



## Non-traditional Teacher Preparation Programs are Redesigned

### Teacher Alternative Preparation Program becomes Teacher Academy for Preparation and Pedagogy

Since its inception in 2001, the GaTAPP program (formerly called Georgia Teacher Alternative Preparation Program) has been instrumental in helping more than 2,800 educators transition into the classroom. The program has worked extremely well and today supplies almost a quarter of the state's new teachers. Many of these teachers have earned Teacher of the Year status and other distinctions; this July, the first GaTAPP educator will become a superintendent. Over time, GaTAPP has seen few changes—until now. The

program is now called the Teacher Academy for Preparation and Pedagogy. And more changes are in store.

"As the nation's third-fastest-growing state and one that is projected to add 4 million residents in the next 20 years, Georgia must streamline the way we move qualified people into teaching positions," said Phyllis Payne, GaPSC (Georgia Professional Standards Commission) director of non-traditional teacher preparation. "Our universities are doing many things to increase the teacher candidate pool, but we will still need more teachers than these institutions can produce."

That is one reason the GaPSC has adopted new rules that fundamentally change non-traditional preparation of teachers in the state as of May 15, 2009. GaPSC Rule 505-3-.05, Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP), creates an umbrella for all of the non-traditional routes to teacher certification into a single preparation rule. Several new certification rules provide supporting details for individual certificates. Additionally, under the new GaTAPP umbrella, multiple pathways are designed to address the pedagogical knowledge and skills that non-traditional candidates lack.

Bringing all of the non-traditional pathways under one umbrella, with separate certificates, will clarify and simplify the options for prospective

teachers; eliminate confusion over entry into the profession; and provide a more manageable monitoring system to provide data for future improvements.



### Did You Know?

The GaTAPP programs offered at Metro RESA and Northwest RESA have been recognized nationally by the U.S. Department of Education, which recognized GaTAPP as one of six exemplary alternative route programs in the country. It was also included in a report on innovative programs by the Department of Education Office of Innovation and Improvement. The report is on the U.S. Department of Education website at: [www.ed.gov/admins/tchrqual/recruit/altroutes](http://www.ed.gov/admins/tchrqual/recruit/altroutes).

### ALSO IN THIS ISSUE:

- GaTAPP an Important Source of Georgia Teachers . . . . . **Page 2**
- More Specifics Unveiled About GaTAPP . . . . . **Page 3**
- Certificate Rules Support New GaTAPP . . . . . **Page 5**
- Certificates to Become Paperless . . . . . **Page 6**
- Educator Sexual Misconduct Training and Code of Ethics . . **Page 7**

## FROM THE EXECUTIVE SECRETARY

## As the school year comes to a close, What you need to know.

The 2008-2009 school year has been interesting and challenging. The economic downturn has led more people to look for employment in teaching, but it also means fewer employed educators are able, or willing, to retire. Statewide, student enrollment growth is down and budgets are declining, reducing the immediate need for large numbers of new teachers. These issues will continue to shape our planning efforts over the short-term, but the GaPSC must continue its long-term focus on creating and maintaining a large pool of competent, qualified educators.



We believe our work over the last year contributes to increasing educator quality and expanding the pool of candidates. There are several activities you should know about:

**Performance-Based Leadership** – Program implementation continues on schedule as school systems and RESAs work closely with 14 GaPSC-approved universities to provide our next generation of leaders with practical, performance-based experiences and mentoring in school settings.

**Ethics Training/Ethics Code** – More than 6,000 educators have attended GaPSC training on educator sexual misconduct mandated by House Bill 1321. As a result, people are reporting more incidents and more violators are being removed from the classroom. Proposed changes to the Code of Ethics have been initiated to better define and clarify educator misconduct, expand the definition of “student” and add a new standard for testing violations.

**Non-Traditional Teacher Preparation** – We are excited about the redesign of our non-traditional preparation program (GaTAPP), which includes the expansion and fine-tuning of some of the routes, as well as several new elements. In particular, the new *Adjunct License* will enable individuals from selected professional fields (engineering, pharmaceutical, legal, etc.) to serve as part-time teachers in grades 6-12 and the *Core-Academic Certificate* will provide new routes to increase the number of both middle grades and secondary core academic teachers. Please read more throughout this newsletter for additional information on GaTAPP changes.

