



**2007 Report on the Preparation of New Teachers by
University System of Georgia Institutions**

November 13, 2007

Department of P-16 Initiatives

"Creating a More Educated Georgia"
www.usg.edu

For more information contact:

Dr. Mark E. Pevey

P-16 Department

Board of Regents of the University System of Georgia

Email: Mark.Pevey@usg.edu Phone: 404-656-5543

Foreword

Preparing teachers for the public school systems is one of the highest priorities of the University System of Georgia. Our institutions have a long tradition of preparing high-quality teachers.

In fact, the University System guarantees the quality of any teacher it prepares. We guarantee that students will receive the highest quality preparation. This guarantee also extends to school districts, assuring them that individuals prepared by USG institutions will be valuable and competent teachers. If a USG-prepared teacher does not meet the school's expectations during the first two years of teaching, the University System will provide additional training at no cost to the individual or the school system. Since instituting the guarantee, we have had no reports of school districts being dissatisfied with the teachers we prepare.

In addition to producing high-quality teachers, the University System feels a strong obligation to help meet the State's growing need for additional teachers. This is especially the case with respect to science and mathematics teachers. In recent years, the University System has implemented policies and plans to increase our teacher production. For example, the Board of Regents has adopted a plan to double the number of teachers and to double the number of teachers of color we produce. We are expanding our array of online courses and programs. In fact, we are changing the way we do business in order to better meet the growing demand for our teachers.

This 2007 USG Teacher Preparation Report provides information on the role of the University System in preparing teachers and gives a public accounting of our efforts to date.

The University System is committed to providing the highest quality of teacher preparation. Likewise, we are committed to preparing a growing number of teachers to help meet the State's need.

I am proud of our institutions' efforts and successes in preparing the State's teachers.



Erroll Davis, Chancellor

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2007 Report on the Preparation of New Teachers by University System of Georgia Institutions

Executive Summary

University System of Georgia production of new teachers is increasing.

- Since the *Regents' Principles for the Preparation of Educators for the Schools* went into effect with the teachers completing their preparation program in 2002, USG institutions have prepared 20,106 new teachers.
- In 2002, USG institutions prepared 2,660 new teachers. By 2007, USG institutions prepared 3,822 new teachers, an increase of 43.7%.
- Since 2004 (the baseline year for the initiative to *Double the Number, Double the Diversity of Teachers Prepared by the University System of Georgia*), there has been a 21.1% increase in the number of new teachers prepared by USG institutions. Six of the fifteen institutions preparing teachers had a greater than 25% increase in new teacher production from 2004 to 2007. Two institutions increased production over 70% from 2002 to 2007.

Race / ethnic diversity of University System of Georgia prepared teachers is increasing.

- In 2004, 601 new minority teachers completed USG preparation programs. By 2007, the number of new minority teachers completing USG preparation programs rose to 702, a 16.8% increase over the number prepared in 2004. Six of the fifteen institutions preparing teachers had a greater than 50% increase in new teacher production from 2004 to 2007. Four institutions increased production by more than 100% from 2002 to 2007.

The majority of University System of Georgia prepared teachers are hired by Georgia's public school systems.

- Of the new teachers prepared by USG institutions in 2005, 77% were employed in Georgia's public schools at the beginning of the 2005-2006 school year.¹
- Among the fifteen USG teacher preparation institutions, the percent of 2005 new USG-prepared teachers working in Georgia's public schools ranged from 70.5% to 93.8%. Eight of the fifteen institutions had 2006 yield rates of greater than 80%; two institutions had yield rates greater than 90%.
- New 2005 USG-prepared teachers were hired in 170 (94.4%) of the 180 public school systems in 2006.

University System of Georgia prepared teachers stay in Georgia classrooms longer.

- Of the new teachers prepared by USG institutions in 2005 and hired in Georgia's public schools in 2006, 95.4% continued to teach in Georgia in 2007. One-year retention rates for institutions range from 91.7% to 100.0%.
- The one-year teacher retention rate for new USG-prepared teachers is considerably higher than the one-year retention rate for non-USG-prepared new teachers. While 95.4% of the new USG-prepared teachers employed in 2006 were retained in 2007, only 86.3% of non-USG-prepared teachers were retained statewide after one year.

¹ Does not include new teachers hired by Georgia private schools or those hired for K-12 jobs in other states.

