

Georgia Professional Standards Commission
2017 Certification and Program Officials Conference



C2: GACE Data: Implications for Practice, Induction,
and Standard Setting



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Today's Purpose and Context

9:35am-10:00am – Using GACE Data

Two questions – Dr. Sallie Averitt Miller and Dr. Susan Hagood

Each response– 5 minutes per question for each panel member (Maximum Time)



Questions

How do you use GACE data to inform your programs?

How do you help your candidates use GACE data to inform Induction?

Question #1

How do you use GACE data to inform your programs?

Dr. Sallie Averitt Miller, Columbus State University

GACE Data	Data Analysis / Use
Program Admissions Assessment (PAA)	Admission to Teacher Education Initial Programs
Content Assessments	Program Improvement Course Improvement Candidate Monitoring of Progress / Intervention Recommendation for Georgia Educator Certification <small>M.A.T. (13) Required 100% Pass Rate if no GRE Score</small>
Sharing of GACE Data	Reporting, Partnerships, Stakeholders, Program Coordinators, Chairs 



Question #1

How do you use GACE Ethics data to inform your programs?

Dr. Sallie Averitt Miller, Columbus State University

Module IV includes issues such as honest reporting and online activities.

GACE Ethics Data

Module Content

- Hypothetically, if the Module IV pass rate drops from 97.06% to 60%, how do we interpret the report below? What information is included in this module?

TEST NAME	363 Educator Exit - Prof Educator and Student				364 Educator Exit - Prof Educator and School			
	Statewide		Program		Statewide		Program	
	# of Examinees	% Pass	# of Examinees	% Pass	# of Examinees	% Pass	# of Examinees	% Pass
300 Curriculum And Instruction	17	94.12			17	100		
302 Instructional Technology	3	100			3	100		
501 Early Childhood Education	1636	96.7	34	100	1633	95.22	34	97.06

- <https://gace.ets.org/ethics/about/content>



Question #1

How do you use GACE data to inform your programs?

Dr. Susan Hagood, Thomas University

Content Areas – Review GACE Data

- **MGE Science** – Struggle with Chemistry (Sub area II.2 Physical Science): periodic table, compounds, formulas, bonding, reactions and solutions. Chemistry, is not required, although some chemistry is taught in Principles of Physical Science.
 - **Short Term** – More time is needed on chemistry concepts in Physical Science class.
 - **Long Term** – Consider including a CHM 101 General Chemistry 1 or CHM 103 Environmental Systems as a requirement for program.
- **ECE Math** – Struggle with ECE 002 (Math): fractions; counting with cardinality; geometric concepts;
 - **Short Term 1)** –The students take a pre- and post-test GACE practice exam in math curriculum class in CORE III (Fall Senior year). Professor and students use data to inform their Professional Learning Plan.
 - **Short Term 2)** Students were taking Math 120 before they had Math 110. We reorganized the order of when the courses were being offered so math content builds on one another.
 - **Long Term** – Identify pre-ECE students taking MTH 120 so that they can be placed together in the same section of MTH 120.



Question #2

How do you help your candidates use GACE data to inform Induction?

Dr. Susan Hagood, Thomas University

- **GACE Practice Exams**

- Fall of Senior Year – take 1st week of classes
- Develop Professional Learning Plan (PLP) using GACE Practice Scores
- Advisor & Teacher Candidate signoff on PLP

- **Actual GACE Scores**

- Seminar Class
- Develop Professional Learning Plan (PLP) using actual GACE test data
- Based on TKES Performance Standards
- Modeled after actual GaDOE Induction Plan
- Mentor Teacher, University Supervisor, & Teacher Candidate signoff on PLP



Question #2

How do you help your candidates use GACE data to inform Induction?

Dr. Sallie Averitt Miller, Columbus State University

Professional Development Plan Intent



CSU students will begin to develop a Professional Development Plan at the conclusion of their student teaching beginning in Spring 2018. The Professional Development Plan (PDP) is intended to help inform induction.



Perspective for the Associate Dean for Assessment and Accreditation

Should GACE data be included in the PDP to help inform induction?



