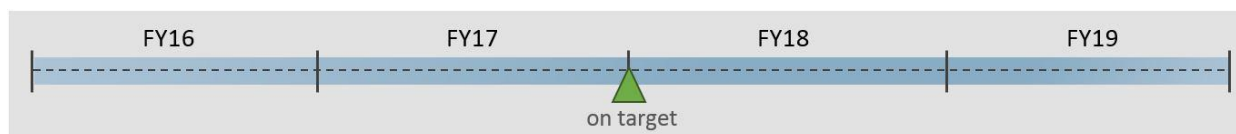


Progress: As of May 8, 2017, 1819 candidates have taken the Ethics for Educational Leadership – Program Entry assessment, which launched in September 2015, and 991 have taken the Ethics for Educational Leadership – Program Exit assessment, which launched in January 2016. In addition, multiple sessions on ethics for leaders were conducted at state conferences and in the GELFA/GaPSC Virtual Learning Community. Survey results indicate the assessments are both relevant and impactful (see Strategy 10).

Focus groups of paraprofessionals are being planned for FY18 to inform the test content for the paraprofessional ethics assessment.

Strategy 10

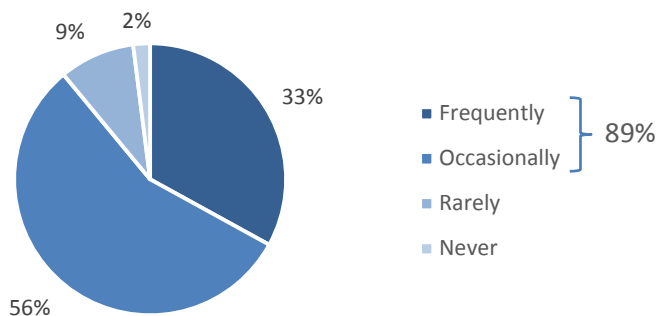
In collaboration with ETS, conduct research on the implementation and impact of the Georgia ethics assessment.



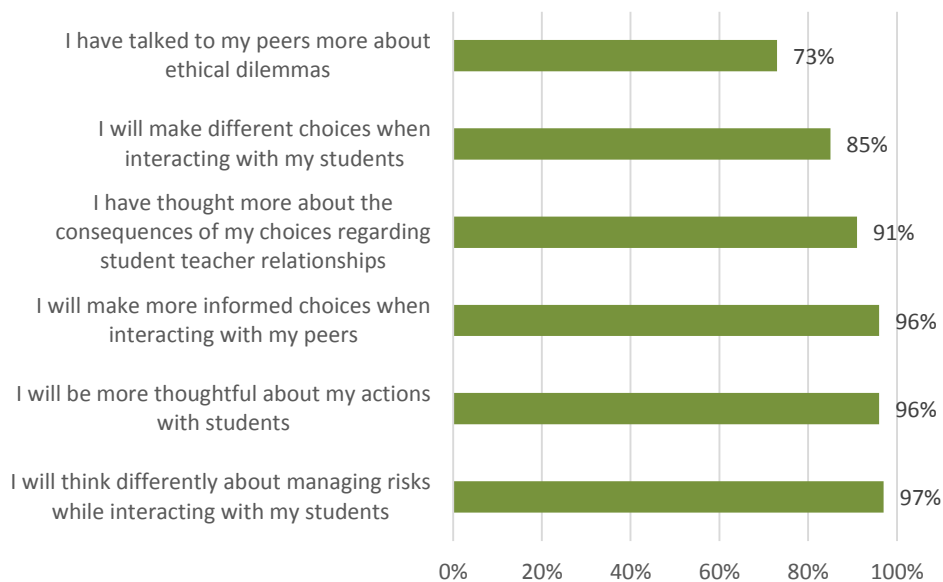
Progress: GaPSC collaborated with ETS on a research plan for the Georgia Educator Ethics Assessment, consisting of four studies over a four-year period. The cognitive lab study and statewide needs assessment survey of EPP needs for ethics instruction were completed in FY16. In FY17, an optional survey was included at the end of the assessment regarding multiple factors including navigability, test-taking experience, and perceptions.

