



Educator Preparation Newsletter

Georgia Professional Standards Commission – May 2017

2016 Candidate Supply and Demand

When considering teacher supply and demand in Georgia, merely looking at statewide totals does not tell the whole story. Both supply and demand vary by region, as some regions have far fewer educator preparation providers or available jobs than others, and supply and demand in a particular region may not always match. The table below shows the regions in which candidates completed a program (rows) compared to the region of the district in which they were hired (columns). Those in the “Not Hired” category may have been hired in private schools or other states, which are not tracked.

Region of Program Completion	Region of Hire										Total	
	Athens/Gwinnett	East GA	Metro Atlanta	Middle GA	Northeast GA	Northwest GA	Southeast GA	Southwest GA	West GA	Unknown		Not Hired
Athens/Gwinnett	286	7	95	4	10	22	12	6	9	2	171	624
East GA	2	85	1	2	1	0	4	0	0	6	43	144
Metro Atlanta	76	4	701	24	5	108	13	4	8	7	305	1255
Middle GA	33	7	46	143	4	12	27	10	5	2	57	346
Northeast GA	97	9	84	2	122	11	5	3	4	0	134	471
Northwest GA	15	5	50	2	1	151	4	1	1	2	110	342
Southeast GA	17	14	31	9	1	5	231	7	1	0	104	420
Southwest GA	9	2	56	11	2	4	35	219	5	13	87	443
West GA	27	0	108	5	3	30	6	6	150	4	118	457
Unknown	12	11	72	0	0	0	0	5	3	10	18	131
Total	574	144	1244	202	149	343	337	261	186	46	1147	4633

Data derived from TPMS, NTRS, and the CPI report in October 2016. Data covers reporting year 2015-16.

Please consider how these data may inform discussions with your P-12 partners and how you might use similar data to think and plan strategically about program data. Be sure to reach out to us with your data requests!

Rule .01 Updates and Implementation Timeline

Substantive amendments to GaPSC Educator Preparation Rule [505-3-.01](#), effectively known as the “mother rule,” became effective October 15, 2016. The accompanying guidance document, [Educator Preparation Rule 505-3-.01 Guidance and Implementation Plans – 2016](#) provides rule interpretations and a timeline for implementing each of the changes. Timeline dates reflect the semester in which approval review site visitor teams will expect to find evidence of implementation.

Rule revisions requiring immediate implementation address programmatic issues and include the following:

- Qualifications of mentor/supervising B/P-12 educators (Guidance document, p. 11)

[\(read more\)](#)



Calendar

Oct. 23, 2017

Save the date for our next Technical Assistance Workshop, to be held in Macon. The most recent workshop, which focused on reliability and validity of assessment instruments, was attended by 135 EPP representatives, one of whom commented at lunch, “If I had been required to pay for this, I would have already gotten my money’s worth.” Stay tuned for more details!

Oct. 24, 2017

The 2017 GaPSC Annual Certification and Program Officials “Drive-in” Conference will be held earlier than usual. Please plan to join us in Macon for a full day of networking and learning.

New Pathway to Add ECE Certification

As of October 15, 2016, certified teachers have three routes for adding the field of Early Childhood Education (ECE). Formerly, the Georgia Professional Standards Commission removed the test-in option as a route to earning ECE Certification, instead requiring teachers certified in other fields who wished to add the field of ECE to complete an ECE preparation program.

[\(read more\)](#)

Changes to Impact IN4 Certification

Have you received calls and emails from teachers asking how quickly they can enter and complete one of your M.A.T. programs? So have we, and some of the callers were frantic because they were nearing the end of a certification validity period and were about to lose their jobs. These calls prompted us to analyze data on Induction Pathway 4 (IN4) certificate holders, and we found that a significant number of them were not meeting the program enrollment requirement. To address this problem, GaPSC staff, with the input of P-12 practitioners, amended the Induction Certificate rule ([505-2-.04](#)) as follows:

- Effective July 1, 2017, IN4 certificates are now issued for one year rather than three years. Once enrolled in a GaPSC-approved or GaPSC-accepted program, the certificate may be extended for two additional years.

([read more](#))

Hats Off: Augusta “Grow Our Own Teachers” Initiative

As part of our "Grow Our Own Teachers" initiative, Augusta University (AU) is partnering with Burke, Columbia, McDuffie, Richmond, and Wilkes County Schools to recruit future teachers into the profession. AU's College of Education Associate Dean, Judi Wilson, has visited local high school education pathway classes (along with AU teacher education candidates) to explore the benefits of teaching as a career and make personal connections with potential future educators. This year, the partnership culminated in inviting these students to participate as our guests in a large professional educational conference. On March 11, 2017, nearly 100 high school education pathway



Two AU teacher candidates and Associate Dean Judi Wilson (right) presented this fall at Greenbrier High School in Columbia County. Taylor Thompson (far left) is an Integrated MAT Secondary Math major and Alyssa Acosta (middle), a 2016 ECE Pathway graduate of Greenbrier High School, is an Early Childhood Education pre-admit.

students and teachers attended the Impacting Student Learning Conference and participated in a concurrent track designed especially for them. ([read more](#))

E-mail your success stories to penney.mcroy@gapsc.com



Reminder

Now is the time to update all your EPP contacts in the GaPSC Contact Management System (CMS)! Login to www.gapsc.org, select CMS, and add or update the names and contact information for all those whom you wish to receive communications and invitations from GaPSC.