2007 Report on the Preparation of New Teachers by University System of Georgia Institutions

Introduction

Preparing new teachers is one of the University System of Georgia's (USG) top priorities. USG institutions play a critical role in providing the highest quality of preparation for individuals entering the teaching profession. When teachers complete their university preparation programs and begin working in schools, their collective success impacts the extent of school improvement. Therefore, during their preparation programs, these future teachers need to understand their unique and collective roles and responsibilities for implementing successful school improvement strategies. The success of school improvement strategies depends on clear definitions and understandings of the professional roles of teachers and other educators, and the implementation of a collaborative plan to fulfill them.

This report is the first annual report on the status of teacher preparation by USG institutions. The report provides 1) a description of teacher preparation by USG institutions; 2) current institution and System initiatives; 3) production totals of new USG-prepared teachers; 4) yield and retention rates of USG-prepared teachers hired into Georgia's public schools; 5) production totals of mathematics and science teachers in response to USG policies and initiatives; and 6) a status report on efforts to meet the state's need for teachers. Where applicable, all analyses are presented for the University System as a whole and by institution. Individual institution reports are available under separate cover.

Teacher Preparation by USG Institutions

A Commitment to Quality: *The Regents' Principles for the Preparation of Educators for the Schools*

The Board of Regents strongly supports the important mission of preparing high-quality teachers for Georgia's public schools. Within the University System, teacher preparation is conducted in accordance with the *Regents' Principles for the Preparation of Educators for the Schools*.² The *Principles* feature three themes: Quality Assurance, Collaboration, and Responsiveness. The intent of the *Principles* is to improve schools by 1) setting high standards for the preparation of teachers who can ensure the academic success of every child; 2) requiring shared responsibility of education faculty, arts and sciences faculty, and classroom teachers in the preparation of new teachers; and 3) being responsive to the needs of schools by implementing policies to increase



² In 1998, the Board of Regents approved Section I: *Principles for the Preparation of Teachers*. In 2001, the Board approved Section II: *Principles for the Preparation of Educational Leaders* (superintendents and school principals). In 2003, the Board approved Section III: *Principles for the Preparation of School Counselors*.

the numbers, to raise the caliber, to expand the diversity of candidates, and to balance supply and demand. (The *Regents' Principles for the Preparation of Teachers for the Schools* are available in Appendix B.)

Why the commitment to quality, collaboration, and responsiveness? Research clearly shows that well-prepared teachers working in positive school environments are more successful in bringing students to high levels of learning. In short, high-quality teachers foster student success.

The *Regents' Principles* strengthen teacher preparation programs in University System institutions. All those recommended for teacher certification must be able to demonstrate success in bringing students from diverse groups to high levels of learning.

The Board of Regents commends the serious efforts of System institutions in meeting the intent of the *Regents' Principles*. Since their adoption, each of the institutions that prepare teachers has worked independently towards meeting the *Regents' Principles*; the System Office has provided each institution with annual feedback on its progress and has sponsored multiple conferences for faculty to discuss directions and to showcase best practices.

