



**Georgia Professional
Standards Commission**
Protecting Georgia's Higher Standard of Learning

Session C4: Certification Assessment Updates

<https://www.gapsc.com/Commission/Media/DocsPresentations.aspx>



GACE

Georgia Assessments for the Certification of Educators

PAA Math Test Standard Setting

10/17/2019



Measuring the Power of Learning.®

Praxis Core and PAA Tests

- measure academic skills in reading, writing and mathematics.
- assess skills that have been identified as critical to a career in education with a focus on skills that are critical to learning and achievement in teacher preparation programs

**Claim the three tests support
The candidate has academic skills
(reading, writing and mathematics)
important for success in teacher
preparation**

GACE Program Admission Assessment (PAA)

- GACE PAA consists of three subtests: Reading, Mathematics, & Writing
- Mathematics subtest
 - Testing time is 90 minutes
 - 56 selected-response and numeric-entry items
 - Content areas
 - Number and Quantity
 - Data Interpretation and Representation, Statistics and Probability
 - Algebra and Geometry

Regeneration of the GACE PAA

- ETS re-examined the content of the assessment
 - Focus was on identifying the academic skills important for teacher candidates
 - Began with the College and Career Readiness Standards
- Survey educator preparation program (EPP) faculty from across the country to identify skills important for common coursework across subject matter and grade level
- National advisory committee of diverse subject-matter experts honed the content domain and sharpened the focus. They determined that...
 - the current content domain for the Reading and Writing subtests were appropriate and did not require revision
 - the Mathematics subtest needed substantial revision and provided their expertise

Redesigned **MATHEMATICS**

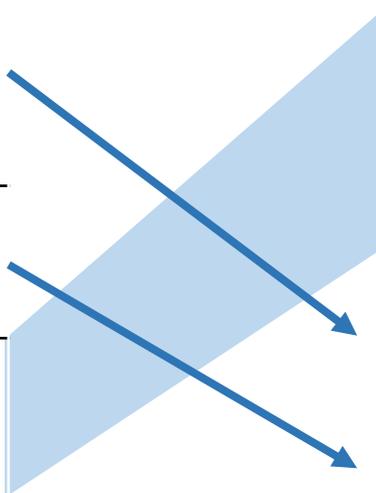
Based on survey and committee evaluations of importance for success in EPPs

- Weightings were changed for the different Mathematics Subareas
 - Reduced emphasis on Algebra and Geometry
 - Increased emphasis on Data Interpretation, Statistics and Probability
 - Some flagged topics were dropped from the assessment, e.g.,
 - Identifying rational v. irrational numbers
 - solving problems with radicals
 - working with functions
 - solving problems involving three-dimensional figures (such as volume and surface area of a cone)
- 10 statements, including 5 of 11 statements in Geometry, were dropped
- 8 statements were revised to clarify or scale back what's

Redesigned **MATHEMATICS**

	Subarea	Approx. Pct.
I	Number and Quantity	30%
II	Algebra and Functions	30%
III	Geometry	20%
IV	Statistics and Probability	20%

	Subarea	Approx. Pct.
I	Number and Quantity	36%
II	Statistics and Probability	32%
III-A	Algebra	20%
III-B	Geometry	12%



