

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

Regents' Principles and Actions for the Preparation of Teachers for the Schools

Introduction

In 1998, the Board of Regents approved a set of *Principles and Actions for the Preparation of Teachers for the Schools*. The *Regents' Principles* emphasized the knowledge, skills, performance targets, and levels of accomplishment expected of University System graduates who become certified to teach in Georgia's public schools. The *Regents' Principles* were grouped into three categories: Quality Assurance, Collaboration, and Responsiveness. The 1998 *Regents' Principles* took effect with the graduating class in 2002.

In January of 2001 an advisory committee of University System faculty and deans and school administrators was appointed to advise the System Office of Academics and Fiscal Affairs on refinements to the *Regents' Principles*. The currently approved *Regents' Principles* document includes the 1998 Principles and Actions, and all refinements approved in April 2001 and February 2005.

Further revisions to the *Regents' Principles for the Preparation of Teachers for the Schools* are proposed herein. The purpose of the current revision is to align *the Regents' Principles* with both the National Council for the Accreditation of Teacher Education 2001 Standards and the Georgia Framework for Teaching.

When the NCATE Standards were revised in 2001, it was evident that these new standards were consistent with the earlier *Regents' Principles*. In addition, in 2005-2006, the Georgia Framework for Teaching was jointly adopted by the University System, State Board of Education, and the Professional Standards Commission as the state's framework for teaching. The Framework aligns with the performance outcomes for teacher candidates established in the Regents' Guarantee and with standards for teacher candidates established by the National Council for the Accreditation of Teacher Education (NCATE).

The alignment of these three major sets of standards for accomplished teaching and thus, for teacher preparation, led to this proposed 2007 revision of the *Regents' Principles*. The proposed 2007 revision to the *Regents' Principles* contains sections on Quality Assurance, Collaboration, and Responsiveness and demonstrates full alignment with the NCATE 2001 Standards.

QUALITY ASSURANCE AND COLLABORATION

Principle # 1: All institutions will meet National Council for the Accreditation of Teacher Education (NCATE) Standards at the acceptable level.

The following six NCATE standards, their elements, and performance outcomes expected at the acceptable level are listed below to show in detail the alignment with the current Regents' Principles. The relevant *Regents' Principles* are incorporated into the NCATE standards.

NCATE STANDARDS:

NCATE Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 CONTENT KNOWLEDGE FOR TEACHER CANDIDATES (*Initial and Continuing Preparation of Teachers*)

ACCEPTABLE LEVEL

Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.

All USG institutions must meet content requirements as follows:

- a) *Early Childhood Education (grades Pre-K-5): At least 12 semester hours in reading and 12 semester hours in mathematics required, in addition to being capable of teaching all elements of the elementary school curriculum. All 12 semester hours in each field must be in the academic content field and outside of areas A-E of the core curriculum (mathematics), and nine of the 12 semester hours in each field must be junior or senior level courses.*
- b) *Middle School: At least 12 semester hours in each of two of the following areas: reading/language arts, mathematics, science, and social studies, in addition to being capable of teaching reading. All 12 semester hours in each field must be in the academic content field and outside of areas A-E of the core curriculum, and at least six of the 12 semester hours in each field must be junior or senior level courses.*
- c) *High School: A Bachelor of Arts or a Bachelor of Science degree with a major in an academic (content) discipline for each subject to be taught, or at least a minor in each subject included under broad-field certification, e.g., science or social studies. By completing the requirements for a Bachelor of Arts or Bachelor of Science Degree, teacher candidates will have academic discipline knowledge comparable to students who major in the same field and who do not seek teacher certification. Teacher candidates will also complete all of the courses in the study of teaching and learning and the field experiences required for certification. Students will graduate with the BS or BA degree in the field indicated plus teacher certification.*

1.3 PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES (*Initial and Continuing Preparation of Teachers*)

ACCEPTABLE LEVEL

Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

1.4 PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES *(Initial and Continuing Preparation of Teachers)*

ACCEPTABLE LEVEL

Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

1.6 DISPOSITIONS FOR ALL CANDIDATES

ACCEPTABLE LEVEL

Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.

1.7 STUDENT LEARNING FOR TEACHER CANDIDATES *(Initial and Continuing Preparation of Teachers)*

ACCEPTABLE LEVEL

Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.