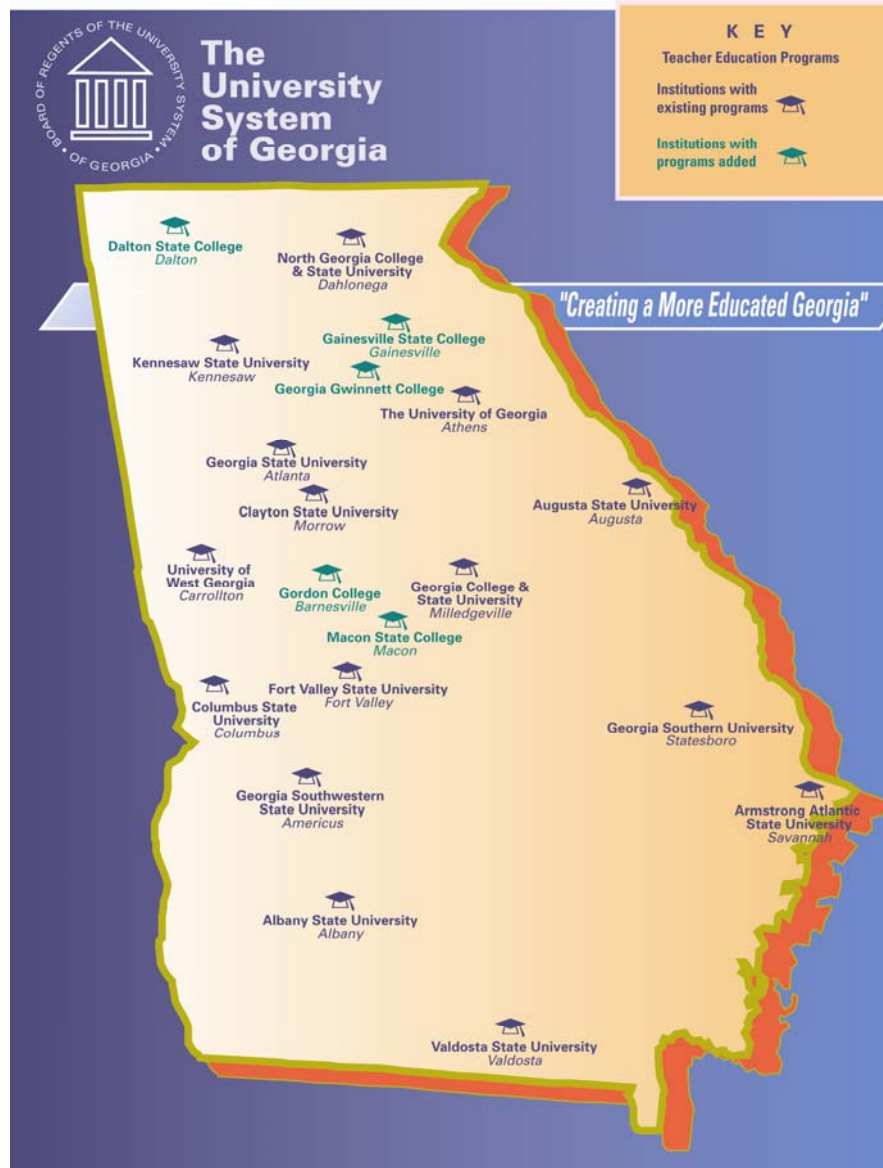
In the time since the *Regents' Principles* were implemented, the Professional Standards Commission has changed certification standards considerably, which has resulted in a tremendous increase in the number of providers of teachers for Georgia's public schools (proprietary organizations, out-of-state institutions, school districts, Regional Education Service Agencies) with high variability in program quality. The changes in teacher certification standards, the ever-growing need for more and better prepared teachers, and the pace of change within the University System, make it unlikely that the public schools will have access to the high-quality, diverse teachers they need, in sufficient numbers, without stepped-up, cross-institutional, and System-wide collective efforts at a level unparalleled since the inception of the *Regents' Principles*.

USG Teacher Preparation Programs

Through 2007, there were fifteen USG institutions³ that prepared teachers. All of these institutions have initial teacher preparation programs. In recent years, the Board of Regents added a teacher preparation mission to five additional USG institutions. Teacher preparation at Dalton State College was approved in 2004; Macon State College received teacher-preparation approval in 2005. The first cohort of new teachers prepared by Dalton State College and Macon State College will complete those programs in the 2008 academic year. Gainesville State College and Gordon College received approval in 2006. When Georgia Gwinnett College was created in 2005, teacher preparation was a part of its institutional mission.

³ Albany State University, Armstrong Atlantic State University, Augusta State University, Clayton State University, Columbus State University, Fort Valley State University, Georgia College & State University, Georgia Southern University, Georgia Southwestern State University, Georgia State University, Kennesaw State University, North Georgia College & State University, University of Georgia, University of West Georgia, Valdosta State University.

