

Georgia's Plan for Having a Qualified Teacher in Every Public School Classroom

**Report of the
Georgia P-16 Council
to the Citizens of Georgia**

July 1999



GEORGIA PRE-SCHOOL - POST SECONDARY EDUCATION (P-16) INITIATIVE

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July 1999

Dear Citizens of Georgia,

We are pleased to share the Georgia P-16 Council's *Plan for Having a Qualified Teacher in Every Public School classroom by 2006*. This document is the culmination of phase 3 of our work on teacher quality, led by a broadly based group of Georgians who serve on the P-16 Sub-Committee on Teachers and Teacher Education.

This document is an "Implementation Plan" of the recommendations developed by the P-16 Sub-Committee on Teachers and Teacher Education during phase 2 of its work. These recommendations can be found in the P-16 Council's publication, *Status of Teaching in Georgia*, 1998.

Phase 1 of the Sub-Committee's work led to increased emphasis on alternative routes to teacher certification, under the leadership of the Professional Standards Commission, and major policy changes in teacher preparation for the public sector, under the leadership of the Board of Regents. These changes are in addition to the ongoing efforts to strengthen teacher preparation by the Professional Standards Commission, individual public and private colleges, universities, RESA's, P-12 schools, professional organizations, and local P-16 councils.

We encourage the citizens and educators throughout Georgia to join with us in implementing this Plan. Having a qualified teacher in every public school classroom is a vision within our reach. This plan represents a coordinated effort on the part of all major stakeholders to work in concert toward reaching this vision.

Our goal is to ensure that every child in Georgia's public schools has a qualified teacher at every grade level and in every subject by 2006.

Respectfully submitted,

The Georgia P-16 Council

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PREFACE AND ACKNOWLEDGEMENTS

Formed in 1996, the P-16 Teachers & Teacher Education Sub-committee has focused, from its beginning, upon issues affecting a qualified teaching force in Georgia, supply and demand of qualified teachers, and conditions necessary to support qualified teachers from recruitment to retirement. As the liaison between the State Council and the *National Commission on Teaching and America's Future* (NCTAF), of which Georgia became a partner state in 1996, the sub-committee also drafted the document, *The Status of Teaching in Georgia*, in 1997-98 which outlines recommendations in five key areas: 1) establish standards for both students and teachers; 2) enhance teacher preparation and professional development; 3) put a qualified teacher in every classroom; 4) encourage and reward knowledge and skills; and 5) create schools that are genuine learning organizations. At its June 1998 meeting, the Georgia P-16 Council charged the sub-committee with developing a plan to implement the recommendations of the *Status* report by its June 1999 meeting.

The sub-committee's plan is based upon the core belief of the Georgia P-16 movement that all students can learn. However, Georgia's students, while improving, are still not achieving at the high levels necessary to ensure success in post-secondary education or the work force. For all students to attain high, clearly articulated academic standards, they must attend superior schools where all teachers are qualified and committed to student learning. In fact, the single greatest factor in students' achievement is the quality of the teachers who are teaching them. Thus, the sub-committee's plan establishes the goal of having a qualified teacher in every public school classroom by 2006. A qualified teacher is one who knows all of the subjects he/she teaches and is successful in helping students from diverse

groups achieve at high levels. The sub-committee recommends that it remain in an advisory role to a management team, which will oversee the implementation of the plan. This team represents the principal partners needed to achieve the vision of having a qualified teacher in every public school classroom. It includes representatives from the Office of the Governor, the Department of Education, the Professional Standards Commission, the Office of School Readiness, the Board of Regents of the University System of Georgia, and the Georgia Partnership for Excellence in Education.

The sub-committee acknowledges, with gratitude, those who helped to develop the plan. The primary authors are the executive committee of the sub-committee, appointed by the Georgia P-16 Council in June 1998: Andy Baumgartner, Georgia's Teacher of the Year; Tom Dasher, Dean of Arts & Sciences at Valdosta State University; Jan Kettlewell, Assistant Vice Chancellor for Academic Affairs at the Board of Regents of the University System of Georgia; Celeste Osborn, Director of the Office of School Readiness; Holly Robinson, Deputy State Superintendent of Schools for Policy and Communication; Peggy Torrey, Executive Secretary of the Georgia Professional Standards Commission; Tom Upchurch, President of the Georgia Partnership for Excellence in Education; and Peyton Williams, Deputy State Superintendent of Schools for External Affairs. Judy Monsaas from the Board of Regents and Tom Hall from the Professional Standards Commission were responsible for the evaluation and state accountability sections of the plan; Sheila Jones and Janine Kaste from the Board of Regents condensed the comprehensive plan into this report. Sheila Jones, Associate Director of the P-16 Initiative, and Bob Driscoll, from the Professional Standards Commission, provided valuable input and support at each step of the plan's development.