GACE Passing Standards

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Initial Adoption of GACE Passing Scores

- Each test had a standard-setting study
 - Panel recommended a passing score (study value or SV)
 - Estimated conditional standard error of measurement (CSEM)
- GaPSC adopted two passing score for each test
 - Induction = $SV - 2CSEM$
 - Professional = SV

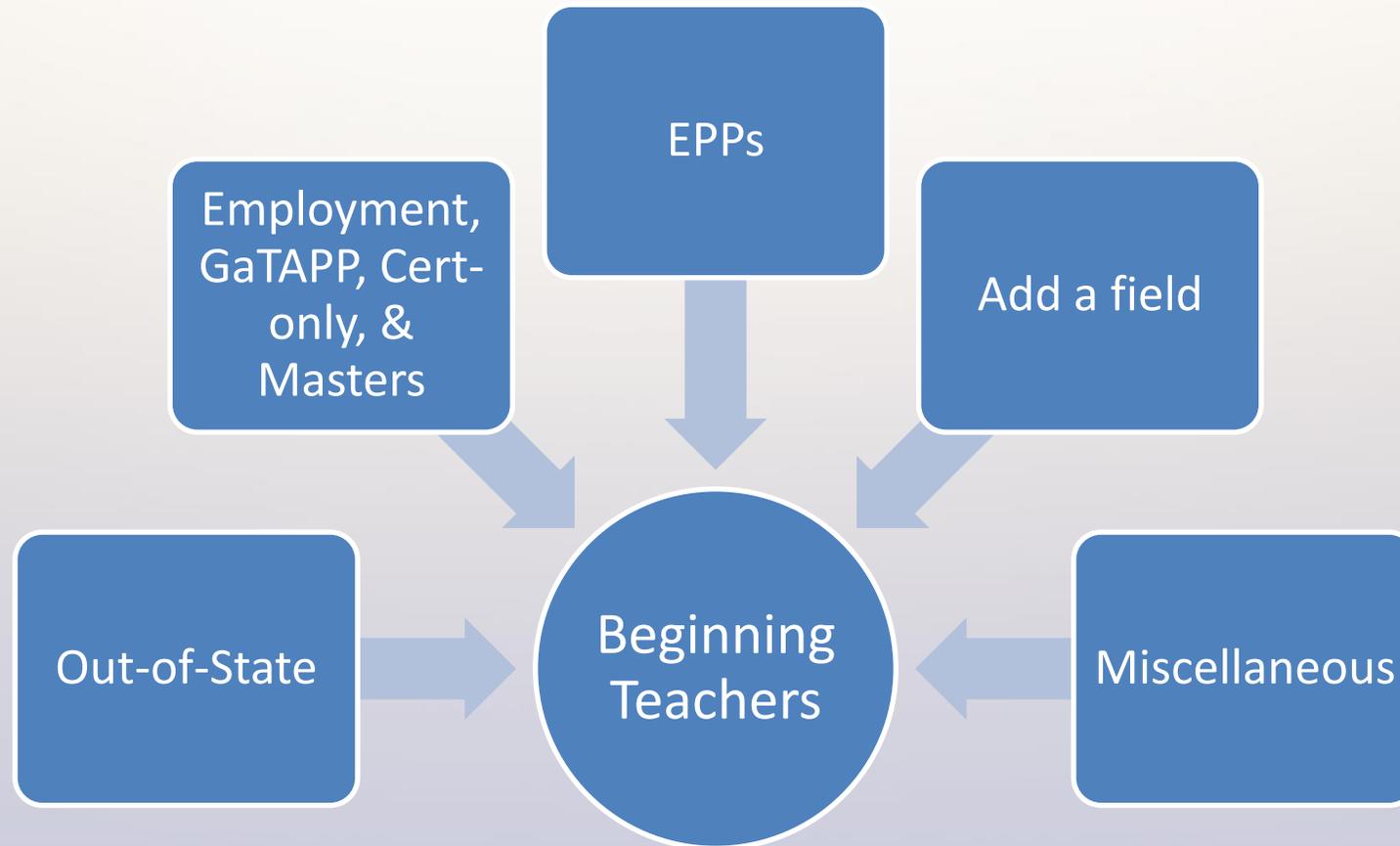
Scaling GACE Tests

- Consistent scale across tests
 - 100 to 300 scale
- Raw scores behind the scale scores not consistent across tests
- Scaled passing scores consistent across tests
 - Induction = $SV - 2CSEM = 220$
 - Professional = $SV = 250$

Understanding the Data

- 44,621 candidates
 - Largest volume
 - Early Childhood Education (7879)
 - Special Education General Curriculum (5703)
 - Smallest volume
 - German (27)
 - Latin (32)
 - Health Education (35)

