

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
270 Washington Street, SW
Atlanta, Georgia 30334-1450

Notes from Common Points of Assessment Sub-Committee of the USG Education Deans
Appointed at 8-06 Retreat
September 27, 2006

- Co-chairs: Kathleen DeMarrais and Jane McHaney.
- Members: Fran Watkins, Beverly Mitchell, Cindi Chance, Mike Metzler, Kent Layton, Char Hendricks, David Rock, Julie Lee, Phil Gunter, Mary Ellen Cosgrove, Mark Pevey, Sara Connor, Trish Paterson, Judy Monsaas, and Jan Kettlewell.
- Charge: Within the context of the Georgia Framework for Teaching, develop common points of assessment—decision points—as teacher candidates move through initial preparation (goal is to connect with DOE’s work on teacher assessment from beginning through accomplished teaching).
- Results of Sub-Committee work will be on the agenda of a future meeting of the Education Deans.
- Recommended Points of Assessment in Initial USG Teacher Preparation Programs:
 - Entry into teacher preparation program.
 - Recommended Common Assessments: GACE I and GPA.
 - Entry into clinical practice.
 - Recommended Common Assessments: GPA, Successful completion of all courses with grade of C or better, performance-based field-assessment in accordance with “basic” level on some domains of the Georgia Framework for Teaching, and evaluation of dispositions.
 - Program completion (met all program requirements and taken GACE II)
 - Recommended Common Assessments: GPA, Performance-based field-assessment in accordance with “basic” level on all domains of the Georgia Framework for Teaching, and a focus on student learning as stipulated in NCATE standards.
 - Induction to practice (end of the second-year of teaching).
 - Recommended Common Assessments: Dispositions, Performance-based field-assessment in accordance with “proficient” level on all domains of the Georgia Framework for Teaching, for now: Supervisor/employer survey based on “proficient” level of all domains of the Georgia Framework for Teaching (hope to be able to do survey for all institutions at the state level); longer term: Demonstrated impact on student learning of USG prepared teachers.
- Recommended Points of Assessment in Advanced USG Educator Preparation Programs:
 - Entry into program.
 - Program completion.
 - Follow-up one-year following program completion.

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Notes from Regents' Principles for the Preparation of Teachers Sub-Committee of the USG
Education Deans
Appointed at 8-06 Retreat
September 27, 2006

- Co-chairs: Trish Paterson and Sara Connor.
- Members: Kathleen DeMarrais, Jane McHaney, Mary Deming, and Jan Kettlewell.
- Results of Sub-Committee work will be on the agenda at a future meeting of the Education Deans and then at the USG Educator Preparation Academic Advisory Committee.
- Sub-Committee Recommended Revisions to the *Regents' Principles for Teacher Preparation* are as follows:
 - The *Regents' Principles* will continue to be organized into three categories: Quality Assurance, Collaboration, and Responsiveness.
 - The *Regents' Principles* listed under Quality Assurance and Collaboration will remain as they are; institutions will show the Board that they meet these *Principles* through evidence of meeting NCATE standards at the acceptable level. The Guarantee will include that USG prepared teachers for initial certification are able to meet at the “basic” level the indicators in all domains of the Georgia Framework for Teaching; and the “proficient” level after two-years of teaching experience.
 - There will be two sections to the *Regents' Principles* under Responsiveness:
 - Institutional responsibilities:
 - Recruitment—Double, Double institutional goals and strategies.
 - Innovative programs.
 - Completer data.
 - University System Office Responsibilities to institutions:
 - New BOR policy (if approved 10-6) on faculty roles and rewards for Work in Schools, as developed through PRISM.
 - Matching of USG prepared teachers with teaching assignments in the public schools.
 - (Possibly) follow-up survey of USG prepared teachers, disaggregated and sent back to institutions—with stipulations as to the circumstances under which the System Office can use/report the data.
 - When state data become available that link student achievement to individual teachers: the impact of USG prepared teachers on student learning in the schools, disaggregated and sent back to institutions—with stipulations as to the circumstances under which the System Office can use/report the data.
 - Institutions will show the Board that they meet the *Principles* under Responsiveness through submitting an on-line report.
- The rubrics currently in place for judging progress toward the *Regents' Principles for the Preparation of Teachers* will be replaced with a set of Guidelines for Implementation.

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**Notes from Out-of-the Box Sub-Committee of the USG Education Deans
Appointed at 8-06 Retreat
September 27, 2006**

- Chair: Jan Kettlewell.
- Members: Jane McHaney, David Rock, Phil Gunter, Tom Deering, Foster Watkins, Cindi Chance, Trish Paterson, and Mary Deming.
- Results of Sub-Committee work will be on the agenda at a future meeting of the Education Deans.
- The work of this Sub-Committee has been divided into two levels: Initial teacher preparation (any route), and the M. Ed.