EXECUTIVE SUMMARY

VISION - Georgia seeks to have a qualified teacher in every public school classroom by 2006. A qualified teacher is one who knows all of the subjects he/she teaches and is successful in helping students from diverse groups achieve at high levels.

DESIGN - To realize this vision, Georgia has established two principal goals:

Goal 1 - Improve the quality of teaching in Georgia through comprehensive and integrative changes in teacher recruitment, teacher preparation, teacher standards (initial certification and renewal every five years), teacher professional development, and teacher retention.

Goal 2 - Improve student achievement in Georgia's schools through improving the quality of teaching.

OBJECTIVES - Involved in the plan's two goals are eight objectives which fall into three distinct areas:

I) Plans to Reduce Shortage and Turn-Over of Qualified Teachers

1. Balance teacher supply and demand in all subject fields, grade levels, and geographic regions of the state.
2. Decrease teacher attrition during the first three years of teaching.
3. End out-of-field teaching in all subject fields and grade levels.

II) Reform of State Certification Requirements

4. Change certification standards to require new teachers and current teachers to demonstrate success in bringing students from diverse groups to high levels of learning.

III) Accountability for the Preparation of Teachers by Higher Education and the Schools

5. Raise admission requirements into teacher preparation programs.
6. Strengthen the content knowledge requirements for new teachers of all subject fields and grade levels.
7. Focus teacher professional development and graduate degrees for teachers more directly on content knowledge and practices that improve student learning in schools.
8. Increase accountability for the quality of teaching and for improved student achievement in Georgia's schools.

OUTCOMES - The outcomes fall into four distinct areas:

I. Teacher Preparation Intended Outcomes

1. Higher entry requirements
2. Stronger subject area preparation
3. Two-year degree requirement for lead pre-kindergarten teachers
4. Arts and science/education/school partnerships
5. Increased number of school-based clinical hours/experiences
6. Reduced teacher shortages in high need areas
7. Infusion of technology
8. Increased pass rates on certification assessments
9. Meaningful accountability including teacher effectiveness in working with diverse students
10. Institutional report card that includes:
 - a) Pass rates on all certification examinations
 - b) Other information on program quality
 - c) Numbers of teachers prepared in areas of teacher shortage

II. Public Schools Intended Outcomes

1. Improved student achievement
2. Improved accountability for high-quality teaching
3. Increased teacher retention, particularly in high-poverty rural and urban areas

4. Decreased number of low performing schools
5. Reduced frequency of social promotion
6. Teacher professional development programs focused directly on strategies to improve student achievement of diverse students

III. Teacher Certification Intended Outcomes

1. Sufficient content knowledge and teaching skills required of teachers in all subjects included on teaching certificate
2. Decreased number of uncertified and out-of-field teachers
3. Increased cut scores on initial certification assessments
4. Increased use of alternative pathways to certification

IV. Local and State Policy and State Legislation

1. Induction and mentoring programs for new teachers
2. All teachers prepared to teach all subjects they are assigned to teach
3. All teachers have time during the school day for professional development
4. Annual report card on teacher preparation:
 - a) Definition of a low performing teacher preparation institution
 - b) Pass rates on all certification assessments
 - c) Comparison: institution/state pass rates
 - d) Other information on program quality
 - e) Identification of institutions designated as “low performing” and plans to help them
5. Conditions in place to support teacher success
6. All teachers are assigned a reasonable number of different subjects to teach
7. Quality of teaching in schools is rewarded
8. Annual report card on Georgia teaching force:
 - a) Supply & demand data by subject field, grade level, and geographic region
 - b) Out-of-field teaching each hour of the day
 - c) Supply & demand data on mentor teachers
 - d) Definition: necessary conditions to assist teachers in improving student learning
 - e) Identification of schools that lack necessary conditions and plans to help them