NCATE Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2.1 ASSESSMENT SYSTEM

ACCEPTABLE LEVEL: The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

2.2 DATA COLLECTION, ANALYSIS, AND EVALUATION

ACCEPTABLE LEVEL: The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.

2.3 USE OF DATA FOR PROGRAM IMPROVEMENT

ACCEPTABLE LEVEL: The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively to help them reflect on their performance and improve it.

NCATE Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate knowledge, skills, and dispositions necessary to help all students learn.

3.1 COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS

ACCEPTABLE LEVEL: The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.

3.2 DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

ACCEPTABLE LEVEL: Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing.

All USG institutions must meet field requirements as follows:

Candidates must complete the equivalent of a full year in a combination of field experiences and internships in the schools.

Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.

3.3 CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND DISPOSITIONS TO HELP ALL STUDENTS LEARN

ACCEPTABLE LEVEL: Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

NCATE Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

4.1 DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

ACCEPTABLE LEVEL: The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. Curriculum and accompanying field experiences are designed to help candidates understand the

importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.

4.2 EXPERIENCES WORKING WITH DIVERSE FACULTY

ACCEPTABLE LEVEL: Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.

4.3 EXPERIENCES WORKING WITH DIVERSE CANDIDATES

ACCEPTABLE LEVEL: Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.

4.4 EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS

ACCEPTABLE LEVEL: Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

Faculty, school faculty, and P-12 students with whom candidates work are males and females with diverse ethnic, racial, language, religious, and socioeconomic backgrounds and histories and from different regions of the country and world. Candidates also have opportunities to work with adults and students with exceptionalities.

NCATE Standard. 5 Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 QUALIFIED FACULTY

ACCEPTABLE LEVEL: Professional education faculty at the institution have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.

5.2 MODELING BEST PROFESSIONAL PRACTICES IN TEACHING

ACCEPTABLE LEVEL: Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety

of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

5.3 MODELING BEST PROFESSIONAL PRACTICES IN SCHOLARSHIP

ACCEPTABLE LEVEL: Professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their institutions.

5.4 MODELING BEST PROFESSIONAL PRACTICES IN SERVICE

ACCEPTABLE LEVEL: Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P–12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

5.5 COLLABORATION

ACCEPTABLE LEVEL: Professional education faculty collaborate regularly and systematically with colleagues in P–12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

5.6 UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE

ACCEPTABLE LEVEL: The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship and service of unit faculty.

5.7 UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

ACCEPTABLE LEVEL: Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.

NCATE Standard 6. Unit Operations and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 UNIT LEADERSHIP AND AUTHORITY

ACCEPTABLE LEVEL: The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

All USG institutions must meet the following requirement:

Teacher preparation shall be the shared responsibility of education faculty, arts and sciences faculty, and classroom teachers in the schools.

6.2 UNIT BUDGET

ACCEPTABLE LEVEL: The unit receives sufficient budgetary allocations at least proportional to other units on campus or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

6.3 PERSONNEL

ACCEPTABLE LEVEL: Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and on line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

6.4 UNIT FACILITIES

ACCEPTABLE LEVEL: The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate's use of information technology in instruction.

6.5 UNIT RESOURCES INCLUDING TECHNOLOGY

ACCEPTABLE LEVEL: The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.

Principle # 2: The University System will guarantee the quality of any teacher it prepares.

The university that awarded the degree and/or submitted the recommendation for teacher certification will stand by the quality of its graduates and maintain its obligation to nurture the continuing development of teachers. The University System will "take back" any teacher within the first two years after graduation from a System institution when the teacher is teaching in-field and a school district in Georgia determines the teacher's performance is less than effective in helping students make satisfactory progress. If taken back, a teacher will receive additional preparation at no cost to the teacher or to the school district.

Actions

The Guarantee

1. Any teacher recommended for certification will meet the employing school's expectations in all areas listed in the principle, plus classroom management.

2. Any teacher not meeting those expectations within the first two years (and who has been teaching in-field, at a grade level included on the certificate, and in Georgia's schools) will receive additional training at no expense to the student or the school.
3. That additional training will consist of an individualized plan agreed upon between the school district and the university. This plan will include learning outcomes desired.
4. The university that recommended the teacher for certification will provide the additional training. In cases of geographic inconvenience, training may be provided through distance technology or through arrangements mutually agreed to by a local institution.