USG Teacher Preparation Institutions



University System of Georgia Teacher Preparation

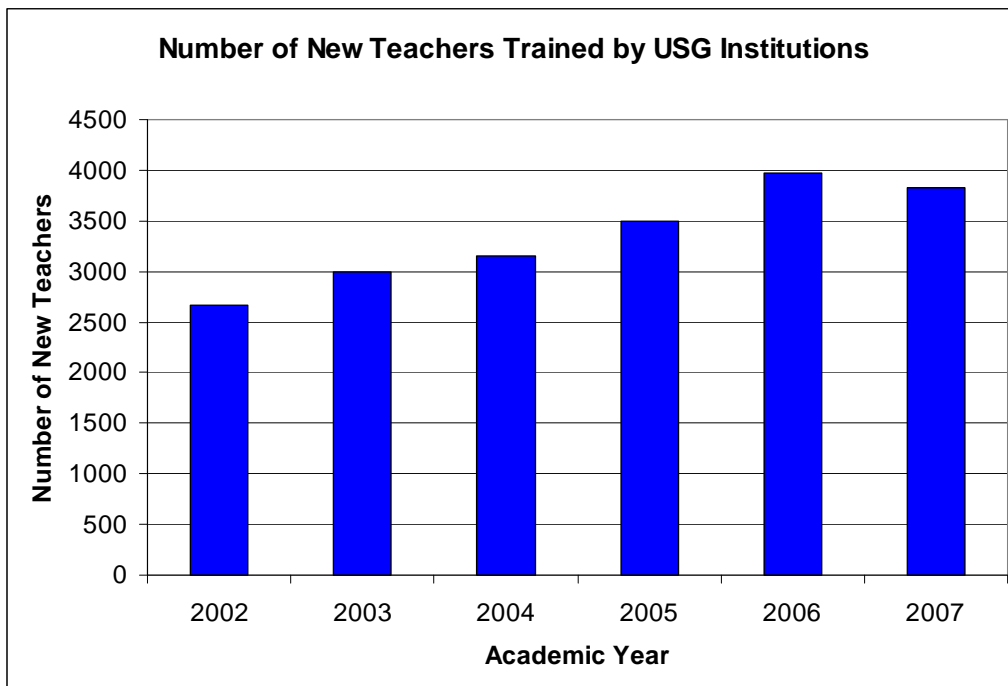
Production, Hiring, and Retention of New Teachers

In addition to its early commitment to quality and responsiveness (including increasing the number and diversity of new teachers prepared), the University System recently further emphasized its commitment to expanding the number of teachers that USG institutions prepare. In 2005, the Board of Regents adopted an implementation plan to *Double the Number, Double the Diversity of the Teachers Prepared by the University System* by 2010. The *Double the Number, Double the Diversity* initiative was intended to position the University System of Georgia to become the primary provider of high-quality teachers for Georgia's public schools.

New Teachers Prepared by USG Teacher Preparation Institutions

Since the *Regents' Principles* went into effect with the teachers completing their preparation program in 2002, USG institutions have prepared 20,106 new teachers. In 2002, USG institutions prepared 2,660 new teachers. As can be seen in the figure below, USG institutions prepared 3,822 new teachers by 2007, an increase of 43.7%.

Since 2004 (the baseline year for the initiative to *Double the Number, Double the Diversity of Teachers Prepared by the University System of Georgia*), there has been a 21.1% increase in the number of new teachers prepared by USG institutions. Six of the fifteen institutions preparing teachers had a greater than 25% increase in new teacher production from 2004 to 2007. Two institutions increased production over 70% from 2002 to 2007. New teacher production counts for 2004 through 2007 for each institution are provided in Appendix C.



USG institutions have also shown increases in the percent of minority teachers prepared. In 2004, 601 new minority teachers completed USG preparation programs. By 2007, the number of new minority teachers completing USG preparation programs rose to 702, a 16.8% increase over the number prepared in 2004. Six of the fifteen institutions preparing teachers had a greater than 50% increase in new teacher production from 2004 to 2007. Four institutions increased production by more than 100% from 2002 to 2007. New minority teacher production counts for 2004 through 2007 for each institution are provided in Appendix C.

Preparation Route

The most common route to becoming a teacher is the traditional route: an individual enters a baccalaureate degree program. There is also considerable growth in the number of individuals entering the teaching profession through other routes. Programs designed for college graduates

or mid-career professionals may be called “alternative certification,” “non-traditional,” or “alternative preparation” programs.

In 2007, 25.6% of all new USG-prepared teachers completed alternative-route programs. Considerable variability exists in alternative-preparation programs among the fifteen teacher-preparation institutions; the percent of new teachers completing alternative-preparation routes in 2007 ranges from zero to 54.7%. One institution does not offer any alternative-preparation programs. Six institutions are participating in a federally-funded initiative targeting individuals for alternative-preparation programs. Several institutions offer secondary (high school) teacher preparation only at the Master’s level (i.e., students must complete a baccalaureate degree in the subject area and then complete the requirements for the Master of Arts in Teaching degree).