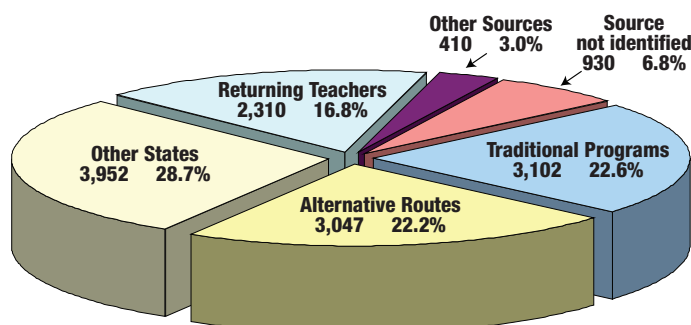
**Commission Member Changes** – We would like to thank Maria Miller (teacher), Wanda West (administrator), and Lee Muns (private sector) who have completed their GaPSC terms of service with exemplary records and numerous contributions. We look forward to future work with our new Commission Members Stephanie Haynes (teacher), Dr. Ed Smith (administrator) and Joy Hawkins (private sector).

Kelly Henson

## GaTAPP is an Important Source of Georgia Teachers

Georgia's teachers come from one of four primary sources: traditional college programs, non-traditional programs, teachers coming from other states, and educators returning to teaching after one or more years out of the profession. GaTAPP is becoming a critical source for career-switchers who wish to move into the classroom.

### Sources of Newly Hired Georgia Teachers 2007–2008 School Year



Other sources:  
International Exchange, Reassigned from Administration or Student Services position.

## Did You Know?

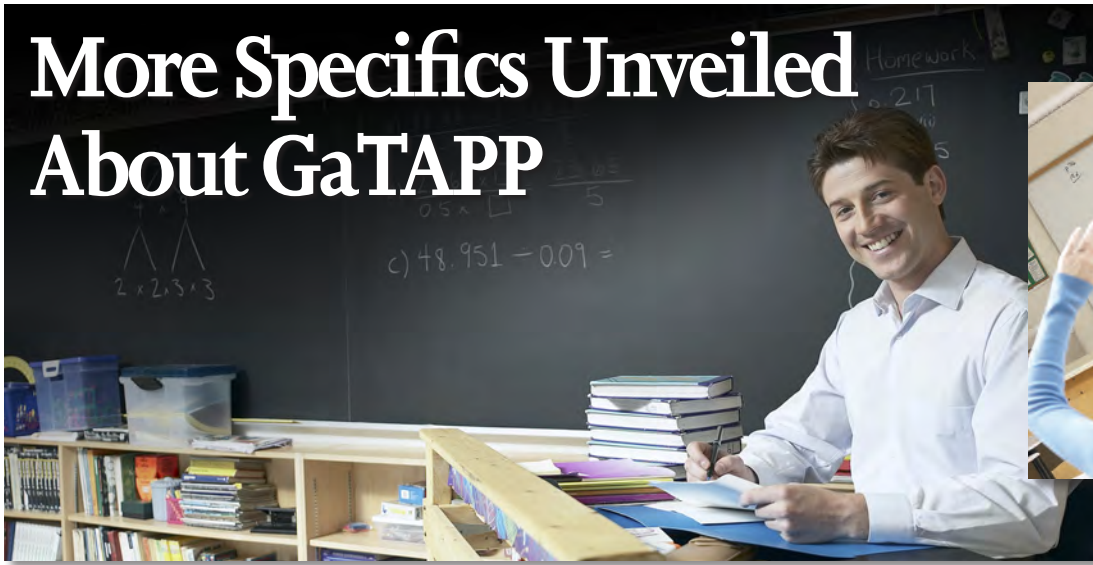
Recent studies indicate there is no statistically significant difference in the performance of students whose teachers are prepared through non-traditional routes and those whose teachers



matriculate through traditional teacher preparation routes. *An Evaluation of Teachers Trained Through Different Routes to Certification*, a February 2009 report released by the Institute of Education Sciences, also reports no evidence that greater levels of coursework in alternative certification programs lead to differences in student achievement. The report can be downloaded from the IES website at <http://ies.ed.gov/ncee/pubs/20094043/index.asp>.