RESPONSIVENESS

The University System of Georgia seeks to be responsive to the changing needs of Georgia's public P-12 schools by consistently providing sufficient numbers of highly qualified teachers who are able to bring all of Georgia's students to high levels of achievement. The action steps included below indicate institutional, Board of Regents, and System Office responsibilities for ensuring responsiveness to the changing needs of Georgia's public schools.

Principle # 3: University System institutions that prepare teachers will implement aggressive recruitment, retention, progression, completion, and induction policies to increase the numbers, to expand the diversity of candidates, and to balance supply and demand.

Each University System institution that prepares teachers will establish recruitment policies that set the academic qualifications of students going into teacher preparation programs to be at least comparable to student qualifications for the institution as a whole and that seek candidates who are representative of diverse cultural groups in order for children to experience effective role models from more than one group. University System institutions will initiate special recruitment efforts in fields and geographic regions that have teacher shortages, and they will work with all partners to balance teacher supply and demand.

Each institution will implement intensive efforts to retain all teacher candidates admitted and to monitor and facilitate their progression to graduation. Each institution will work to reduce teacher attrition in the public schools through mentoring beginning teachers during their first two-years of practice and providing any needed follow-up called for in the Regents' Guarantee.

Actions

1. The Board of Regents adopted (January 2005) an Implementation Plan to Double the Number and Double the Diversity of Teachers Prepared by the University System by 2010. The Implementation Plan is phase 3 of a three-phase strategy to become the

primary provider of the 14,500 high quality teachers needed in Georgia's public schools in 2010:

- ❖ **PHASE 1:** 1998-2002—Strengthen quality through implementation of the *Regents' Principles and Actions for the Preparation of Educators for the Schools*.
- ❖ **PHASE 2:** 2002-2005—Pilot multiple pathways to become a teacher, while continuously strengthening quality.
- ❖ **PHASE 3:** 2005-2010—Double the Number and Double the Diversity of high quality teachers prepared through bringing to scale lessons learned in Phase 2. The goals of the Double the Number and Double the Diversity Initiative are:
 - To double the number of teachers prepared by the University System of Georgia over the next five years.
 - To double the number of minority teachers prepared by the University System of Georgia over the next five years.
 - To partner with the Georgia Committee on Quality Teaching to reduce the attrition of teachers in the public schools.

2. University System institutions will implement the following eight strategies to reach the goals of the Regents' Plan to Double the Number, Double the Diversity of Teachers Prepared by the University System of Georgia:

- **SUSTAINED EMPHASIS ON QUALITY**—University System institutions that prepare teachers will continue to meet Sections 1 and 2 of the *Regents' Principles: Quality Assurance and Collaboration*.
- **UNIVERSITY SYSTEM TEACHER PRODUCTION TARGETS**—Institutions will set annual teacher production goals overall, by ethnic group, and by program and identify target populations of prospective teacher candidates on which to focus.
- **EXPANDED ROLES AND RESPONSIBILITIES OF 2-YEAR COLLEGES**—Two-year colleges will increase recruitment of teacher candidates and host four-year teacher preparation programs on their campuses.
- **INCREASED EMPHASIS ON PRE-K TEACHERS**—University System institutions will offer baccalaureate programs to prepare pre-K teachers and accept transfer credit consistent with the articulation agreement developed between the University System and the Department of Technical and Adult Education.
- **INCREASED PRODUCTION OF P-12 TEACHERS OF SCIENCE AND MATHEMATICS**—University System institutions that prepare teachers will institute special programs and incentives to increase teacher production in science and mathematics.
- **EXPANDED PATHWAYS THROUGH WHICH TO BECOME A TEACHER**—University System institutions that prepare teachers will bring to scale lessons learned during Phase 2 to increase the total number of teachers prepared and the number of minority teachers prepared.
- **ON LINE PROGRAMS, CONSORTIA, AND FLEXIBLE SCHEDULING**—University System institutions will collaborate to offer programs when prospective and current teachers need them, and in the most conducive format, while preserving program quality.
- **ANNUAL DATA ON PROGRAM COMPLETERS**—University System institutions that prepare teachers will submit annual data to P-16 Department data marts in order to

enable systematic accountability reporting and assessment of the effectiveness of USG educator preparation programs.

