



**Georgia Assessments for the Certification of Educators® (GACE®) Newsletter**

The *GACE® Newsletter* is intended to be a resource for Educator Preparation Program Providers to gain access to all of the important information and changes happening in the GACE program. The *GACE Newsletter* includes important dates, information about tests and policies, reminders about testing windows and more. The latest GACE program information can always be found at [www.gace.ets.org](http://www.gace.ets.org).

**Upcoming/Important Dates:**

- Registration for Spring 2019 Teacher Leadership Submission Window opened **February 27**.
- Spring 2019 Teacher Leadership Submission Window ends **April 10**.

- Read [past issues](#) of the *GACE Newsletter*.
- [Subscribe](#) to the *GACE Newsletter*.

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## PROGRAM UPDATES

### Teacher Leadership Assessment (Test Code 313) Registration

Registration for the Spring 2019 submission window opened on February 27. Candidates registering for this window will take the revised format of the assessment. In the revised format, each task is broken down into three steps. The activities, the guiding prompts, and the rubrics are the same as the original format.

The tasks, rubrics, and Library of Examples for the Revised Format with Steps are available in the [Teacher Leadership section](#) of the GACE website.

With the Revised Format of the assessment, candidates will be able to resubmit tasks in a resubmission window immediately following the original submission window, or they may wait until the next window. A two-resubmission limit will still apply.

### Standard Setting Study for Teacher Leadership

A standard setting study was conducted for the revised format of the Teacher Leadership assessment (Test Code 313) on January 29–30 in Macon, Georgia. A representative group of Georgia educators and Teacher Leadership faculty participated in the study. The panel recommended a passing standard (cut score) for the newly formatted assessment, which will be presented to the Georgia Professional Standards Commission for a vote at the April meeting.

### Curriculum Mapping Session for Art Education

A representative group of Art Education faculty members, representing nine program providers, participated in a curriculum-mapping session on January 29–30 in Macon, Georgia. The group reviewed the Art Education assessment and test preparation materials, and then engaged in the curriculum-mapping exercise. They made some recommendations for minor changes in the wording of some of the assessment objectives. The faculty members felt that the activity was timely and useful for them and would enable them to better align their curriculum with the assessment content.

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## PARAPROFESSIONAL ASSESSMENT

### Join Our Testing Network

The GACE Paraprofessional testing network is **recruiting!** We are in need of additional public test sites in the Atlanta Metro area. Our objective is to provide potential paraprofessionals with ample opportunities and locations to take the assessment, and we hope that you will assist us in reaching this goal. School districts, Regional Education Service Agencies (RESAs), Educational Technology Training Centers (ETTCs), technical colleges, and many other agencies are currently administering the assessment. Please consider administering the GACE Paraprofessional assessment in collaboration with ETS and/or suggesting other nearby schools or locations that may be able to participate.

See the [GACE Paraprofessional Test Administrators website](#) for information about the assessment, technical requirements, and basic information needed by test administrators to successfully prepare for, and administer, this assessment. ETS will reimburse participating school districts, RESAs, ETTCs, and other agencies \$10 per examinee tested each quarter. So if you meet the technical requirements and would like to administer the GACE Paraprofessional assessment, please complete the [online application](#) today! We look forward to working with you in the near future.

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## GEORGIA ETHICS

### Georgia Ethics Survey

Program Completion Surveys were added to the Learning Management System for all four Georgia Ethics assessments in May 2018. Ratings for the overall value of the learning experience were on average 9 or higher, on a scale of 1-10 (with 10 being very satisfied). More than 85% of the educators and leaders rated the overall value of their learning experience 8–10.

Educators highlighted the importance of:

- Considering consequences of actions, thinking before acting
- Professionalism — both in and out of school — and serving as a role model within the community
- Maintaining appropriate boundaries
- Transparency, seeking advice, and reporting issues
- The decisions educators make every day
- Having a standardized Code of Ethics to make informed decisions

Many appreciated the realistic scenarios and found examples on social media, student confidentiality, and giving a student a ride home to be valuable. Below are a few of the comments received from educators:

*“It is easy to see how some educators can cross the line in certain situations, so the explanations were immensely helpful ... There is no doubt in my mind that all of the information was vital and important.”*

*“I found it key that we not only have an obligation to students, but to the community, school, and profession.”*

*“I learned the value of having a standardized code of ethics. When educators know the guidelines it is easier to make an informed decision.”*

*“I learned exactly how difficult making decisions in this field may be and I feel much more prepared for unpredictable scenarios.”*

Below are a few of the comments received from school leaders.