IMPLEMENTATION - Georgia’s plan for having a qualified teacher in every public school classroom requires tightening the connections among current policies and ensuring that policies are working together. Some new policies will also be required to achieve the eight objectives. Georgia’s plan includes an integrated phase-in of all elements of a policy framework to ensure local schools, colleges, and universities have the resources, support, and assistance to implement current and proposed policies. The plan provides for the P-16 partners at the state level to work collaboratively in offering incentives and targeted assistance to help public schools, particularly schools that have been designated as consistently low performing, and universities develop the capacity to reach the eight objectives. Following the adoption of a new policy on accountability, the P-16 partners will put in place the necessary measures to ensure compliance. State report cards on teacher preparation and on Georgia’s teaching force will be used to show progress toward the first goal of improving teacher quality. Progress toward the second goal will be monitored in tandem with the first.

MANAGEMENT PLAN - The management team to oversee the successful implementation of Georgia’s plan will consist of Ron Newcomb from the Governor’s office, Jan Kettlewell from the Board of Regents, Celeste Osburn from the Office of School Readiness, Peggy Torrey from the Professional Standards Commission, Tom Upchurch from the Georgia Partnership for Excellence in Education, and Peyton Williams from the Department of Education. This team will report to the Georgia P-16 Council and the Governor who will, in turn, suggest redirection of the team’s work, as appropriate, to ensure satisfactory progress toward meeting the specified objectives and intended outcomes. The P-16 Teachers and Teacher Education Sub-Committee of the State P-16 Council will serve as the advisory council to the management team throughout the implementation of Georgia’s Plan.

GEORGIA'S PLAN FOR HAVING A QUALIFIED TEACHER IN EVERY PUBLIC SCHOOL CLASSROOM

Georgia is committed to the belief that all students can learn. For five years, this belief has guided efforts to establish a seamless educational opportunity from pre-kindergarten (pre-K) through post-secondary education for Georgians. Led by a coalition of state and local government officials, business and community leaders, parents, teachers, and the various agencies that oversee the complex educational systems in the state, these efforts have begun to transform, systematically, education in Georgia. However, all students cannot learn without superior schools and qualified teachers dedicated to helping students attain high, clearly articulated academic standards. Because teachers are the most essential factor in student achievement, Georgia has set as its vision to have a qualified teacher in every public school classroom by 2006.

STATEMENT OF NEED

There are 1.35 million K-12 students and 61-thousand additional pre-K students enrolled in Georgia public and private schools. Enrollment growth in Georgia's public schools is increasing at a faster rate (17%) than average increases in the United States (12%) and Southern Regional Education Board (SREB) states (12%). Georgia also has a higher percentage of students from minority groups (42%) than either the United States as a whole (35%) or the SREB states (35%). Population increases (projected to continue) are likely to exacerbate the challenges Georgia's public schools face to increase student

achievement to desired levels (SREB, 1998).

While student achievement in Georgia is improving, there is statewide agreement that our students need to achieve at much higher levels in order to be prepared adequately for life after high school. Georgia scores lower than the national averages and the states in the Southeast that are making the most significant improvements on the National Assessment on Educational Progress (NAEP). Table 1 shows Georgia's relative performance on fourth grade reading (Donahue, Voellel, Campbell, and Mazzeo, 1999).

Table 1
NAEP Fourth Grade Reading, Public Schools

	<u>Proficient or Higher</u>				<u>Basic or Higher</u>		
	1992	1994	1998		1992	1994	1998
United States	27%	28%	29%	United States	60%	59%	61%
Texas	24%	26%	29%	Texas	57%	58%	63%
North Carolina	25%	30%	28%	North Carolina	56%	59%	62%
Georgia	25%	26%	24%	Georgia	57%	52%	55%

Table 2 shows Georgia's relative performance on eighth grade mathematics.

Table 2
NAEP Eighth Grade Mathematics, Public Schools

	Proficient or Higher				Basic or Higher		
	1990	1992	1996		1990	1992	1996
United States	13%	20%	23%	United States	51%	56%	61%
Texas	13%	18%	21%	Texas	45%	55%	59%
North Carolina	9%	12%	20%	North Carolina	36%	47%	56%
Georgia	14%	13%	16%	Georgia	47%	48%	51%

A similar pattern is evident using SAT data. While progress is evident, Georgia's average composite score went from 948 in 1990 to 961 in 1998. However, the national SAT average composite score in 1998 was 1011 (Reese, Jerry, and Ballator, 1997).