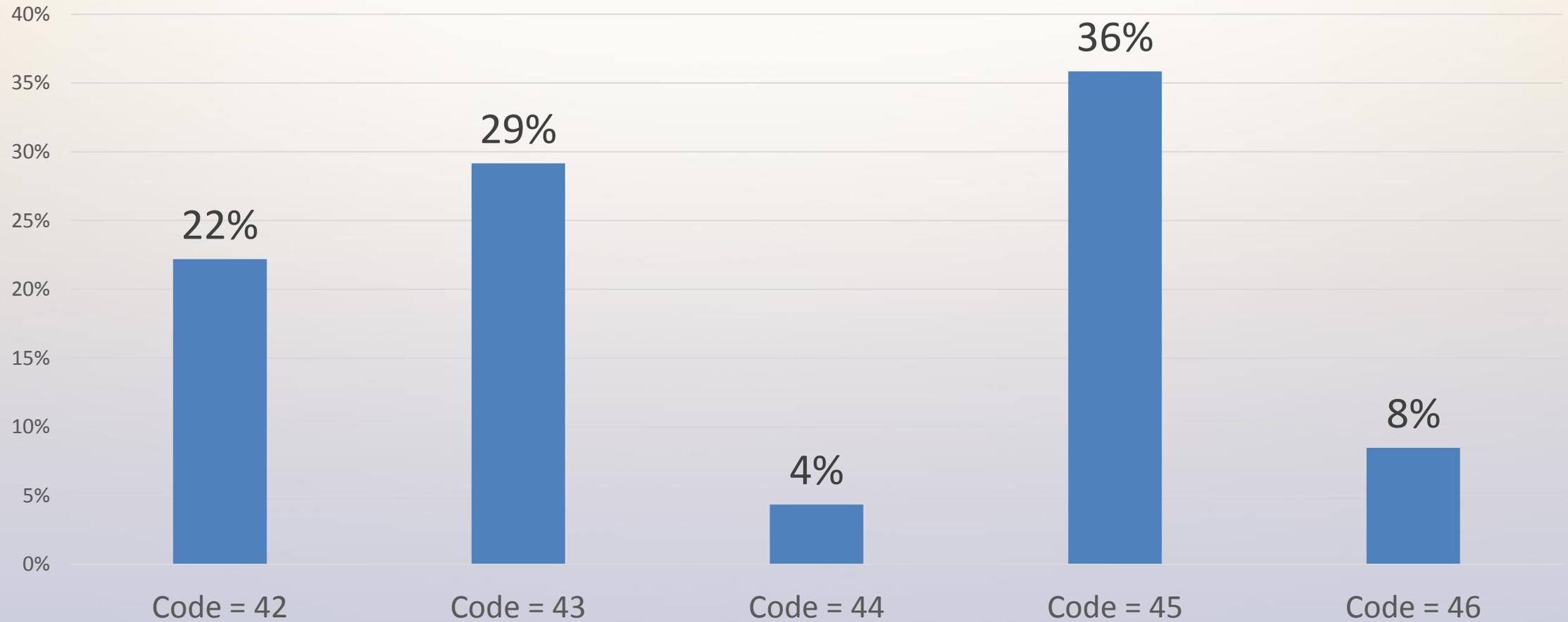
Multiple Pathways



Eligibility Codes

- Georgia-approved program participant made eligible by EPP (Code = 42)
- Testing for employment, GaTAPP, Cert-only, or Masters (Code = 43)
- Out-of-state (non-Georgia) program participants (Code = 44)
- Add a field (Code = 45)
- Miscellaneous reasons (Code = 46)

Percent of Test Takers



Eligibility

- 4 assessments had **more than 40%** of test takers with Code = 42
 - Agriculture Education
 - Early Childhood Education
 - Early Childhood Special Education: General Curriculum
 - Music
- 15 assessments had **less than 10%** of test takers with Code = 42

Largest Volume Assessments (N > 1,000)

Assessment Code	Assessment Title	N
501	Early Childhood Education	7879
581	Special Ed General Curriculum	5703
513	Middle Grades Mathematics	2555
587	Special Ed Reading ELA and Social Studies	1876
520	English	1867
522	Mathematics	1850
515	Middle Grades Social Science	1805
588	Special Education Math and Science	1800