Expert Panelists

Multistate Study

February 21–22, 2019

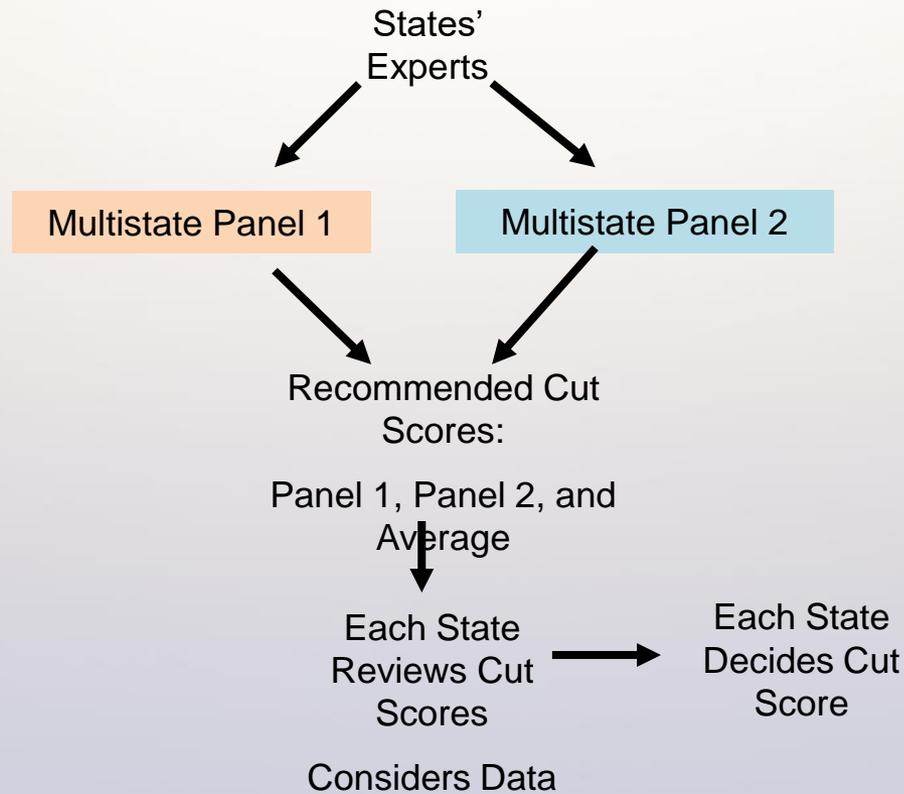
- 33 panelists from 20 states and Washington DC
 - 28 Faculty responsible for instructing teacher prep courses
 - 3 Program Administrator
 - 2 Other roles in teacher prep institutions
- 3 of the panelists were from Georgia

Georgia Study

May 13-14, 2019

- 17 GA panelists, including 2 who participated in the multistate standard setting
 - 11 Faculty responsible for instructing teacher prep courses
 - 5 Faculty responsible for supervising fieldwork
 - 10 EPP Administrator
 - 4 Other roles in teacher prep institutions

Multistate Standard Setting Approach



Comparison of Passing Scores

Multistate Panelists

SEM = 3.55

CSEM	Score
	28
-1 CSEM	25
- 2 CSEM	21

Georgia Panelists

SEM = 3.50

CSEM	Score
	30
-1 CSEM	27
- 2 CSEM	23

Passing Standard: GACE PAA Mathematics Test

- The passing score for the revised GACE PAA Mathematics test will be set at 25, the raw score associated with one conditional standard error of measurement below the recommended score from the February 2019 multistate standard-setting study. The passing score will be scaled to 250 on the GACE 100 to 300 reporting scale and will be applied retroactively to the September 2019 administration of the test.

Introducing...

Khan Academy Official *Praxis*® Core Prep

Launched this past July, skills prep for the *Praxis* Core and GACE PAA that:

- Promotes equity and access — 100% free and online
- Leverages Khan Academy instructional expertise in collaboration with ETS
- Offers a personalized experience for every learner

For questions about PAA:

Policy or Implementation

annemarie.fenton@gapsc.com

GACE assistance:

GACESupport@ets.org

Preparation:

www.ets.org

The logo for Georgia Assessments for the Certification of Educators (GACE). The letters 'GACE' are rendered in a large, bold, blue font with a yellow-to-orange gradient. A yellow and orange swoosh underline the letters.

Georgia Assessments for the Certification of Educators

Content Assessments Standard Setting Decision

10/17/2019

Passing Standard: GACE Content

- GACE initial teaching content assessments currently require a passing score of 220, which is -2 SEM below the recommended passing score established by the Georgia GACE standard setting committees.
- Although the passing standard was scheduled to increase to -1 SEM with score reports dated September 1, 2019, or later, all initial teaching field content assessments still require a passing score of 220, which is equal to -2 SEMs below the recommended passing score established by the Georgia GACE standard setting committees.
- In short, no change to the passing standard.

Proposed Recommendation

Reporting Year	GACE Initial Teaching Content Induction Passing Score
9/1/2017-8/31/2018	220 (-2 SEMs below GA recommendation)
9/1/2018-8/31/2019	220
On or after 9/1/2019	235 220 (-1 SEM below GA recommendation)

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Georgia Assessments for the Certification of Educators

Program Admission Assessment Exemptions Reminder

10/17/2019

Reminder: PAA Exemption Adjustment

- The College Board recalibrates the SAT from time to time based on data, as well as changes the categories of score. In the last recalibration, the 1000 minimum we require to exempt PAA recalibrates to 1080. At that time, the College Board also changed the score categories we accept from “Verbal/critical reading AND math” to what is now the equivalent of “Evidence based reading/writing AND math.”
- Currently, we still accept the 1000 minimum score to exempt the PAA; however, we do need to be consistent with the recalibrated scoring. All USGs already require the use of the recalibrated SAT scores per the BOR for college admission (not to exempt PAA), and many IHEs already recalibrate.