In 1999, ninety-four public schools in the state (out of a total of 1828) were designated as consistently low performing by Georgia's Council on School Performance, with the highest number at the middle school level (Georgia Council for School Performance, 1999). Georgia has not yet determined statewide standards for classifying low performing schools. Using data for three years (1995-98), the Council used the following criteria to designate schools as low performing. An elementary school was considered low performing if less than 50% of the school's 3rd and 5th graders scored above the national median on the Iowa Test of Basic Skills (ITBS) reading and mathematics; and if the absentee rate was above the state median on percent of students missing 10 or more days of school per year. A middle school was rated low performing if fewer than

50% of the students scored above the national median on ITBS reading and mathematics; the school's writing score was below the state median score; and if the absentee rate was above the state median on percent of students missing 10 or more days of school per year. A high school was rated low performing if: the school median score was below the state median score on the High School Graduation Writing Test; less than 50% scored above the national median on the SAT; and the absentee rates were above the state median on percent of students missing 10 or more days of school per year.

A number of factors contribute to the status of student achievement in Georgia. Based upon research from the *National Commission on Teaching and America's Future*, the quality of teaching has a greater effect on student achievement than all other variables (National Commission on Teaching and America's Future, 1996). Georgia proposes to implement a comprehensive plan to improve teacher quality in order to improve student achievement in the public schools.

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VISION AND INTENDED OUTCOMES



Georgia seeks to have a qualified teacher in every public school classroom by 2006. Georgia intends to implement the changes described in this plan, according to the timeline indicated, to achieve this vision. Changes will be made in five areas:

- Teacher recruitment (into teacher preparation and into the profession)
- Teacher preparation (initial and induction/mentoring)
- Teacher standards (initial certification and renewal every five years throughout career)
- Teacher professional development
- Teacher retention in the classroom

Georgia's plan emphasizes: 1) changes in state certification requirements to ensure that current and future teachers have sufficient content knowledge and teaching skills to teach all subjects in which they are certified; 2) provisions for holding higher education accountable for preparing teachers who are highly competent in academic content and teaching skills in all subjects they plan to teach; and 3) strategies to reduce shortage (and high turn over) of highly qualified teachers in high poverty rural and urban areas. In addition to these three provisions, Georgia's plan emphasizes accountability for professional development and student learning in schools.

