Data Conversations

During academic year 2017-18, GaPSC Program Approval Education Specialists made visits to approximately half of their assigned Educator Preparation Providers (EPPs) to pilot "Data Conversations." These conversations allow EPP representatives to share the work they are doing as they consider the data they collect and how they might use those data within their quality assurance system. In addition, Data Conversations can be used as one of the multiple measures within the quality assurance system. By using the qualitative feedback provided by the Education Specialist, EPPs are supporting continuous improvement that is sustained and evidence-based. Reflecting on these conversations affords the EPP an opportunity to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

([read more](#))

K-5 Math/Science Endorsement Incentives

In 2010, GaPSC adopted new rules and requirements for endorsement programs aimed at enhancing K-5 teachers' content knowledge and instructional practices in mathematics and science. Changes to the endorsement programs were accompanied by salary incentives for practicing teachers who earn the K-5 endorsements prompted by HB280 (2009 legislative session), which also provided salary incentives for new teachers of secondary (6-12) mathematics or science. These incentives provide two opportunities for GaPSC-approved EPPs: first, an opportunity to offer the K-5 endorsements to help meet the needs of P-12 partner schools; and second, an opportunity to leverage the 6-12 salary incentives to recruit arts and sciences majors into secondary education programs.

HB280 specified that the K-5 endorsements must be offered to practicing educators, so they cannot be embedded in initial teacher preparation programs. This requirement leaves open the door to incorporating these endorsements into graduate degree programs or offering them as stand-alone endorsements. Early childhood, middle grades, and special education teachers who earn the K-5 mathematics or K-5 science endorsement are eligible for salary stipends of up to $1,000 per year, per supplement.

For secondary educators, HB280 places newly hired 6-12 mathematics or science teachers at year five on the salary scale. This may also serve as an incentive for EPPs trying to recruit mathematics or science majors into secondary teacher preparation programs.

([read more](#))

CMS: GADA reps

It is time to update your contacts in CMS. [Georgia Assessment Directors Association](#) has been added as a new category; please update your account today to reflect your GADA representative(s).

PL Toolbox

Check out the newly developed [Leader and Teacher Professional Learning Toolbox](#) on our website. Created by a team of Georgia educators, the toolbox provides resources for developing and implementing professional learning communities.

New GaPSC Staff

We welcome **Tara Ranzy**, our first Education Specialist hired to work with Non-traditional EPPs. She is a certified educator with an extensive background in teaching, leadership, curriculum design, and professional development. She has mentored children and adults as a founding principal, consultant, and middle and high school teacher at two KIPP Schools and as the founding principal of Building 21 High School, an education movement committed to eliminating achievement and opportunity gaps.

Collaborating to Advance Teacher Leadership

The rich discussions that took place during the Fall 2017 Teacher Leadership Summit laid the foundation for the Teacher Leadership Task Force, which convened for the first time in January, 2018. This collaborative effort of the GaPSC, the Georgia Department of Education (GaDOE), and the Georgia Leadership Institute for School Improvement (GLISI) brought together multiple stakeholder representatives to examine how to build capacity to empower and effectively utilize teacher leaders in school improvement efforts. The task force will release a Teacher Leadership Tool Kit this summer that will include a guidance document to support principals and district leaders as they effectively utilize teacher leaders, as well as guidance for EPPs that prepare teacher leaders and school and district leaders.

([read more](#))

Hats Off: GSU Uses Critical Incident Methodology to Understand How Graduates Support Student Learning and Development

A Georgia State University team composed of Associate Dean Joyce Many, Unit Assessment Coordinator Ruchi Bhatnagar, and Associate to the Dean for Clinical Practice Carla Tanguay is using case study research to explore novice teachers' personal experiences in trying to impact student learning and development. Participants will be candidates prepared by GSU in a variety of program areas and hired by a metro-Atlanta school district to teach in diverse schools. The purpose of each case study is to use Critical Incident Methodology (Bedi, Davis, & Williams, 2005; Butterfield, Borgen, Maglio, & Amundson, 2009; Flanagan, 1954) to build a composite picture of the factors in educator preparation programs and in school system induction programs identified by these teachers that they feel helped or hindered their success at impacting student learning and development.

The intent is to annually collect data involving the critical incidents described by GSU graduates who have completed their first year of teaching, focusing each year on teachers hired by a different metro-Atlanta school district. These data will be juxtaposed with educators' first-year Teacher KEYS scores and their pre-service edTPA and Intern KEYS scores. Over time, these case studies will allow for a feedback loop where critical examination informs and provides evidence of the effectiveness of changes in programs, the training of cooperating teachers, the process of candidate selection and match with cooperating teachers, and the viability of support structures during induction. This process will enable GSU and school system partners to be engaged in a process of continual collaborative improvement informed by ongoing data collection and analysis.

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

! Resources for Developing Leaders through UPPI and Albany State

Albany State University representatives and their P-12 partners are working to implement the multi-year University Principal Preparation Initiative (UPPI) supported by The Wallace Foundation. Three key grant activities involve redesigning the ASU Tier I and Tier II Educational Leadership programs, developing a Leader Tracking System, and engaging GaPSC-approved EPPs in formatively examining their programs with Quality Measures. Updates on the UPPI and lessons learned through the program re-design process are also shared at regular meetings of the Georgia Educational Leadership Faculty Association (GELFA). Stay engaged with GELFA to take advantage of this opportunity! Contact your GaPSC Educational Specialist to learn how to connect with GELFA.

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Data conversations

In their own words, providers shared benefits of their experience with their Data Conversation:

- "[The Data Conversation] helped to clarify expectations and direct our future efforts. It strengthened the partnership between our unit and our collaborators."
- "My Education Specialist always gives me ideas and great thoughts about improving what I am doing."
- "The Data Conversation was most helpful. It helped us to really examine our assessment system and prepare for a quality year for our students."
- "I found the Data Conversation format very useful for addressing both strengths and weaknesses. I particularly enjoyed the flexibility afforded through having 'guiding questions' ahead of time that enabled us to analyze certain issues and present them…while at the same time being allowed to go wherever the conversation took us. At the end of the meeting, I felt like our team knew more than they had before the meeting about themselves and their relative contributions, but also about what the PSC Program Approval Team expects of us moving forward."

Math/science incentives

When coupled with a Master's degree, M.A.T. completers in mathematics or science start with a higher certificate level (5) and at year five on the salary scale.

Geographic gaps exist in our state with regard to the availability of the endorsement programs, as well as secondary programs in Math and Science. Please see this map to learn whether your EPP can help address these gaps and consider using these opportunities as levers to boost your enrollment. For further details about the HB280 salary incentives, please see GaDOE's FAQ about the math/science supplements.

Teacher Leadership

In addition to the task force, the Georgia Teacher Leadership Virtual Learning Community (GTL-VLC) meets on the third Tuesday of every month at 3:30 p.m. Comprised of Teacher Leadership program faculty, the vision of the GTL-VLC is school communities that embrace the power of teacher leadership to continuously improve the quality of teaching and impact on P-12 learning. Individuals interested in participating in the GTL-VLC should e-mail Anne Marie Fenton (annemarie.fenton@gapsc.com).

Work is also underway at the national level. Three members of the teacher leadership task force, along with staff from both the GaPSC and GaDOE, are participating in an initiative sponsored by the Center for Teaching Quality. These individuals will meet with leaders from other states over the next two years to discuss how to implement innovative and evidence-based practices to improve teaching and encourage teacher leadership. These efforts will support the development of an infrastructure for teacher leadership in Georgia.