# More Specifics Unveiled About GaTAPP

PREPARATION



Not only has the name of GaTAPP changed as of May 15, there are other important changes of which you should be aware. Under the new GaTAPP umbrella, all 15 of the current non-traditional providers are approved to operate the six pathways prescribed by the new rule. The specific pathways incorporate three modified versions from the former program to include the Intern Certificate, the One-Year Supervised Practicum Certificate and the Advanced Degree Alternative Certificate (ADAC). Three newly-created pathways include the Adjunct License, the Core-Academic Certificate and the Clinical Practice Certificate. This umbrella allows GaTAPP providers to better assess the learning needs of each prospective teacher to determine the most appropriate pathway to enable that person to be successful in the classroom.

The time needed to complete the pathways ranges from one to three years. During this time, the participant is employed as a teacher, engaging in a variety of learning experiences that may include a class such as *Essentials of Effective Teaching*, seminars and other job-embedded professional learning. All pathways include intensive coaching of teacher candidates for a minimum of one year.

The common elements of the GaTAPP pathways include:

- 1) A participant must have a bachelor's degree in a content field or a degree that supports the academic content knowledge of a teaching field;
- 2) Time in the program is flexible; participants can finish in as little as one year or may remain in the program for up to three years;
- 3) No pathways lead to college credit or to a degree;
- 4) The program is job-embedded; a participant must be employed at least half-time in a school;
- 5) All program candidates are assigned a candidate support team that includes a school-based administrator; a school-based, trained coach; a provider supervisor; and a content specialist if not already represented on the support team;
- 6) An induction phase of each pathway requires at least one year of work with an assigned coach;

- 7) The program provides curriculum, instruction and assessment designed to prepare the participant to be an effective teacher;
- 8) Every pathway focuses on the individual; learning experiences are individualized to meet the content knowledge, pedagogical skills, learning modalities, learning styles, interests and readiness to teach of the individual candidate; and
- 9) Candidate and program performance data is used to continually improve the program.

Teacher Academy for  
Preparation and Pedagogy

# GeorgiaTAPP®

David Hill, director of educator preparation for the GaPSC, points out that universities will still offer their version of alternative preparation through M.A.T. programs for those who did not take pedagogy courses in their undergraduate years, but these advanced degree programs will not be part of the new non-traditional route.

"GaTAPP really is non-traditional because it is designed to get content-rich applicants who lack pedagogical knowledge and skills into classrooms as quickly as possible, but with a strong support system to assure their success," he said. "It is of great benefit to potential educators in the GaTAPP program that they do not have the dual worry of being beginning teachers and graduate students simultaneously."

Persons transitioning to the classroom through GaTAPP must meet the same standards as those of college and university educator preparation programs.

To read a copy of the GaTAPP preparation rule, please visit [www.gapsc.com/Rules/Current/EducatorPreparation/index.asp](http://www.gapsc.com/Rules/Current/EducatorPreparation/index.asp)



## PREPARATION

## GaTAPP Ambassadors instrumental in promoting program

"You can recall the events of 9/11 as you watched them unfold on television—horrified and shocked," said Georgia TAPP Ambassador Andre Mountain. "I could hear the sirens, feel the tremors, see the fire and smell the sting of the smoke as I watched from the Merrill Lynch building in New York City that day. I walked out of that building... and thought, 'Life is too short to not do what your heart has always wanted,' so I fulfilled my dream of becoming a teacher. GaTAPP provided me that opportunity."

Many GaTAPPers, as they are often called, have similar stories of the moments that inspired them to become educators.

Key to promoting the program are GaTAPP Ambassadors, the first cohort of which were named in the summer of 2008 to honor teachers who have entered the teaching profession through the non-traditional preparation program and promotes the program. Through evidence of student achievement and success in the classroom, these teachers exemplify excellence in teaching.

GaTAPP Ambassadors share personal teaching experiences at professional conferences, community forums and various service organization meetings to publicize the GaTAPP program locally, regionally and statewide. They positively impact the teaching profession by serving as role models for the non-traditional preparation program.