3. The University System P-16 Department will implement the following eight strategies to ensure that the University System prepares a sufficient number of teachers to be the primary provider of teachers for the Georgia public schools:
 - **MONITORING PROGRESS TOWARD REACHING TEACHER PRODUCTION TARGETS**—The P-16 Department will provide each institution with an annual report that shows the number of teachers produced over-all, by ethnicity, and by program (e.g., secondary mathematics) in relation to its annual targets, and for the System as a whole in relation to System Production Targets.
 - **UNIVERSITY SYSTEM NEW TEACHER YIELD RATES**—The University System P-16 Department will provide each institution with an annual report of its yield-rate and the yield-rate for the University System as a whole (yield-rate is calculated as the number of teachers produced by a University System institution this year who are teaching in the Georgia public schools next year).
 - **UNIVERSITY SYSTEM TEACHER CAREER CENTER**—The University System P-16 Department will market programs and will connect prospective teachers with University System teacher preparation programs.
 - **ARTICULATION WITH THE DEPARTMENT OF TECHNICAL AND ADULT EDUCATION**—The University System P-16 Department will coordinate the development and monitoring of an articulation agreement for student transfer of credit between the University System and the Department of Technical and Adult Education in teacher preparation programs for Pre-Kindergarten teachers (data tracking to begin FY 2009).
 - **MORE INSTITUTIONS APPROVED TO PREPARE TEACHERS**—The Board of Regents will increase the number of institutions with teacher preparation mission as required to meet needs.
 - **TEACHER RETENTION RATES OF UNIVERSITY SYSTEM PREPARED TEACHERS**—The University System P-16 Department will provide each institution with an annual report of the teacher retention rates for its program completers and for the University System as a whole after 1, 2, 3, 4, and 5 years of teaching.
 - **POLICY INFLUENCE**—The University System P-16 Department will collaborate with other state agencies in partnership with the Georgia Committee on Quality Teaching to develop teacher induction programs, to reduce the attrition of new teachers, and to change teacher assignment practices in the public schools such that poor and minority students have sufficient access to high quality teachers.
 - **SETTING REVISED TEACHER PRODUCTION TARGETS**—The University System P-16 Department will revise the new teacher production targets as needed to ensure that the University System prepares enough teachers to be the primary provider of teachers for the Georgia public schools.

Principle #4: University System institutions that prepare teachers will develop and implement innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools.

The University System will offer innovative teacher preparation degree programs, short-courses, and advanced degree programs, including alternative teacher certification programs, based on the Georgia Framework for Teaching. The Georgia Framework for Teaching was adopted by the University System of Georgia, Georgia Professional Standards Commission, and State Board of Education as an integrated set of performance standards for the preparation, induction, assessment, development, and support for teachers along a continuum of career growth.

Special attention will be given to program options for individuals seeking second careers as teachers, to current practitioners seeking to increase their knowledge and skills, to the preparation of teachers for children with special needs, to the preparation of teachers who can help close the achievement gap, and to the preparation of teacher leaders.

The University System will offer teacher preparation degree programs, short-courses, and advanced-degree programs designed to accommodate the lifestyles, circumstances, and experiential learning of traditional-aged undergraduate students and of adult learners. Institutions will provide high-quality programs that utilize advanced technologies, including increased flexibility and use of distance learning, a service-oriented culture, and Prior Learning Assessment options.

Actions

1. The University System P-16 Department will assist in the development and approval of innovative programs.
2. The University System P-16 Department will promote the development of policies and practices that support innovation and will collaborate with other state educational agencies to be responsive to policies, mandates, trends, and needs of P-12 schools. In particular, the P-16 Department will promote development of policies and procedures that make possible the use of Prior Learning Assessment in undergraduate and graduate degree and non-degree programs for teachers.
3. University Systems institutions that prepare teachers will develop student-oriented programs that result in increased access, progression, and program completion. They will conduct audits of their program responsiveness and address institutional barriers to student access, progression, and program completion.
4. University System institutions that prepare teachers will develop, and implement performance assessments that align with the Georgia Framework for Teaching and that ensure graduates have demonstrated competence using the appropriate level of indicators in all domains.