Reminder: PAA Exemption Adjustment

- We have talked with represented groups for input and will be requiring the newly calibrated SAT score minimum of 1080 effective July 1, 2019.
- This adjustment does not mean a higher standard than the 1000 originally determined; it will get us back to the same standard before the recalibration occurred.

Options To Satisfy The Program Admission Assessment Requirement

Currently there are several ways to meet the Georgia Program Admission assessment requirement:

- Having the required minimum SAT®, ACT®, or GRE® score. Actual scores, not exemption codes, are required.
 - SAT®
 - For SAT® Score Reports dated **prior to 7/1/19**
 - 1000 on Verbal/Critical Reading, and Math, OR
 - 1000 on Evidence based Reading/Writing and Math
 - For recentering SAT® scores prior to April, 1995, [click here](#).
 - For Score Reports dated **on or after 7/1/19**
 - 1080 on Evidence based Reading/Writing AND Math
 - Only scores from the official SAT® (English version) can be considered.
 - To obtain your SAT® scores **by mail**: Download the [request form](#) (|.pdf) ([requires Adobe Reader](#)) and mail to: SAT Program, P.O. Box 8057, Mt. Vernon, IL 62864. **By phone**: For an additional fee of \$10, you can call 866-756-7346 to order archived reports.

The logo for Georgia Assessments for the Certification of Educators (GACE). The letters 'GACE' are rendered in a bold, sans-serif font. The top half of the letters is a dark blue, and the bottom half is a lighter blue, separated by a thin yellow horizontal line that curves slightly. The background of the logo is white.

Georgia Assessments for the Certification of Educators

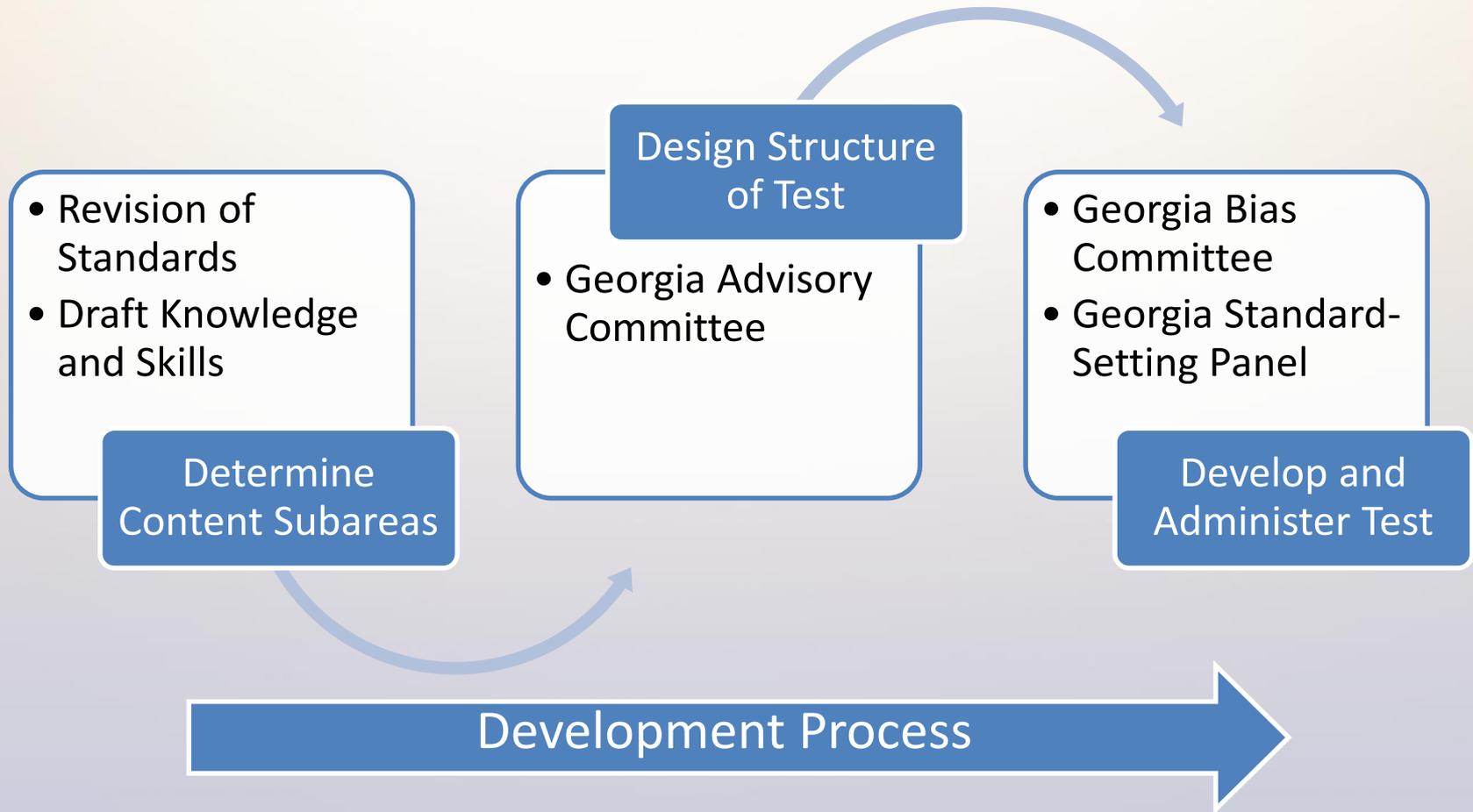
New GACE for Educational Leadership
Launching in Fall 2020