Alternative preparation programs typically fall into one of two categories: graduate initial preparation programs or post-baccalaureate initial preparation programs. In both instances, individuals entering the programs will have already earned a baccalaureate degree. Completing a graduate initial certification program gives the individual all the preparation necessary for the institution to recommend the individual for certification. In doing so, the individual completes all course work necessary to earn a Master of Arts for Teachers degree. Post-baccalaureate initial preparation programs, sometimes called “certification only” programs, provide the training and preparation necessary for the institution to recommend the individual for certification, but the individual does not earn a degree. Of all new 2007 USG-prepared teachers, 653 (17.1%) completed graduate initial certification programs, and 324 (8.5%) completed post-baccalaureate certification-only programs.

Alternative-route programs have been a very good means of increasing the diversity of the new teachers the University System prepares. Among the 2007 new USG-prepared teachers, 15.8% of traditional program completers were minority as compared to the 25.8% of those completing alternative programs.

Of all new 2007 USG-prepared minority teachers, 35.9% were prepared through alternative route programs. Among non-minority new teachers, only 23.2% completed alternative route programs.

From 2005 through 2007, the number of minority teachers prepared through alternative routes has remained roughly constant. Over the same period, however, there has been a 43.8% increase in the number of minority teachers prepared through traditional programs.

Areas of Preparation

USG institutions prepare teachers in a very wide array of content areas. The specific preparation areas for the 2007 USG-prepared teachers were grouped into the clusters shown in the table below. As can be seen, Early Childhood / Elementary Education was by far the largest cluster (36.6% of the total new teachers for that year). Special Education and Middle Grades were the next largest clusters. The majority of the remaining clusters encompass secondary (high school) education. Collectively, these clusters represent 25-30% of the total teachers produced. The distribution of teachers by preparation area has not varied significantly over the past three years.

Area of Preparation	Percent of Total 2007 New USG-Prepared Teachers
Early Childhood / Elementary	36.6
Special Education	16.2
Middle Grades	13.2
Social Sciences	5.9
Arts / Music	4.8
English	4.7
Health / PE	4.6
Business / Trade / Industrial / Agriculture	4.0
Mathematics	3.4
Science	2.5
Foreign Language	2.1
Other	1.9

As part of completing a middle-grades teacher preparation program at USG institutions, students must select two areas of concentration. The table below shows the distribution of concentrations for the teachers who completed middle-grades programs in 2007.

Middle-Grades Concentrations	Number of Teachers with the Concentration ⁴
Language Arts Concentrations	200
Social Science Concentrations	242
Mathematics Concentrations	218
Science Concentrations	185

New USG-Prepared Teachers in Georgia’s Public Schools

Teachers prepared by USG institutions are highly sought after, especially by Georgia’s public school systems. Through a proven track record, school systems are assured that USG-prepared teachers are a good investment. These teachers are prepared for teaching the Georgia curriculum and for teaching in Georgia schools. More often than not, these new teachers are Georgia residents who want to remain in Georgia. When these factors are added to the high-quality preparation received by USG institutions, it should come as no surprise that USG-prepared teachers are hired by our state’s school systems at a high rate.

The percent of new teachers hired into the workforce is referred to as the “yield rate.” Of the new teachers prepared by USG institutions in 2005, 77% were employed in Georgia’s public K-12 education workforce at the beginning of the 2005-2006 school year.⁵ Being hired to start the following school year is especially noteworthy since most new teachers complete their

⁴ Since middle-grades teachers must complete two concentrations, each middle school teacher is counted in two categories.

⁵ Does not include new teachers hired by Georgia private schools or those hired for K-12 jobs in other states.