*“[The program] helped me begin to understand some of the specific actions that school leaders can take to improve climate and culture.”*

*“As a leader, I need to ensure that I continue learning, practicing and discussing the importance of the code of ethics with my colleagues and administrators.”*

*“The program ... allowed me to have a better understanding of each of the ethics standards. It solidified the importance of being proactive and objective in every situation, always putting the safety of our students first.”*

*“Situating the ethical dilemmas in the scenarios as potential risks helped me to understand what it means to face these scenarios and go through the process of deciding how to deal with them to mitigate ethical risk.”*

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## PERFORMANCE ASSESSMENT FOR SCHOOL LEADERS (PASL)

### Spring 2019 Registration and Submission Window

Registration	July 25, 2018 – April 1, 2019
Submission Window	January 4, 2019 – April 10, 2019*

\* All tasks are due by 2 p.m. ET on this date.

### Spring 2019 Resubmission Registration and Submission Window

Resubmission Registration	May 8, 2019 – May 28, 2019
Resubmission Window	May 8, 2019 – May 29, 2019*

\* All tasks are due by 2 p.m. ET on this date.

### Spring 2019 Score Reporting Dates

- Scores for the Spring 2019 submission window will be released on **May 8, 2019**.
- Scores for the Spring 2019 resubmission window will be released on **June 19, 2019**.

Official score reports are available via test takers' testing accounts in the ETS Performance Assessments registration system. Scores are automatically sent to program providers, the GaPSC, and any designated score recipients at that time. A [sample score report](#) is available on the GACE website.

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## TEACHER LEADERSHIP ASSESSMENT

### Spring 2019 Registration and Submission Window

Registration	February 27, 2019 – May 8, 2019
Submission Window	February 27, 2019 – May 15, 2019*

\* All tasks are due by 2 p.m. ET on this date.

### Spring 2019 Resubmission Submission Window 1

Registration	June 7, 2019–July 5, 2019
Submission Window	June 7, 2019–July 8, 2019*

\* All tasks are due by 2 p.m. ET on this date.

### Spring 2019 Score Reporting Dates

- Scores for the Spring 2019 submission window will be released on **June 7, 2019**.
- Scores for the Spring 2019 resubmission window will be released on **July 30, 2019**.

Official score reports are available via test takers' testing accounts in the Teacher Leadership submission system. Scores are automatically sent to program providers, the GaPSC, and any designated score recipients at that time. A [sample score report](#) is available on the GACE website.

## Rescheduling a Submission Window

Rescheduling a submission window can only be done if the registration deadline for the initial submission window has not passed, and the new submission window is open for registration. Changing a submission window incurs a \$50 rescheduling fee.

**Note:** Tasks and artifacts uploaded for the original submission window will not transfer automatically to the new submission window. Candidates will be required to re-upload any tasks and artifacts they have previously uploaded. All tasks and artifacts must be submitted by the same deadline date.

## Resubmitting Tasks

Test takers who do not pass the assessment are allowed to resubmit any or all of the six tasks. There is a \$75 resubmission fee for each task that is resubmitted.

Test takers are allowed to resubmit two additional times to attempt to receive a passing score. Tasks may be resubmitted in the resubmission window immediately following the original submission window, or test takers may wait until the next window. The two-resubmission limit still applies. If they do not resubmit within this time frame, they will have to register and pay to retake the assessment.

### Fall 2018 (Test Code 303) Resubmission Window 1

Registration	February 13, 2019–April 12, 2019
Resubmission Window	February 13, 2019–April 26, 2019*

### Fall 2018 (Test Code 303) Resubmission Window 2

Registration	June 12, 2019–December 13, 2019
Resubmission Window	June 12, 2019–December 27, 2019*

### Spring 2019 (Test Code 313) Resubmission Window 1

Registration	June 7, 2019 – July 5, 2019
Resubmission Window	June 7, 2019 – July 8, 2019*

### Spring 2019 (Test Code 313) Resubmission Window 1

Registration	TBD
Resubmission Window	TBD*

\* All tasks are due by 2 p.m. ET on this date.

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## IMPORTANT REMINDERS

### Personal Items

Personal items other than ID documents are not allowed in the testing room. This includes backpacks, phones, purses, tablets, PDAs, watches, and any other electronic, recording, listening, scanning, or photographic devices. Test takers may not access phones during breaks to check messages, make a call, or check the time.

They may also be required to remove their eyeglasses for close visual inspection. The inspection takes a few seconds and will be done at check-in and upon return from breaks. Jewelry is prohibited, except for wedding and engagement rings and small earrings, so other types of jewelry should not be worn to the test center.

Before the test, test administrators will advise test takers where to store personal items. Note that test centers and ETS assume no responsibility for personal items. It is important to see the GACE [Registration Bulletin](#) for full and more specific details about personal items in the testing room.

### **Primary Language Is Not English (PLNE) Accommodations**

Test takers whose Primary Language is Not English (PLNE) may request PLNE accommodations. Test takers who are approved will be allowed 50 percent extended testing time. PLNE accommodations are available at all established test centers. See information about [how to apply for PLNE accommodations](#).

This service does not apply to individuals taking any of the GACE language tests, or if their first language is American Sign Language.