Relevant findings for the Georgia Educator Ethics Assessment (n=358):

Frequency of encountering situations similar to test scenarios

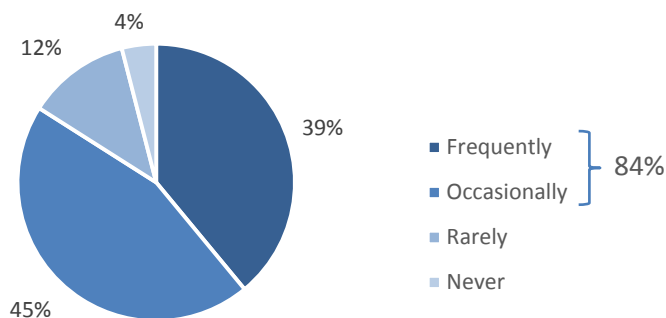


Changes to interactions with students and peers since completing ethics assessment training

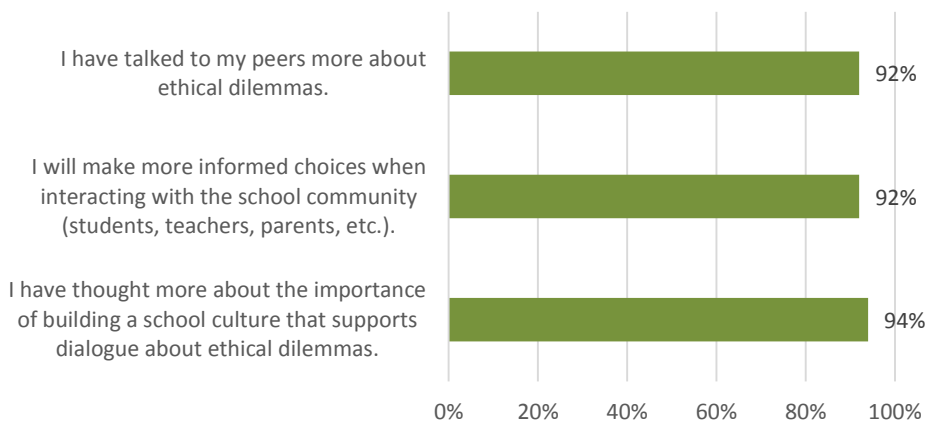


Relevant findings for the Georgia Ethics for Educational Leadership Assessment (n=51):

Frequency of encountering situations similar to test scenarios



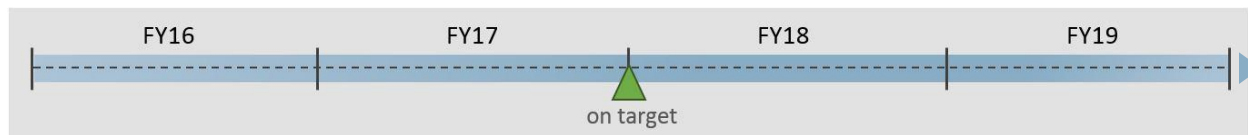
Changes to interactions with students and peers since completing ethics assessment training



In FY18, a longitudinal study will be conducted that examines the number of ethics actions on certificates by those who took the assessment (teachers and leaders). Study results will be used to determine the impact of the ethics assessment on preventing violations. Also in FY18, a study will be conducted to examine the knowledge retention, over time, of candidates who have learned/familiarized themselves with the code and ethical decision making for educators through the ethics assessment. The study will provide information to guide decision making about how to maximize knowledge retention and further prevent ethical violations.

Strategy 11

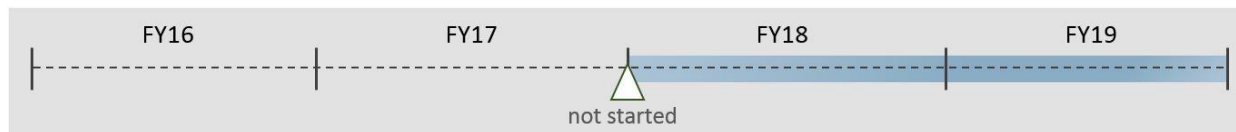
In collaboration with SCALE, conduct research on the implementation and impact of the edTPA.



Progress: SCALE and GaPSC continue the planning of the research. With the changes in Georgia legislation regarding the use of student learning data for educator assessment, the research plan includes use of TAPS data, instead of TKES data. With two full years of edTPA consequential data available in July 2017, SCALE will begin the study, which 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 classroom 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 (e.g., cut score, implementation, program requirements, teacher qualifications); and needed structures of support. SCALE will primarily conduct the research for Georgia, with Georgia highly involved as the work progresses. The research is expected to continue through FY21.

Strategy 12

Provide information and additional support to military service members and their spouses to assist them with certification.



