



# Educator Preparation Newsletter

Georgia Professional Standards Commission – Nov. 2018



*At the Elevating Educational Leadership Conference in October, moderator Walter Stephens and panelists Jordan Waller, Susanne Honeycutt, Joanna Beck, Jdhordane Williams, and Leslie Warren (not pictured) spoke on school leadership from a teacher perspective.*

## Transformation of Ed Leadership Prep

Georgia's work to transform educational leadership preparation is part of a national movement. Supported by a grant from The Wallace Foundation, Albany State University and six other universities across the country are participating in the University Principal Preparation Initiative (UPPI) focused on redesigning program curricula, recruitment and selection criteria, and assessments, as well as field and clinical experiences. Fundamental to the re-design process is the extensive involvement of P-12 partners. Representatives of Calhoun County Schools, Dougherty County Schools, and Pelham City Schools have been deeply engaged in the re-design process, which includes aligning curriculum and clinical experiences with the Georgia Educational Leadership Standards (recently adapted from the Professional Standards for Educational Leaders (PSEL)), as well as incorporating other amendments to Georgia PSC Educator Preparation Rules for Educational Leadership, [505-3-.76](#) and [505-3-.77](#) and school leadership priorities of the region. The innovative new Tier II program is slated to begin in the summer of 2019.

One of the goals of the UPPI is to share and scale effective practices across other educational leadership program providers. To that end, GaPSC invited Albany State representatives and their partners to share their work at two statewide conferences held last month—the GaPSC Annual Certification and Program Officials Conference and the Elevating Educational Leadership Conference. Updates are also shared at GELFA meetings. Ongoing initiatives supported by the grant include the development of an online, 360° assessment of leadership dispositions, the use of Quality Measures™ as a formative assessment of educational leadership programs at or near the mid-point of the seven-year approval cycle, and the development of a leadership tracking system to help school districts in the Southwest Georgia region identify available leaders at multiple points along the pipeline. A recent [Rand Report](#) titled *Launching a Redesign of University Principal Preparation Programs* provides additional details about the UPPI and lessons learned from the first year of implementation (download from [The Wallace Foundation Knowledge Center](#)).



## Reminders

It is time to review & update your contacts in CMS. Access CMS at [www.gapsc.org](http://www.gapsc.org) & contact [Eden Mabry](#) for assistance.

Also, please review your [list of approved programs](#) and contact your Education Specialist about any discrepancies you find.

If you offer advanced (degree-only) programs for certificate upgrades, take a moment now to review your programs listed in the [Certificate Upgrade Advisor](#) and send [Bobbi Ford](#) any changes.

## New Staff

Meet Dr. Shelly Boardman, our newest Education Specialist. Shelly served at Central



Michigan University for almost two decades. Her doctorate is from UGA, and prior to higher education work, she served as a band director and a general music teacher. Welcome, Shelly!

## Data Webinars

One of GaPSC's goals is to give EPPs the tools they need to use data to improve programs. GaPSC is conducting a series of webinars for EPPs covering data management, analysis, PPEM use in program approval, and much more. Check out the [schedule and register](#) for the first webinar on PPEMs on November 30.

## PPEMs Published; Dashboard Used in the Field

In July of 2018, GaPSC published the first Preparation Program Effectiveness Measures (PPEMs) for EPPs through our new [PPEM dashboard](#). Since that time, we have had productive discussions with EPPs in sessions at conferences, in one-on-one conversations, and through e-mail about interpreting and using these data.

By far the most common questions from EPPs address which GACE and edTPA scores are included in the PPEM calculation. In the simplest terms, for each completer in the preceding three academic years (2016-17, 2015-16, and 2014-15), the better of the first two complete attempts within a particular window is used. This window for traditional EPPs starts with the EPP granting testing eligibility and ends at the end of the academic year (which runs through August 31) during which the candidate completes the program. For further detailed information about the calculation of the PPEMs, please sign

[\(read more\)](#)

### Congratulations to Kelly Henson Upon Retirement

After serving for eleven years as the Executive Secretary to the GaPSC and having served as an educator for over 40 years, Kelly C. Henson is retiring in January. A former teacher, principal, and superintendent, Mr. Henson is credited for establishing at GaPSC a highly collaborative and customer-service oriented culture. Under his leadership, policy making became highly collaborative and inclusive of stakeholders; the speed and efficiency of certification processing far surpassed that of other states; vast improvements were made to reporting systems and program provider access to data; significant additions and enhancements were made to



educator assessments while keeping costs relatively stable; and professional learning has been transformed from a compliance model to one in which educators engage in meaningful, job-embedded learning aimed at improving teaching and learning. Please join us in extending congratulations and warm wishes to Kelly as he begins his retirement!

## New Endorsements

Three new endorsement rules were initiated at the Georgia Professional Standards Commission meeting on October 11, 2018: Positive Behavioral Intervention & Supports (PBIS), Personalized Learning, and Urban Education. The Commission plans to vote on adoption of these new rules at the December 11, 2018, meeting and, if adopted, they will become effective January 15, 2019. If the proposed rules are adopted, GaPSC will facilitate during the summer of 2019 an electronic group approval review of programs in these three new fields. The [Intent to Seek Approval form](#) should be submitted to your GaPSC Education Liaison by January 25, 2019. The program report template (PRS-II) will be made available to EPPs in late January, an orientation for EPPs will be held February 1, 2019, and the Program Report (PRS-II) will be due on June 1, 2019. After the summer approval review process, Site Visitor Reports are expected to go before the Commission for approval in either September or October 2019. All questions about the new endorsement programs and the special summer approval review process should be directed to [bobbi.ford@gapsc.com](mailto:bobbi.ford@gapsc.com).

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## PPEM dashboard ([continued from p.2](#))

on to GaPSC.org and consult the [technical specifications document](#) located at the top of all PPEM Dashboard pages.

While the current PPEMs are not consequential, EPPs are already using them to guide program improvement. For example, some have used survey data to pinpoint areas where they need to reinforce differentiation, while others have aligned TAPS and edTPA data to the InTASC standards to determine which areas need improvement. While faculty at many EPPs are not aware of the PPEMs yet, given that the 2017-18 scores are only available through the dashboard, EPP representatives have reported that exposing faculty to some data from the PPEMs – printoffs from the dashboard, for example – has spurred valuable conversations on where to direct the focus of improvements for the upcoming year. If you would like to share how your EPP is using PPEMs, or have questions about their calculation, please let us know at [ppems@gapsc.com](mailto:ppems@gapsc.com).