GaTAPP Ambassadors for 2009 are being selected at this time. For a list of 2008 GaTAPP Ambassadors, please visit [www.gapsc.com](http://www.gapsc.com).

## Georgia One of First States to Develop New Coaching Standards



Professional learning experts suggest that coaching is an effective strategy that should be used as one of many tools to support job-embedded learning for teachers and school leaders. Nationally, although there has been great interest in bringing coaches into schools to support improvement, state standards for coaches are virtually non-existent and, in most states, little training of value has been provided for coaches.

To address these needs, the GaPSC convened a task force on coaching standards consisting of representatives from many state agencies, organizations and P-16 entities. The result of their efforts is GaPSC Rule 505-3-.86, Coaching Endorsement Program, which becomes effective May 15, 2009. This rule outlines the development of a coaching endorsement, making Georgia one of the first states to develop such standards.

The new Coaching Endorsement Rule creates six standards around which universities, RESAs and school systems that are GaPSC-approved professional education units, can create programs to prepare coaches. For details on the six standards, please visit [www.gapsc.com](http://www.gapsc.com).

## Rapid Growth Increases Program Approval Demands

Georgia is rapidly growing not only in population, but also in the increase of professional education units that offer educator preparation programs. To accommodate the rapid growth of programs and the impact this growth has on the GaPSC's ability to approve education units and programs, the GaPSC recently held Board of Examiners (BOE) training to expand the number of qualified peer reviewers.

When the commission solicited nominations to fill slots for 40 BOE members and 10 BOE chairs, it received more than 150 names. Because the demand was so great, a new round of training will take place in June that will accommodate approximately 24 more BOE members and eight new BOE chairs.

The GaPSC program-approval process assures the citizens of Georgia that educator preparation programs are of high quality and that they meet rigorous state and national standards that define what well-prepared educators must know and be able to do. Not only does the process ensure program quality, it also protects Georgia's investment in its children and its schools.



# Certificate Rules Support New GaTAPP

**M**any certification rules have been changed or created since the last newsletter, but none are more important than the rules supporting the new GaTAPP pathways. The following information addresses the critical certificate components of the new non-traditional preparation program. These rules become effective May 15, 2009.

## 505-2-.05

### INTERN CERTIFICATE

The Intern Certificate remains as the non-traditional full-field certificate of the GaTAPP program. The eligibility requirements do not change; however, the validity period changes to three years, and the certificate may be converted to Clear Renewable if the educator completes all approved program and certification requirements within a minimum of one academic year.

## 505-2-.29

### ONE-YEAR SUPERVISED PRACTICUM CERTIFICATE

The One-Year Supervised Practicum was previously included as a non-traditional route to certification within the Non-Renewable Professional Certificate. It is being removed from the "N" certificate and will be issued as a separate certificate field so that it can be better managed.

The eligibility requirements do not change; however, the validity period will be three years and the certificate may be converted to Clear Renewable if the educator completes all approved program and certification requirements within a minimum of one academic year.

## 505-2-.04

### ADVANCED DEGREE ALTERNATIVE CERTIFICATE

Changes to this option correspond to the certificate requirements for all program pathways specified in the GaPSC Rule 505-3-.05, Georgia Teacher Academy for Preparation and Pedagogy.

## 505-2-.40

### ADJUNCT LICENSE

This rule creates a new non-traditional certificate license for the individual a) with specific knowledge, skills and experience in an engineering, medical, dental, pharmaceutical, veterinarian, legal, accounting, or arts profession or any other professional position as approved by the GaPSC; or (b) with instructional experience in a branch of the U.S. military (except for JROTC), or a GaPSC-accepted accredited college or university; and (c) who is eligible to provide instruction in the *core academic subjects in grades 6-12 only*.

## 505-2-.27

### CORE ACADEMIC CERTIFICATE

This new rule provides a means for certifying educators completing an approved middle grades (4-8) or secondary grades (6-12) core academic non-traditional preparation path in the core academic subject fields. Though the certificate has a validity period of three years, it may be streamlined and converted to Clear Renewable if the educator completes all approved program and certification requirements within a minimum of one academic year.