New Staff

We welcome Dr. Kristy Brown to GaPSC!



Kristy comes to us most recently from Kennesaw State University where she served as the Director of Clinical Experiences, Placements, and Partnerships. She also spent eight years in the School of Education at Shorter University in Rome, Georgia. Kristy also taught in P-12 schools for four years (two in elementary and two in high school). Her wealth of experience and knowledge has already proven to be a wonderful asset to the program approval team!



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Rule .01 Updates ([continued from p.1](#))

- GACE content assessment requirements for Middle Grades programs (p. 14)
- Content field coursework in Middle Grades and Secondary programs (p. 24)
- Reporting program completions and/or withdrawals within sixty days (p. 39)

Expected to be fully implemented this semester (spring 2017) are reporting requirements related to candidate violations of the Georgia Code of Ethics for Educators (p. 40) and field experience expectations for candidates who are employed while enrolled in preparation programs (p. 10).

Revisions with a fall 2017 implementation date include the definition of an assessment attempt (p. 13) and the expectation that candidates exit programs understanding how to use program data (i.e. results of edTPA, Intern Keys, and/or GACE) to inform professional learning plans (p. 31).

Listed below are some of the most substantive rule changes impacting program curricula; full implementation is expected in fall 2018.

- Incorporation of the InTASC Model Core Teaching Standards in leader preparation programs and assurance of leader candidates' understanding of state P-12 standards (pp. 23 and 25)
- Teacher candidates' incorporation of key instructional skills, technology and media literacy, and knowledge and skills related to differentiation and multi-tiered structures of support (pp. 25-27)
- Timing of edTPA submissions for candidates who are employed while enrolled in programs (M.A.T., Certification-only, and GaTAPP; p. 14)
- Approval requirements for embedded endorsement programs (p. 28)

Please discuss your questions, concerns, or implementation challenges with your GaPSC Program Approval Education Specialist, as they help inform our work to improve the guidance document and the rule.

New Pathway to ECE Certification ([continued from p.1](#))

In 2015, school system officials across the state asked GaPSC staff to consider creating an additional route to ECE Certification to complement existing higher education routes. In response, GaPSC staff worked with P-12 and RESA practitioners to design a non-traditional route to ECE Certification through existing structures. Following this change, certified educators have three options for adding the field of ECE:

- Master of Arts in Teaching degree programs,
- Certification-only, non-degree granting programs offered by institutions of higher education, or
- GaTAPP ECE Certification-only programs.

The extension to the GaTAPP Rule ([505-3-.05](#)) allows for the addition of Early Childhood Education Certification to a current Induction Pathway 1 (IN1), Professional, Advanced Professional, or Lead Professional teaching certificate by completing a one-year supervised ECE Certification-only program.

GaTAPP ECE Certification-only program admission requirements include:

- Current Georgia IN1, Professional, Advanced Professional or Lead Professional teaching certificate
- Passing scores on both tests in the Early Childhood Education Content Assessment (GACE 001 and 002, or combined 501)
- Employment in a P-5 teaching position
- A Non-Renewable Professional Teaching Certificate in Early Childhood requested by the employing school district

Admitted candidates will complete an individualized program of study based upon their education and teaching experiences.

Changes to IN4 ([continued from p.2](#))

- IN4 certificated educators who are not enrolled in a GaPSC-approved or GaPSC-accepted program after the initial one-year validity period may be issued a certificate for one additional year upon the request of the employing school district. Once enrolled in a program, the certificate may be extended for a third year.

GaPSC staff will monitor the enrollment status of IN4 certificate holders and provide reports to school districts to assist them with their efforts to properly advise their teachers. Wondering what you can do to help ensure these teachers are effective and remain in the profession?

- Establish and maintain connections with the personnel directors in your partner districts and through them, connect to IN4 Certificate holders.
- Offer M.A.T. programs that meet the needs of working adults. Consider innovative scheduling and online courses, or perhaps hold class meetings on P-12 campuses.

Please see the Induction Certificate rule ([505-2-.04](#)) for eligibility requirements for the IN4 Certificate and more.

Augusta “Grow Our Own” Initiative ([continued from p.2](#))

Those sessions included two keynotes by Casey Bethel, 2017 Georgia Teacher of the Year, a first generation college student, a teacher candidate panel, and a conference session of their choice. Participants were also invited to tour the campus.

As a result of relationships built through these partnerships, AU hosted a High School Early Childhood Pathway Collaborative meeting on March 20th. Participants included local pathway teachers and CTAE Directors, representatives from the Georgia Board of Regents, Georgia Department of Education, and AU Area F faculty. The team explored possibilities surrounding how the ECE Pathway Curriculum might be “tweaked” in order to allow for the possibility of credit for one Area F (EDUC) course. Discussions are ongoing regarding this new initiative.

Four local early childhood pathway teachers also presented with Dr. Wilson on “Partnering to Grow Our Own Future Teachers” at the Georgia Association of Teachers for Family and Consumer Sciences (GATFACS) Conference in Atlanta in January.