Progress: This strategy is new and was just added for FY18. In FY18, we will engage in a concerted effort to facilitate access to certification information for service members transitioning out of the military and their spouses and expedite their application process. Specifically, we will:

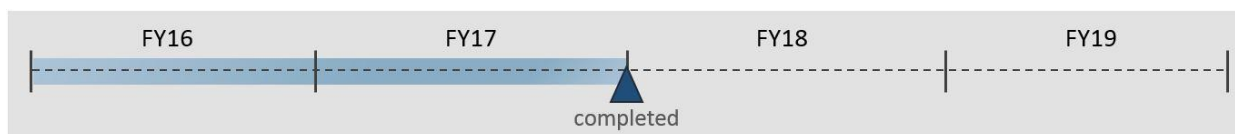
- Launch a dedicated email address for use by interested military personnel and their spouses to request and receive information on becoming a Georgia educator;
- Add a webpage specifically targeted to military personnel and their spouses, providing information on certification requirements and the application process. The page will contain information about the expedited process for military personnel and their spouses, addressing HB 245 that passed during the 2017 legislative session; and
- Extend outreach to provide certification information to military bases or other appropriate entities. Georgia currently does not have an active Troops-to-Teacher program, and it is important to ensure that there is a pipeline of accurate information.

Specific targets for this strategy cannot be set at this time since we are still in exploratory stages.

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

Strategy 1

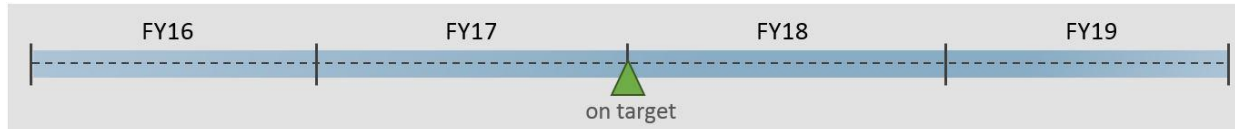
Refine the agency website to include access to appropriate archival information, as well as communication tools appropriate for the website.



Progress: This strategy has been completed, with the bulk of the work taking place in FY16. There were no new archival collections or communication tools requested or added in FY17. Normal content updates, additions, and replacement to our websites took place as usual. There are no major initiatives in this arena on the horizon.

Strategy 2

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

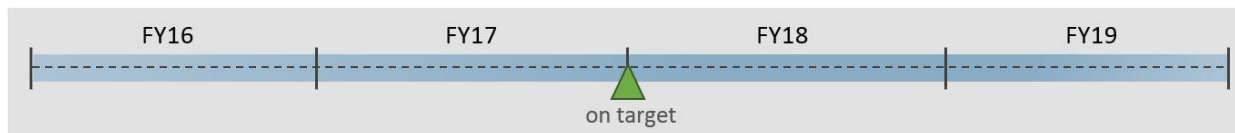


Progress: Work to design and develop data dashboards continues. Prototypes have been designed and reviewed by staff and stakeholders, including the PPEM Advisory Council. Some of the data elements that may be used to feed dashboards were incorporated in the Preparation Approval Annual Report (PAAR) for reporting year 2016. PAAR is an annual report submitted electronically to us by all approved EPPs addressing elements of the Georgia standards and GaPSC program approval requirements. Data elements included measures at the provider and program levels (initial teacher preparation programs only). Inclusion of those data elements in the PAAR gave providers a first glimpse at data elements on which dashboards will be based and gave them an opportunity to provide feedback to GaPSC staff about the calculations behind those data elements. Software programs necessary to design the dashboards have been purchased, and staff members have been trained to use it. A phased roll-out will begin in spring 2018.

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

Strategy 3

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.

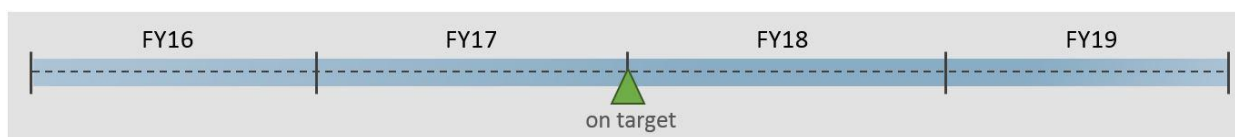


Progress: Work on a professional qualifications (PQ) system to support compliance with the Every Student Succeeds Act (ESSA) began in cooperation with the Title II, Part A program in GaDOE. This work includes changes to the Certification/Curriculum Assignment Policies System (CAPS) used by school system personnel to determine which certified educators are in-field to teach specific courses. A pre-production version of the PQ system is scheduled to be presented at a statewide conference near the end of FY17. Work to integrate out-of-state educator preparation programs that use Georgia schools for clinical experience is essentially complete.

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

Strategy 1

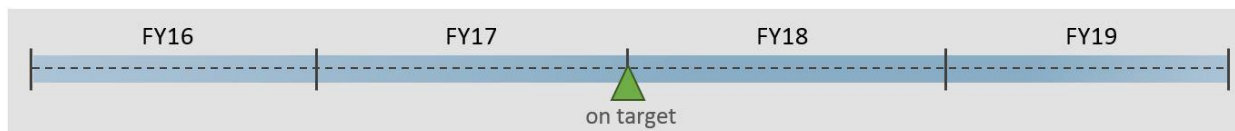
Provide additional self-accessible systems for agency staff to generate routine reports and explore data.