## 505-2-.28

### CLINICAL PRACTICE CERTIFICATE

The Clinical Practice Certificate provides a non-traditional way for individuals to be certified with the Clear Renewable certificate if they meet minimum degree requirements and have held a Georgia Permit for at least five year, or if they completed all education program requirements except for student teaching. Though the certificate has a validity period of three years, it may be streamlined and converted to Clear Renewable if the educator completes all approved program and certification requirements within a minimum of one academic year.

## Recent rule changes

Since the last newsletter, there have been many rule changes. For more information on these changes, please visit [www.gapsc.com/Rules/index.asp](http://www.gapsc.com/Rules/index.asp).

## The GaPSC Will Soon Launch New, Redesigned Website

The GaPSC will soon launch its new, redesigned website at [www.gapsc.com](http://www.gapsc.com).

The site will be operational in the July-September 2009 timeframe. Watch for details at the GASPA conference and several upcoming RESA presentations.

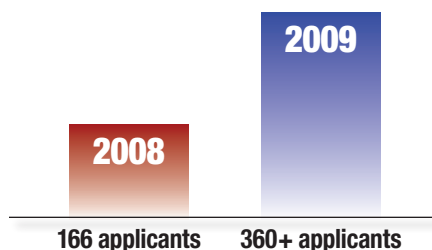


## Applicants for Georgia Master Teacher program up by 115 percent

More than 360 teachers apply for Master Teacher certification in 2009

The Georgia Master Teacher program is growing in popularity. During the latest application cycle, which ended on January 31, 2009, more than 360 educators submitted applications for Master Teacher certification, up from 166 in 2008. The GaPSC and the GaDOE are now reviewing the 2009 applications, and in late spring, the newest crop of Master Teachers will be announced.

Meanwhile, the GaPSC is making preparations for the second Master Teachers Professional Learning Conference at St. Simons Island, Georgia, on May 17-19, 2009. One hundred fifty-eight Master Teachers from 2006-2008 are registered to attend, following the approval of their superintendents.



Special events include a full-day training with internationally recognized teacher/trainer and published author Stephen Barkley. Barkley has worked extensively with Georgia school systems and schools on a wide range of professional development areas. Master Teachers will receive a copy of Barkley's book, *Quality Teaching in a Culture of Coaching*.

## GaTAPP teacher tapped to become superintendent

On July 1, Steve J. Smith will become the first educator from the GaTAPP program to become superintendent of a school district—the Wilcox County School District.

Smith has served as a teacher for the past seven years and was named Teacher of the Year in 2006, following a successful career in finance in which he served as chief financial officer of a publicly traded company in Georgia.

Realizing that his “priorities were out of order,” Smith decided to pursue a teaching career. In fact, in high school, he had even served as President of the Future Teachers of America.

In switching from a private career to one in public service, however, Smith had to take an 80 percent pay cut, but he felt it was worth it: “All my life, I had felt the call to teach, but I was motivated by money. After a number of life-changing events, I realized I was probably going to lose my family if I remained in the business world. I just saw a real issue with my priorities, so I changed them by enrolling in GaTAPP.”

When Smith applied for GaTAPP through the Heart of Georgia RESA, he said, “My long-term goal is to be a school superintendent.” Smith later found an open position for superintendent of the Wilcox County Schools on the TeachGeorgia website ([www.teachgeorgia.org](http://www.teachgeorgia.org)) and he competed against 30 other applicants. “Had it not been for GaTAPP, I would not be where I am today,” he said.



SMITH

CERTIFICATION



## Teaching certificates to become paperless

GaPSC to convert from paper teaching certificates to online documents on January 1, 2010

In continuing efforts to drive down costs and increase efficiency and security, the GaPSC plans to convert paper certificates to online certificates as of January 1, 2010.

After that date, the commission will no longer print and mail hard-copy certificates and correspondence to individual educators. Instead, the educator will have access to a secure website that holds his or her certification case history and correspondence, as well as an official electronic document verifying certification.

An on-demand print capability will allow the educator to print the certificate at any time. Georgia school systems will continue to receive electronic records of their employee's certification transactions. As details and timelines become available, we will provide additional updates.



# Educator Sexual Misconduct Training Results in More Incidents Being Reported and More Violators Removed from Classrooms

## *Georgia educators receive training from the GaPSC on identifying and reporting sexual misconduct*

In order to better protect students and educators, the Georgia legislature passed HB1321 in 2008. This legislation mandated training of all educators on the identification and reporting of educator sexual misconduct.