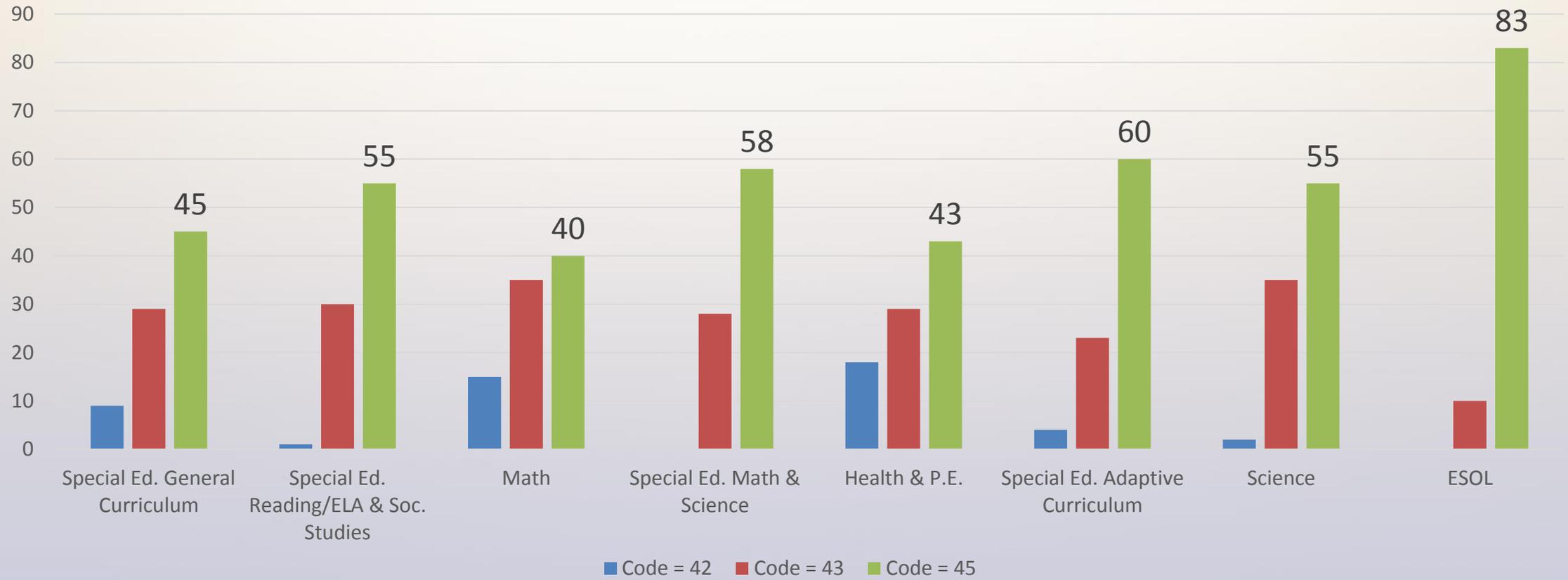
Largest Volume Assessments (N > 1,000)

Assessment Code	Assessment Title	N
511	Middle Grades Language Arts	1780
514	Middle Grades Science	1702
534	History	1624
615	Health and Physical Education	1616
583	Special Ed Adapted Curriculum	1539
524	Science	1460
619	English to Speakers of Other Languages (ESOL)	1417
503	Early Childhood Special Ed Gen Curriculum	1160

Largest Volume Assessments Percentage by Eligibility Code



Largest Volume Assessments “Add a Field” Greater Than 40%



Discussion of Recommendations by Assessment Advisory Panel

Contact Information:

- If you have questions regarding TPMS, please email TPMS@gapsc.com
- If you have questions regarding GACE or ETS' Title II Reporting System, please email GACESupport@ets.org
- If you have questions regarding viewing your GACE data, please contact the individual at your EPP who is the Primary Contact of the GACE Data Manager.
- If you have questions about certification, EPPs can email certhelp@gapsc.com; please provide the address of mail@gapsc.com for candidates.
- If you have questions about the Title II process, please email annemarie.fenton@gapsc.com.
- If you have program questions, please email your Program Approval Specialist.

Today's Final Thoughts and Talking Points

Today's Presenters

Susan Hagood, Thomas University (shagood@thomasu.edu)

**Sallie Miller, Columbus State University,
(miller_sallie@columbusstate.edu)**

Clyde Reese, ETS, (GACEsupport@ets.org)

Matthew Wishart, ETS, (GACEsupport@ets.org)

Anne Marie Fenton, GaPSC, (annemarie.fenton@gapsc.com)

What questions do you have for our panel
at the end of the day?

To add a question –
Go to www.menti.com
and use the code 17 91 48