10/17/2019



Measuring the Power of Learning.®

From Design through Implementation



Description	Current	New 2020
Grade Level	P-12	P-12
Test Code	301	311
Testing Time	3 hours	3 hours
Test Format	Computer Delivery	Computer Delivery
Number of Selected-response questions	100	100
Question Format	<ul style="list-style-type: none"> • Selection of one answer • Selection of multiple answers 	<ul style="list-style-type: none"> • Selection of one answer • Selection of multiple answers
Number of Constructed-response questions	4	4

Selected Response (SRs contribute to 75% of the total score)
*Subarea Changes noted in red

Current Subareas	Approx. %	Subareas New 2020	Approx. %
I. Educational Vision	16%	I. Educational Vision	13%
II. School Culture and Instructional Program	20%	II. School Culture, Equity, and Cultural Responsiveness (name change)	13%
		III. Curriculum and Instruction	14%
III. Managing the Organization, Operations, and Resources	15%	IV. Managing the Organization, Operations, and Resources	13%
IV. Collaborating and Communicating with Stakeholders	12%	V. Collaborating with Stakeholders	11%
V. Professionalism and Ethics	12%	VI. Professionalism and Ethics	11%

Constructed Response (CRs contribute to 25% of the total score)

Current		New 2020	
VI. Analysis	25%	VII. Integrated Knowledge and Understanding	25%
A. Educational Vision		A. Educational Vision	
B. School Culture and Instructional Program		B. School Culture, Equity, and Cultural Responsiveness (name change)	
C. Collaborating and Communicating with Stakeholders		C. Curriculum and Instruction	
D. Professionalism and Ethics		D. Collaborating and Communicating with Stakeholders	

GACE Educational Leadership Changes

- Test specifications updated to align with changes to the
 - GaPSC Educational Leadership Standards
 - Professional Standards for Educational Leaders (PSEL) Standards
- School Culture and Instructional Program was updated into two subareas for both the SR and CR sections
 - School Culture, Equity, and Cultural Responsiveness
 - Curriculum and Instruction

*Professionalism and Ethics was dropped in the CR section

Resource Materials Available

Candidates

<https://gace.ets.org/prepare/>

- Study Companion (Free)
- Interactive Practice Test (Fee)
- Study Plan

General:

- Test Familiarization Videos
- Test Prep Webinars

Programs

https://gace.ets.org/program_providers

- Data Manager for GACE Assessments
- Curriculum Crosswalk
- Faculty Workshop Video

On the Horizon

Launch of new assessment October 2020

- Bias Review planned to occur November 2019
- Standard Setting planned for March 2020
- Study Companion July 2020
- Interactive Practice Test (IPT) July 2020

GACE

Georgia Assessments for the Certification of Educators

PASL Tips

10/17/2019



Measuring the Power of Learning.®

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders Web site](#).

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 2: Supporting Continuous Professional Development

In this task, you will demonstrate your skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction and student learning.

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders Web site](#).

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 3: Creating a Collaborative Culture

In this task, you will demonstrate your ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture.

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders Web site](#).