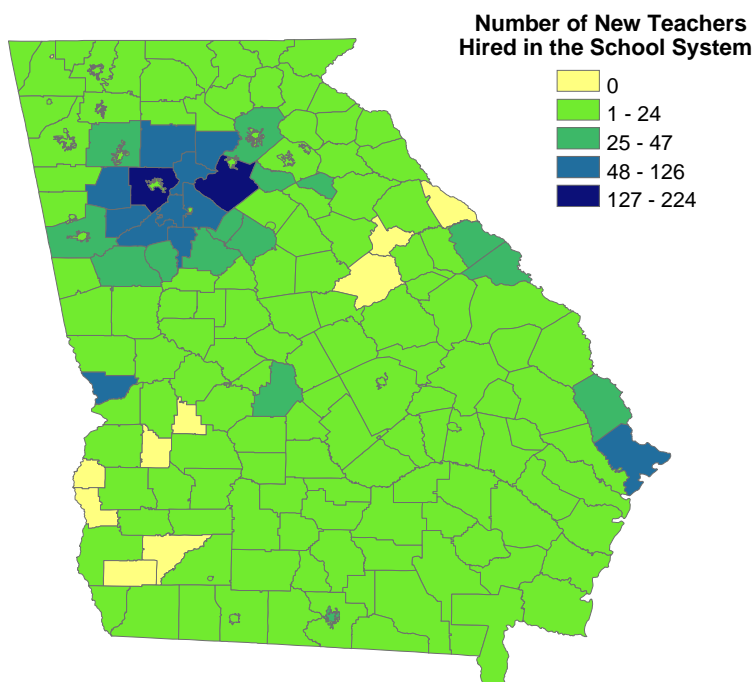
preparation programs in May and most employment contracts are signed by July. Thus, the overwhelming majority of USG-prepared teachers are hired immediately upon completion of their program. In fact, most of these new teachers are offered jobs by Georgia school systems even before completion of their program. By the beginning of the 2006-2007 school year, 80% of the 2005 USG-prepared teachers were working in Georgia's public schools.

Among the fifteen USG teacher preparation institutions, the percent of 2005 new USG-prepared teachers working in-state in the public schools ranged from 70.5% to 93.8%. Eight of the fifteen institutions had 2006 yield rates of greater than 80%; two institutions had yield rates greater than 90%. As noted above, the percent of the 2005 new USG-prepared teachers employed in Georgia's public schools in 2007 is higher, with institution yield rates ranging from 73.4% to 94.9%.

As may be expected, institutions close to the state border had somewhat lower yield rates. These lower rates are attributable to the fact that these institutions draw out-of-state students who get their teacher preparation at a USG institution and then return to their home state to begin teaching.

The figure below shows the 2006 coverage areas and density of new teachers prepared by USG institutions in 2005. New 2005 USG-prepared teachers were hired by 170 (94.4%) of the 180 public school systems in 2006. In 2007, teachers prepared by USG institution in 2005 were working in 175 (97.2%) of Georgia's public school systems.

Distribution of New 2005 USG-Prepared Teachers Teaching in Georgia's Public Schools in 2006



Each institution has a fairly well-described service area. Typically, an institution's program completers are hired by the counties within a 50 to 100 mile radius. Several institutions have

much broader service areas, with their program completers hired by school systems throughout the state. When the service areas for the fifteen institutions are overlaid, it is clear that USG institutions are serving the entire state. As would be expected, more densely populated counties hire a greater number of the new teachers.

Teacher Retention: New USG-prepared Teachers Remain in Georgia's Public Schools

Teacher attrition costs the state nearly \$400 million dollars⁶ annually. Obviously a great concern for school systems is the hiring of high-quality teachers who will continue to teach in the school system year after year. USG-prepared teachers are a good investment for school systems because of their higher retention rate (i.e., lower attrition rate).

Of the new teachers prepared by USG institutions in 2005 and hired in Georgia's public schools in 2006, 95.4% were retained in the public education workforce in Georgia in 2007. Less than five percent of USG-prepared teachers left the state public school systems. It is unclear whether these individuals left the teaching profession or whether they started teaching in private schools or in out-of-state schools. One-year retention rates for institutions range from 91.7% to 100.0%.

The one-year teacher retention rate for new USG-prepared teachers is considerably higher than the one-year retention rate for non-USG-prepared new teachers.⁷ While 95.4% of the new USG-prepared teachers employed in 2006 were retained in 2007, only 86.3% of non-USG-prepared teachers were retained statewide after one year.

In addition to teacher attrition, teacher mobility (i.e., leaving one system to work in another system within the state) is also a costly issue for school systems. In the same way that USG-prepared teachers have a lower attrition rate, they also have a lower mobility rate. Over 85% of new USG-prepared teachers were working in 2007 in the same school system as they were in 2006. The comparable percentage statewide was only 80%.

