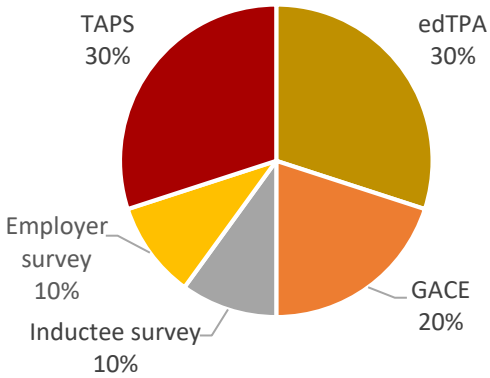
# Georgia's Teacher Preparation Program Effectiveness Measure (TPPEM) – Academic Year 2018-2019

The Teacher Preparation Program Effectiveness Measure (TPPEM) is Georgia's system for assessing how well Georgia programs are preparing teachers for the classroom. The TPPEM was created through a **collaborative process** lasting more than five years and involving stakeholders from the spheres of higher education, both public and private; alternative teacher preparation providers; professional associations; state agencies; and K-12 education; as well as the assistance of technical experts in the field of program assessment. Three primary purposes guided those involved in the development of this measure: program improvement, transparency to the public, and accountability for quality of educators produced, with **program improvement** being the most essential.

## Components

It was always the goal of the TPPEM advisory council and task force to grant equal weight to measures collected during teaching candidates' time in a program, such as certification tests, and those collected in the classroom, such as teacher observations. After much deliberation and with input from technical advisors, GaPSC determined that the TPPEM would contain five measures. Two of these are **in-program measures**, collected during a candidate's time in a program: the Educative Teacher Performance Assessment (edTPA) and the Georgia Assessments for the Certification of Educators (GACE). The other three are **outcome measures**, collected during a program completer's first year in the classroom: the Teacher Assessment on Performance Standards (TAPS), the Employer Perceptions of Preparation Survey, and the Inductee Perceptions of Preparation Survey.




**edTPA** (30%) – A nationally developed performance-based assessment of teacher candidates

**GACE** (20%) – Georgia's standardized content assessment, required for teacher certification in most fields

**TAPS** (30%) – A system of classroom teacher observations performed by administrators, collected by GaDOE and used in Georgia's teacher evaluations

**Employer Survey** (10%) – A 31-item survey administered to employers about inductee teachers' capability and preparedness, based on the ten InTASC Standards, which form the basis of teacher preparation program curricula

**Inductee Survey** (10%) – A 43-item survey of program completers administered near the end of an inductee teacher's first year in the classroom, based on the ten InTASC Standards

### Ratings

Together, the five measures of the TPPEM generate one of **four possible overall ratings** for a provider or program. Level 3 is the expected standard of performance for programs and providers in the state, with about three in four providers earning this rating in prior years for which the calculation was modeled. Each measure also receives a non-consequential level designation to assist with interpretation.

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| Level 4 | Exemplary |
| Level 3 | Effective |
| Level 2 | At Risk of Low Performing |
| Level 1 | Low Performing |

### Calculation

In creating the TPPEM, the main challenge was finding sufficient data for preparation programs to generate reliable scores for each of the measures. To meet this challenge, GaPSC aggregates the prior **three years of data** collected in calculating any year's TPPEM for all programs and providers. In addition, the GaPSC calculates a TPPEM overall rating for programs and providers that are missing some, but not all, of the five measures that comprise the TPPEM, while holding them harmless for the missing data.

Despite these efforts, there are still some programs whose small size prevents them from generating data for at least 10 individuals, which is the minimum that GaPSC requires in order to score a given measure. At the program level, programs that lack sufficient data in too many measures will not have a TPPEM calculated at all. However, **all candidates at a program provider contribute** directly to the provider TPPEM, whether or not they are in a program that receives its own TPPEM. Thus, providers are assessed on their effectiveness at preparing every single completer of a teaching program for whom any measures are available.

### Publication

The 2018-2019 Academic Year calculation is the first year for which TPPEM ratings will be consequential for providers and programs, having implications for program approval. The 2018-2019 ratings will be published in the summer of 2019, first internally to providers, then directly to the public on GaPSC's **PPEM dashboard**. The internal dashboard also contains additional in-depth data for each measure to further assist preparation programs in continuous improvement. The 2017-2018 calculated ratings, which were non-consequential, were published to providers and were used to refine the TPPEM calculation in preparation for consequential implementation. Leader preparation program effectiveness measures (LPPEMs) for Tier I and Tier II programs are in development and will be published in later years, when sufficient data have become available for completers of those programs.