Since June 15, 2008, Dr. Gary Walker,

deputy executive secretary of the GaPSC and director of educator ethics, has been traveling across the state to conduct the training. To date, Walker has presented approximately 45 train-the-trainer sessions to more than 6,000 teachers and administrators. Every district now

has someone trained on presenting this material.

The results of the effort so far are an increase in the number of reported incidents of sexual misconduct and an increase in the number of violators being removed from the classrooms.

"The training, which is essentially designed to be used by school leaders, gives people clear direction on identifying and reporting cases of educator sexual misconduct, as well as information on avoiding such allegations," Walker said.

The training has received "strong support" from educators across the state, according to Walker. "Violators make up less than one-half of 1 percent of the practicing educators in Georgia," he said. "This small group damages the image of our profession and calls into question our profession's integrity. The vast majority of educators want to do everything they can to protect our children. This program helps achieve this goal."

The ethics staff is developing additional materials to support this effort. The National Association of State Directors of Teacher Education and Certification (NASDTEC) has presented Dr. Walker an award for his work, and he will share this program at the organization's upcoming national conference.



### Proposed Code of Ethics Changes

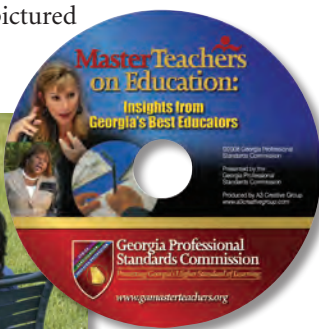
The GaPSC has initiated proposed changes to The Code of Ethics for Educators, including adding a Standard 11 on testing violations. Other changes include modifying the definition of a student from a person between the ages of 3 and 17 to a person under the age of 18; establishing an end date for "student" enrollment in a school; and adding other provisions necessary to better capture educator misconduct for which the GaPSC is not able to sanction educators. The following table outlines the proposed title changes for the code standards.

Standard	Previous Name	New Name
Standard 1	Criminal Acts	Legal Compliance
Standard 2	Abuse of Students	Conduct with Students
Standard 3	Alcohol or Drugs	Alcohol or Drugs
Standard 4	Misrepresentation or Falsification	Honesty
Standard 5	Public Funds and Property	Public Funds and Property
Standard 6	Improper Remunerative Conduct	Remunerative Conduct
Standard 7	Confidential Information	Confidential Information
Standard 8	Abandonment of Contract	Abandonment of Contract
Standard 9	Failure to Make a Required Report	Required Reports
Standard 10	Professional Conduct	Professional Conduct
Standard 11	-----	Testing

If passed by the Commission, the rule would become effective on June 15, 2009. To read a copy of proposed GaPSC Rule 505-6-.01, The Code of Ethics For Educators, go to [www.gapsc.com/Rules/Proposed/ethics/505-6-.001.pdf](http://www.gapsc.com/Rules/Proposed/ethics/505-6-.001.pdf).

## Behind the Scenes: Filming of “Master Teachers on Education” Video/DVD

Last spring, the GaPSC set out to interview the state’s Master Teachers at the Georgia Master Teachers retreat in St. Simons Island, Georgia, to glean insights and best practices from the best of the best. If you’re interested in education in Georgia, you won’t want to miss these interviews with the state’s Master Teachers, available on DVD and on the website at [www.gamasterteachers.org](http://www.gamasterteachers.org). Incidentally, Stephanie Haynes, pictured at left, was interviewed for this project, and she has now been appointed a GaPSC Commissioner by the Governor.



## GaPSC Adds New Exemption for the Basic Skills Assessment

Effective immediately, any individual who holds a master’s degree or higher from a GaPSC-accepted accredited institution is exempted from taking the Basic Skills Assessment. More information on all of the current options for satisfying the basic skills requirement, including the exemptions, are outlined on the GaPSC website at [www.gapsc.com/documentation/basicskillsinfo.asp](http://www.gapsc.com/documentation/basicskillsinfo.asp).

### Protecting Georgia’s Higher Standard of Learning



#### Georgia Professional Standards Commission

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