Conclusion

USG institutions have made great strides in continually improving the quality of and increasing the number of the new teachers they prepare. The University System of Georgia remains committed to playing the leading role in preparing teachers for Georgia's schools. The Board of Regents approved the implementation of the *Regents' Principles for the Preparation of Educators for the Schools* to ensure quality preparation. The Board also approved *Double the Number, Double the Diversity* to increase the USG production of new teachers. USG institutions have embraced these strategies and have put forth significant efforts to meet these goals.

⁶ *The Cost of Teacher Attrition and Savings from Reducing Teacher Attrition*. Georgia Professional Standards Commission, 2007.

⁷ Retention rates are based on newly hired teachers with zero years experience in 2006.

The efforts have had their successes. USG-prepared teachers are greatly valued by Georgia's public school systems. New USG-prepared teachers are highly sought after by Georgia's public schools. USG-prepared teachers are a good investment for school systems because 1) the Board of Regents guarantees that USG-prepared teachers will be valuable and competent educators; 2) USG preparation programs provide training in how to teach in Georgia schools and provide direct experience working in Georgia schools; and 3) USG-prepared teachers are less likely to leave the public schools, once hired.

USG institutions have increased the number of new teachers they are preparing. The institutions are also showing increases in the number of minority teachers they are preparing. Despite these positive outcomes, the current USG new teacher production continues to fall well below the 2010 *Double Double* target.

While the number of new teachers prepared by USG institutions has increased, the number of mathematics and science teachers remains far too low to meet the state's needs. The mathematics and science teacher shortages are not limited to Georgia but are in fact a national crisis. The University System recognizes this problem and has created the *MATH + SCIENCE = SUCCESS: USG Presidents' Science, Technology, Engineering, and Mathematics (STEM) Initiative*. Dramatically increasing the number of mathematics and science teachers USG institutions prepare is a critical component of this initiative. Progress on this initiative will be the subject of future reports.

Appendix A - University System of Georgia Teacher Preparation Institutions

Albany State University
Dr. Wilburn A. Campbell, Jr., Dean
504 College Drive
Albany, GA 31705
wilburn.campbell@asurams.edu

Armstrong Atlantic State University
Dr. Jane H. McHaney, Dean
11935 Abercorn Street
Savannah, GA 31419
mchaneja@mail.armstrong.edu

Augusta State University
Dr. Richard D. Harrison, Dean
2500 Walton Way
Augusta, GA 30909
rharriso@aug.edu

Clayton State University
Dr. Larnell Flannagan, Director of
Professional Education Programs
2000 Clayton State Boulevard
Morrow, GA 30260-0285
larnellflannagan@clayton.edu

Columbus State University
Dr. David Rock, Dean
4225 University Avenue
Columbus, GA 31993
rock_david@colstate.edu

Dalton State College
Dr. Mary Edwards, Division Chair
650 College Drive
Dalton, GA 30720
medwards@daltonstate.edu

Fort Valley State University
Dr. Judy L. Carter, Dean
1005 State University Drive
Fort Valley, GA 31030
carterj02@fvsu.edu

Gainesville State College
Dr. Maryellen Cosgrove, Division Chair
P. O. Box 1358
Gainesville, GA 30503
mcosgrove@gsc.edu

Georgia College & State University
Dr. Linda Irwin-Devitis, Dean
CB 070
Milledgeville, GA 31061
linda.irwin-devitis@gcsu.edu

Georgia Gwinnett College
Dr. Cathy D. Moore, Dean
1000 University Center Lane
Lawrenceville, GA 30043
cmoore@ggc.usg.edu

Georgia Southern University
Dr. Lucindia Chance, Dean
P.O. Box 8013
Statesboro, GA 30460
lchance@georgiasouthern.edu

Georgia Southwestern State University
Dr. Lettie Watford, Dean
800 Wheatley Street
Americus, GA 31709
ljw@canes.gsw.edu

Georgia State University
Dr. Randy W. Kamphaus, Dean
30 Pryor Street
Atlanta, GA 30303
rkamphaus@gsu.edu

Gordon College
Dr. Jerry Stinchcomb, Interim Chair
419 College Drive
Barnesville, Georgia 30204
jstinchcomb@gdn.edu