Library of Examples

Below are two examples of written responses to Textbox 1.2 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level, and the other response was scored at the Did Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

Textbox 1.2: The Task/Project Met/Exceeded Standards Level

- a. What was the task or project that you worked on with this group of individuals?

For this group, we decided that we would work on developing lessons that use the computer tablets the teachers have in their classrooms.

- b. How did you facilitate the selection of your task/project with your colleagues? Why was the task/project significant?

All three colleagues realized they need to work on creating lessons to take advantage of the computer tablets. Two of the three teachers need to also work on how to use the computer tablets, sync them, etc. This was targeted as an area needing attention as the district has invested a lot of money to purchase them and we need to show that we are using them. The High School has started the transition of a one-to-one initiative for our freshman class this year and the rest of the High School the following year. The Middle School is currently the foundation of this transition and the Board of Education and Administration expect that we will be using the computer tablets.

1.2

Ask yourself:

In the candidate's analysis, where is there evidence of the following?

- The facilitation of the selection of a task/project with colleagues and a rationale for the significance
- A plan of action to facilitate learning of the colleagues to accomplish the task/project

Why is the candidate's response *effective* or *aligned* or even *insightful*?

Additional Information

Visit the Performance Assessment for School Leaders (PASL) [Web site](http://www.ets.org/ppa) (<http://www.ets.org/ppa>) for more information. Links to specific support materials found on the Web site are included below.

[Standards](#)

An alignment of the PASL Tasks to national and state specific school leader standards

[Task Requirements](#)

the

The requirements for each Task, including a description of the Task, the activity to be completed for each step, the artifacts required, and the guiding prompts to be addressed in the candidate's written commentary

[Scoring Rubrics](#)

The rubric for each Task, including the attributes of each score point by Step and textbox

[Handbook](#)

The Candidate and Preparation Program Handbook with an overview and specific information about the assessment

[PASL FAQ](#)

Frequently Asked Questions About the *ETS*® Performance Assessment for School Leaders (PASL)

[System User Guide](#)

Information on the online submission system where candidates enter their responses and artifacts

[Task 3 Video](#)

Requirements of the Task 3 Video, including length, file types, file size, and uploading requirements

[Candidate Templates](#)

Optional artifact templates (in Word and PDF) for use by candidates

[Glossary](#)

A list of key terms referenced in the assessment

[Permission Forms](#)

Three different permission forms required for adult and student participants referenced in a candidate's Task submissions

[Library of Examples](#)

Sample candidate responses to illustrate responses that meet and do not meet standards

[Dates and Deadlines](#)

The dates for registration, submission, and resubmission

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edTPA® & ETHICS

What is allowable and what is not with regard to edTPA originality?

References – aacte.edtpa.com

- [Making Good Choices: A Support Guide for edTPA Candidates](#)
- [Guidelines for edTPA Retake Decision-making and Support](#)
- [edTPA Originality](#)
- [Instructions for edTPA Retake](#)

Request Task Feedback Request Portfolio Feedback Message Center

Submit Portfolio for Scoring
When should I submit?

Submit

Ready to Submit

SEM_Context_For_Learning.doc

SEM_Lesson_Plans.doc

SEM_Instructional_Materials.doc

SEM_Assessments.doc

SEM_Planning_Commentary.doc

Ready to Submit

files>

SEM_Instruction_Commentary.doc

Submission Agreement

In order to submit your edTPA assessment to Pearson for scoring, you must confirm the following.

As the candidate, I confirm that:

- I have reviewed and agree to the "Rules of Assessment Participation."
- I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.
- The video clip(s) submitted show me teaching the students/class profiled in the assessment submitted.
- The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.
- I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment.
- I have appropriately cited all materials in the assessment whose sources are from published text, the Internet, or other educators.
- I have obtained permission from the parents/guardians of my students and from adults that appear on the video, and can produce such permissions if requested.
- I have reviewed and agree to the edTPA "Guidelines for Video Confidentiality for Candidates" including the prohibition regarding sharing or posting the edTPA assessment materials, including video to the internet (e.g., YouTube, Facebook) or other non-secured and/or publicly accessible locations.
- I have reviewed the edTPA "Submission Requirements" and confirm that all of my submitted materials confirm to these requirements.

I acknowledge that I have read and agree to the attestations above.

Continue

1. **Read the handbook.**
Secondary Science Handbook
Handbook Errata and Updates

2. **Upload your work.**
Complete all parts for each task by uploading your files.

3. **Submit your portfolio.**
When you have indicated that each part is "ready to submit," submit your portfolio for scoring.
When should I submit?