Progress: Building on work started in FY16, an annual data collection regarding educator preparation programs was revamped in FY17; work is underway now to improve accessibility of that data to Educator Preparation staff. Operations reports for Certification continue to be used and have received minor updates in FY17. The underlying data warehouse for those reports has received some major work in FY17; this will be followed by another round of report development in early FY18.

Strategy 2

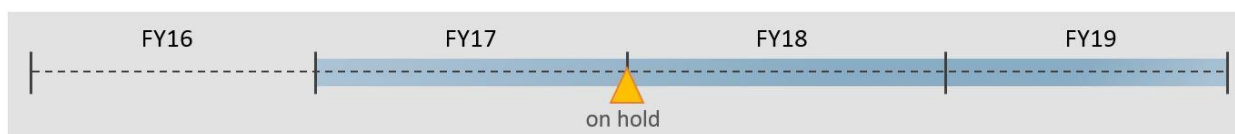
Continuously strengthen controls and safeguards against misuse of data and breaches of data systems.



Progress: Existing security systems continue to be maintained and continue to provide excellent defense in depth. Staff performance relative to threats borne by email remains high, with staff routinely consulting the IT division about suspicious emails. At the end of FY17, we contracted with a vendor to update our network firewall with project completion expected by the end of the summer (2017).

Strategy 3

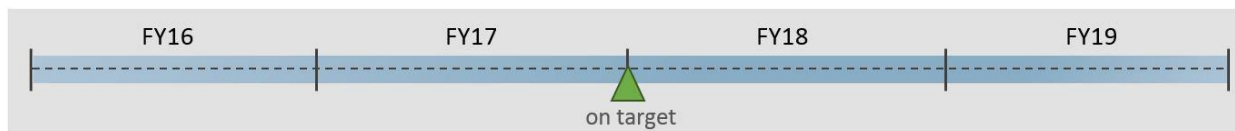
Establish a data governance team to meet quarterly to make decisions regarding data definitions, data policies, and management of the agency's data collection and reporting systems.



Progress: This strategy is on hold. We will determine in FY18 whether a data governance team is necessary, given the size of the agency and existing lines of communication and business approval processes.

Strategy 4

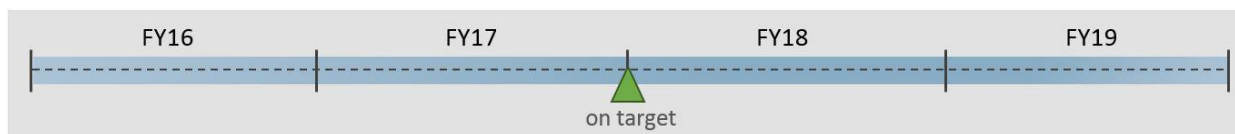
Provide appropriate internal training to selected staff members who need to use data in their jobs.



Progress: Two staff members attended the first annual Ed-Fi Technical Congress to learn about this national initiative to develop open source tools to manage and visualize data and to determine the level of the Ed-Fi Alliance’s interest in working with data regarding educator preparation programs (none at the moment). And advanced-user coworker delivered training on Microsoft Excel to interested staff members in the spring and early summer of 2017. In FY18, PowerBI will be used as an internal dashboarding tool for staff in certain divisions, and training on this tool will be provided.

Strategy 5

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



Progress: Data are routinely used in support of updates to agency rules, task force work, technical assistance efforts, and for the purpose of informing Commission and other decisions. Some examples in FY17 include use of assessment data in setting passing scores and determining technical assistance needs; use of data from the P-20 Collaboratives and from program approval reviews to inform technical assistance content; a review of Ethics data to support the work of the Abandonment of Contract task force; analyses of workload data to inform and support budget requests; ongoing Certification data monitoring and analysis to inform outreach and training of staff; and work with the Governor’s Office of Student Achievement to produce a teacher workforce report in December, 2016.

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 the Certification of Educators
GaDOE	Georgia Department of Education
GaPSC	Georgia Professional Standards Commission
GaTAPP	Georgia Teacher Academy for Preparation and Pedagogy
IHE	Institution of Higher Education
LUA	Local Unit of Administration
PPEM	Preparation Program Effectiveness Measure
RESA	Regional Educational Service Agency
S	Strategy
SB	Senate Bill
SCALE	The Stanford Center for Assessment, Learning, and Equity
TAPS	Teacher Assessment on Performance Standards
TKES	Teacher Keys Effectiveness System