Kennesaw State University
Dr. Frank A. Butler, Interim Dean
1000 Chastain Road
Kennesaw, GA 30144
fbutler@kennesaw.edu

Macon State College
Dr. Martha L. Venn, Division Chair
100 College Station Drive
Macon, GA 31206
mvenn@mail.maconstate.edu

North Georgia College & State
University
Dr. Bob Michael, Dean
82 College Circle
Dahlonega, GA 30597
bmichael@ngcsu.edu

University of Georgia
Dr. Louis A. Castenell, Jr., Dean
Aderhold Hall
Athens, GA 30602
lcastene@UGA.EDU

University of West Georgia
Dr. Kent Layton, Dean
1600 Maple Street
Carrollton, GA 30188
klayton@westga.edu

Valdosta State University
Dr. Philip L. Gunter, Dean
1500 N. Patterson Street
Valdosta, GA 31698
pgunter@valdosta.edu

Appendix B – 2002 Regents’ Principles for the Preparation of Teachers for the Schools

Principle #1: The University System will ensure the success of teacher candidates on certification examinations for all demographic groups.

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

Principle #3: The University System will guarantee that all teachers prepared in early childhood education can demonstrate accomplishment in teaching children to read and to do mathematics and science.

Principle #4: Graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and on deepening their understanding of teaching and learning. These programs will also adhere to the general principles of the National Board for Professional Teaching Standards.

Principle #5: The University System will ensure the quality of its educator preparation programs through a Continuous Improvement and Accountability System.

Principle #6: Teacher preparation programs will be the shared responsibility of education faculty, arts and sciences faculty, and classroom teachers in the schools.

Principle #7: University System institutions that prepare teachers will collaborate with schools to work on five goals: a) increase P-12 student achievement and high levels of learning; b) mentor beginning teachers; c) provide field placements for teacher candidates to demonstrate the outcomes of the guarantee; d) collaborate in the preparation and development of teachers; and e) increase the amount of school-based research on improvement of schools and on teacher-preparation and development programs.

Principle #8: All universities that prepare teachers will implement aggressive recruitment policies to increase the numbers, to raise the caliber, to expand the diversity of candidates, and to balance supply and demand.

Principle #9: The University System will encourage the institutions to develop new and innovative teacher-preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia’s public schools.

Principle #10: The University System will work with the Department of Education and the Professional Standards Commission to bring an end to out-of-field teaching in Georgia.

Principle #11: The University System will encourage institutions that prepare teachers to give added emphasis to policies that a) support the efforts of faculty to model effective teaching; b) support the efforts of faculty to focus their research on ways to improve classroom teaching, schools, and P-12 student learning; and c) support increased participation of teacher-preparation faculty in the public schools.

**Appendix C – New Teacher Production and Minority Teacher Production at
USG Teacher Preparation Institutions**

Total New Teacher Production

Institution	2004	2005	2006	2007
Albany State University	67	39	93	61
Armstrong Atlantic State University	181	280	314	318
Augusta State University	105	129	136	125
Clayton State University	40	32	34	35
Columbus State University	129	168	193	171
Fort Valley State University	24	33	27	3
Georgia College & State University	101	172	176	175
Georgia Southern University	217	264	350	306
Georgia Southwestern State University	93	113	71	96
Georgia State University	363	486	480	462
Kennesaw State University	358	362	454	473
North Georgia College & State University	345	241	300	314
University of Georgia	543	468	552	572
University of West Georgia	306	405	466	416
Valdosta State University	285	308	322	295
University System of Georgia Total	3,157	3,500	3,968	3,822

New Minority Teacher Production

Institution	2004	2005	2006	2007
Albany State University	60	29	70	46
Armstrong Atlantic State University	27	63	84	79
Augusta State University	14	22	26	33
Clayton State University	17	10	12	12
Columbus State University	20	30	44	29
Fort Valley State University	24	25	21	3
Georgia College & State University	10	16	15	10
Georgia Southern University	89	51	63	44
Georgia Southwestern State University	11	15	12	18
Georgia State University	169	144	192	180
Kennesaw State University	25	30	34	47
North Georgia College & State University	6	8	12	13
University of Georgia	25	33	46	61
University of West Georgia	61	66	65	76
Valdosta State University	43	28	49	51
University System of Georgia Total	601	570	745	702