Portfolio

Task

PARTS

Task

PARTS

edTPA Candidate Attestations

In order to submit your edTPA assessment to Pearson for scoring, you must confirm the following.

As the candidate, I confirm that:

- I have reviewed and agree to the "Rules of Assessment Participation."
- I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.
- The video clip(s) submitted show me teaching the students/class profiled in the assessment submitted.
- The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.
- I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment.
- I have appropriately cited all materials in the assessment whose sources are from published text, the Internet, or other educators.
- I have obtained permission from the parents/guardians of my students and from adults that appear on the video, and can produce such permissions if requested.
- I have reviewed and agree to the edTPA "Guidelines for Video Confidentiality for Candidates" including the prohibition regarding sharing or posting the edTPA assessment materials, including video to the internet (e.g., YouTube, Facebook) or other non-secured and/or publicly accessible locations.
- I have reviewed the edTPA "Submission Requirements" and confirm that all of my submitted materials meet these requirements for a scorable portfolio that can be reviewed by a scorer and have scores assigned to all rubrics.

Request Task Feedback

Request Portfolio Feedback

Message Center

You have 0 unread messages

Submit Portfolio for Scoring

When should I submit?

1. Read the handbook.

Secondary Science Handbook

Handbook Errata and Updates

2. Upload your work.

Complete all parts for each task by uploading your files.

3. Submit your portfolio.

When you have indicated that each part is "ready to submit," submit your portfolio for scoring.

When should I submit?

Portfolio Summary Switch to edTPA platform provider

3 of 3 Tasks Ready to Submit

Task Final Submission Agreement

PARTS

Once you submit your portfolio to Pearson, you will no longer be able to view or edit it. If you have participated in the formative feedback process with faculty reviewers, your faculty reviewers will no longer be able to send feedback through the Message Center.

If you have not already completed a final review of your materials, in particular the uploaded version of your files, you must cancel your submission and do so before submitting.

I understand that by submitting my portfolio to Pearson, my submission is final and I will no longer have access to my files through the Pearson ePortfolio system for any edits or reviews.

Submit

Task

PARTS

View

Part A: Video Clips

STATUS

Ready to Submit

FILES

<Multiple files>

View

Part B: Instruction Commentary

Ready to Submit

edTPA_SEM_Instruction_Commentary.doc

Rules of Assessment Participation

By registering for edTPA, you are agreeing to abide by the current Rules of Assessment Participation for edTPA and all rules, procedures, and policies contained on the current edTPA.com website and/or in the current edTPA Handbook for the content area for which you have registered.

ORIGINALITY OF SUBMISSION:

*I understand that by submitting my edTPA materials, I am confirming that I am the person who has completed the assessment, that I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment, that the video clip(s) submitted show me teaching the students/class profiled, that the student work included in the documentation is that of my students and completed during the learning segment documented in this assessment, that **I am the sole author** of the commentaries and other written responses to prompts and other requests for information in this assessment, and that I have cited all materials in the assessment whose sources are from published text, the internet, or other educators.*

edTPA[®]

Administrative Review

For an examinee who has received notice from the Evaluation Systems group of Pearson (ES) that his/her edTPA score was voided due to lack of originality, the examinee must register and submit a full assessment retake as the score was voided.

When submitting the full assessment retake, the candidate must ensure all task artifacts and commentaries are unique to the retake submission. A candidate may not resubmit flagged materials from the original submission that were voided or the full assessment retake will not comply with the Rules of Assessment Participation. The candidate is encouraged to review the [Retake Instructions for Candidates](#) document for additional guidance on retaking the edTPA.

Evidence for the unaffected tasks and parts may not need to be revised if the materials were not flagged for originality with the initial submission. So, you may resubmit original materials that were not flagged, making sure that all materials submitted are original work.

As part of the Rules of Assessment Participation, candidates acknowledge that if their submission does not conform to edTPA policies, rules, and requirements, the submission may not be scored, the score may be voided, and other action, as deemed appropriate by Evaluation Systems, the candidate's reported educator preparation program, and/or the relevant state agency, may be taken.

Per the Rules of Assessment Participation, candidates are not eligible for a refund of assessment fees and would be required to register and submit new payment for a future edTPA submission if results are voided.



Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

Virtual Professional Learning Communities

- 1. edTPA**
- 2. Teacher Leadership**
- 3. Educational Leadership**

Contact annemarie.fenton@gapsc.com if interested in participating or presenting.



Share your conference experience!

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