Initial Teacher Preparation

Phase 1 (FY 2007) Implementation	Phase 2 (FY 2008) Implementation	Phase 3 (FY 2009) Implementation
<ul style="list-style-type: none"> • All the things we're now doing. • USG Education Deans approve a menu of program options. • Each institution selects options to implement. • Institutions choose whether or not to participate in on-line implementation of new Area F courses. • ECE teachers earn endorsements in math, reading, and science (if it meets PSC standards) as part of initial certification if at all possible. • Collaborative group of institutions offer ESOL endorsement on-line. • Introduce Georgia Framework for Teaching and clarify expectation that candidates must meet "basic" level indicators—all domains. 	<ul style="list-style-type: none"> • Institutions choose whether or not to implement Prior Learning Assessment. • Implement results of work of the P-16 Fellows (planned in FY 2007) to streamline access to programs. • Institutions select additional program options to implement from menu created by Education Deans in FY 2007. • Implement (if approved by BOR) one-time-only program approval to meet a specific identified need. 	<ul style="list-style-type: none"> • Institutions select additional program options to implement from menu created by Education Deans in FY 2007.
Phase 1 (FY 2007) Plan for Phase 2	Phase 2 (FY 2008) Plan for Phase 3	Phase 3 (FY 2009)
<ul style="list-style-type: none"> • Prior Learning Assessment (PLA). <ul style="list-style-type: none"> ○ Lay groundwork with USG Administrative Committee on Academic Affairs. ○ Pilot PLA at VSU. ○ Education Deans appoint a P-16 Fellow to participate in a USG study to identify student access barriers. Executive Committee (Reps from GSO (lead), KSU, ASU, AASU, and VSU) to coordinate and design process. ○ COE deans and P-16 Fellows invited to participate in one-day Lean Six Sigma training. • Collaborative Programs (examples) <ul style="list-style-type: none"> ○ Applied Behavioral Analysis. ○ Speech-Language Pathology. ○ Vocational Fields. • Do preparation within System Office to allow one-time-only approval. 	<ul style="list-style-type: none"> • To be determined. 	

M. Ed. For Teachers (Already Certified)

- Purpose of M. Ed.: To help teachers advance along the continuum of development to at least the “accomplished” level on all indicators of the Georgia Framework for Teaching.
- Teachers interested in earning the endorsement in teacher leadership (under development within the Educational Leadership Standards) would be expected to meet the “exemplary” level on all indicators of the Georgia Framework for Teaching.
- The following items were identified to increase program access:
 - Flexible scheduling.
 - Short, intense courses related to teachers’ classrooms.
 - Courses offered at geographically convenient locations.
 - No fees for campus facilities/services not used.
 - Easy/no hassle application, registration, and student financial aid processes.
 - Addition of an access for COE’s to be able to fund off-campus programs.
 - Rolling admission so students can take courses with no waiting period.
 - Credit for prior learning.
 - Use of multiple and relevant admission criteria.
 - Expectation that applicants bring portfolio to admission processes and show evidence of at least “basic” level of proficiency on the Georgia Framework for Teaching (include evidence of dispositions here).

M. Ed. For Teachers

Phase 1 (FY 2007) Implementation	Phase 2 (FY 2008) Implementation	Phase 3 (FY 2009) Implementation
<ul style="list-style-type: none"> • Institutions do a self-assessment of current M. Ed. for teachers vis-à-vis the “accomplished” level on all indicators of the Georgia Framework for Teaching. • Institutions align portfolios with the indicators at the “basic”, “proficient”, “accomplished”, and “exemplary” levels on all indicators of the Georgia Framework for Teaching. 	<ul style="list-style-type: none"> • Institutions that choose to do so will implement Executive MBA approach to the M. Ed. for teachers. • Implement results of work of the P-16 Fellows (planned in FY 2007) to streamline access to programs. 	<ul style="list-style-type: none"> • Aspiration: Implement PLA where candidates are assessed at entry as to their level of proficiency vis-à-vis the “accomplished” level of the Georgia Framework for Teaching and the length of time-to-degree would vary accordingly. • Candidates would meet “accomplished” level to earn the M. Ed.
Phase 1 (FY 2007) Plan for Phase 2	Phase 2 (FY 2008) Plan for Phase 3	Phase 3 (FY 2009)
<ul style="list-style-type: none"> • Prior Learning Assessment (PLA). <ul style="list-style-type: none"> ○ Add graduate level to pilot at VSU. • P-16 fellows conduct study of barriers at graduate level (see initial certification above). • Institutions interested collaborate in development of Executive MBA-like program for M. Ed. 	<ul style="list-style-type: none"> • Complete work on PLA at graduate level. • Gain EPAAC, ACAA, and USO approval for PLA. 	