5. University System institutions that prepare teachers will design and implement program innovations from the following menu of options or develop their own innovative programs based on the needs of P-12 public schools. The following menu of options is suggested for work at the appropriate level of initial teacher preparation and/or the M.Ed.
- **M.A. T. Programs:** M.A.T. programs are for initial preparation and certification of adults who already hold a bachelor’s degree in a content area. M.A.T. programs will be designed using a variety of delivery methods and flexible scheduling to meet the needs of working students.
 - **M.Ed. Programs:** M. Ed. Programs are to help teachers advance along the continuum of development to at least the “accomplished” level on all indicators of the Georgia Framework for Teaching.
 - **Teacher Leadership:** Teacher Leadership Endorsements (under development within the Educational Leadership Standards) are for accomplished teachers.
 - **Area F Courses:** Innovative solutions are needed to meet the demand for Area F courses. Online, offsite, and collaborative courses to are needed to ensure an adequate pipeline of students entering teacher preparation programs.
 - **Dual Certification:** More teachers are needed who are prepared to teach children with special needs in general education classrooms and to teach in special education resource rooms. Teachers certified in both early childhood education and in special education or in both middle grades education and in special education would be qualified to teach special populations in both special education resource rooms and within general education classrooms.
 - **Prior Learning Assessment:** Prior Learning Assessments allow adults to transition more smoothly from learning and credentials gained through life and work experiences into higher education. Prior Learning Assessments can help institutions accommodate adults who are moving into second careers. Prior Learning Assessment procedures must be based upon sound principles and standards which ensure program rigor and quality. Prior Learning Assessments should be based upon the Georgia Framework for Teaching.
 - **Low Enrollment, Critical Need and Endorsement Programs:** Institutions should strive to find innovative and flexible ways to serve the needs of students seeking completion of low enrollment, critical need and/or endorsement programs. Approaches to fulfilling these needs include collaborative programs between or among institutions, online courses and programs, inclusion of endorsements as part of initial certification, and inventive marketing.
 - **Program Redesign:** Institutions will redesign programs to reflect the changing institutional cultures of schools, teaching in standards-based schools, and the needs

of diverse students, including increased focus on differentiated instruction. Institutions are encouraged to engage in continuous program improvement to prepare teachers to work effectively with students in the evolving contexts of P-12 schools.

Principle # 5: University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved efforts in teacher preparation and school improvement through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.

Board of Regents' approved Policy 803.17 "Work in the Schools" in October 2006, as follows:

"University System institutions that prepare teachers will support and recognize all faculty who participate in teacher preparation and in school improvement efforts through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, and allocation of resources. Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

- Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers.
- Contributing, through scholarship, including that which promotes and improves student learning and achievement in the schools and in the university.
- Collaborating with public schools to strengthen teaching quality and to increase student learning.

The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward all faculty in realizing the expectations embodied in this policy."

Actions

1. The Chancellor's Guidelines in the Academic Affairs Handbook and examples of cases can be found at the following websites:
<http://www.usg.edu/academics/handbook/section4/4.03.02> and <http://www.usg.edu/p16>
2. The University System P-16 Department will monitor the progress of institutions toward meeting the intent of Policy 803.17.

Principle # 6: The University System will continually assess the impact of the Principles and Actions for the Preparation of Teachers for the Schools to determine whether successful implementation contributes significantly to desired changes in preparation programs, to school improvement, and to increased student learning and achievement in Georgia.

Overtime, changes in the *Regents' Principles* are expected as the University System continues to improve its teacher preparation and development programs toward the goals of school improvement and increased student learning and achievement in the public schools.

Actions

1. The University System P-16 Department will conduct on-line follow-up studies of teachers prepared by the University System to provide each institution with feedback from its program completers and employers as to the effectiveness of its teacher preparation programs. Institutions will maintain responsibility for initial and follow-up contacts with school systems to ensure that intended respondents complete the on-line surveys (beginning in FY 2008).
2. The University System P-16 Department will provide each institution with annual evidence of the effectiveness of its new teacher program completers on growth in student learning in the public schools (beginning in FY 2009).
3. The University System P-16 Department will issue annual accountability reports on the effectiveness of teacher preparation in the University System of Georgia.
4. The University System P-16 Department will recommend refinements to the *Regents' Principles and Actions for the Preparation of Teachers for the Schools* based upon analysis of progress toward successful implementation, and upon the level of system-wide impact on increased student learning and achievement in Georgia's schools.