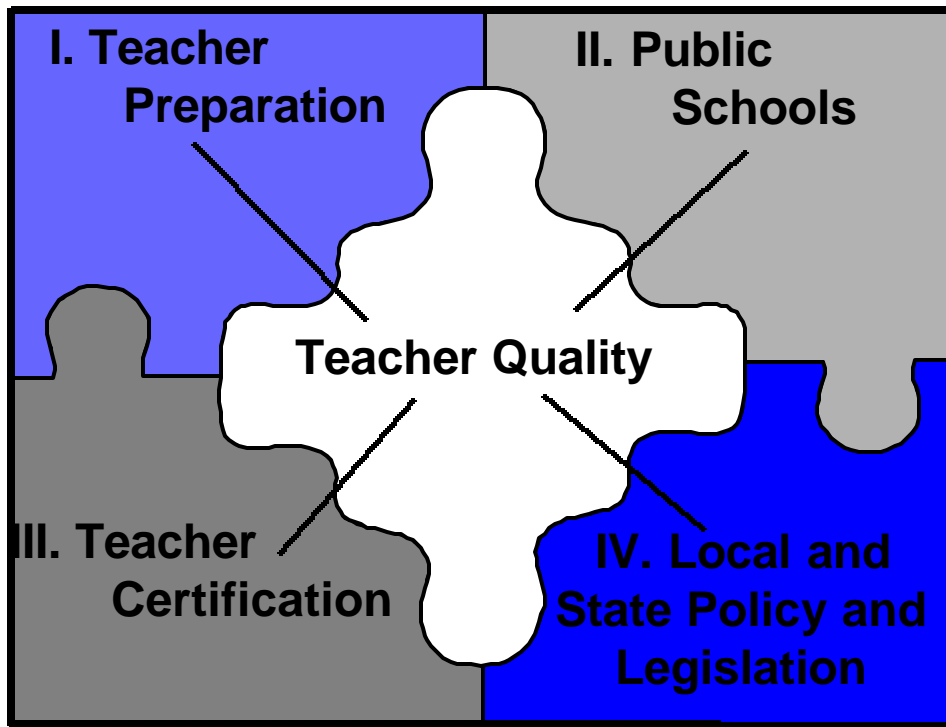
Definition

A qualified teacher is one who knows all of the subjects he/she teaches and is successful in helping students from diverse groups achieve at high levels.

Georgia's plan also targets regions of the state where high percentages of teachers are teaching out-of-field, and schools that have been identified as consistently low performing. The state's first priorities are elimination of out-of-field teaching and school improvement at the middle school level where the problems are most severe and where there are the highest number of consistently low performing schools. This plan targets four areas listed on pages 4 and 5.

Highest priorities

***-- elimination of out-of-field teaching in regions of the state with the highest percentage of teachers teaching out-of-field
-- improvement at the middle school level***



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Intended Outcomes

I. Teacher Preparation Intended Outcomes

1. Higher entry requirements
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 - e) Identification of institutions designated as “low performing” and plans to help them
 5. Conditions in place to support teacher success
 6. All teachers are assigned a reasonable number of different subjects to teach
 7. Quality of teaching in schools is rewarded
 8. Annual report card on Georgia teaching force:
 - a) Supply & demand data by subject field, grade level, and geographic region
 - b) Out-of-field teaching each hour of the day
 - c) Supply & demand data on mentor teachers
 - d) Conditions necessary to assist teachers in improving student learning identified and defined
 - e) Identification of schools that lack necessary conditions and plans to help them
-

WORK PROPOSED BUILDS UPON AND EXTENDS WHAT IS ALREADY UNDERWAY

The Foundation in Place

•*Georgia's Voluntary Prekindergarten (Pre-K) program started in 1992. The Office of School Readiness was created to oversee this program. Pre-K is a preventive investment that emphasizes school readiness and builds positive self-esteem in preschool children. The goal of the program is to provide students with a foundation that will later equate to increased student achievement and school success.*

•*Under the leadership of Georgia's Department of Education, the State Board of Education has approved higher content objectives for K-12 students at each level. Criterion referenced assessments are under development to measure the content knowledge specified in the state's curriculum.*

•*Since 1991, the Board of Regents (governing board for all public colleges and universities) has required all University System institutions that prepare teachers to be accredited by the National Council for the Accreditation of Teacher Education (NCATE).*

•*Georgia's Professional Standards Commission (PSC) has been an independent unit since 1991. The PSC is constitutionally responsible for establishing and overseeing certification requirements for all of Georgia's teachers and for setting and monitoring standards for teacher preparation in all public and private colleges that prepare teachers.*

•*The Georgia Partnership for Excellence in Education has been in place since 1990. The Partnership is a public/private enterprise devoted to promoting change in public education to improve student achievement.*

•*Teacher professional associations, positioned well to promote continuing professional development of teachers, are active, contributing partners in this plan.*

While the accomplishments of each of these agencies/organizations are significant, three years ago all of these groups joined together as partners to work on shared goals through the Georgia P-16 Initiative. The goals of P-16 are to create seamless educational opportunities for students from pre-school (P) through completion of some form of post-secondary education (16); and to prepare teachers who are able to help students in the schools to achieve at high levels.

The Georgia P-16 Initiative includes a statewide council; 15 regional councils based at teacher preparation institutions; a P-16 Network for linking work at the state and local levels and for sharing lessons

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learned among local councils; and a state-wide supplemental program, called PREP, to help 7-12th grade students in at-risk situations prepare for post-secondary education. The Georgia P-16 Council reports to the Governor and is co-chaired by the Executive Director of the Office of School Readiness (administers Pre-K program), the State Superintendent of Schools, the Commissioner of Technical and Adult Education, and the Chancellor of the University System. Key legislators, business, and educational leaders are also members of the Council. The state has provided funding to start P-16. Using the state's investment as seed money, significant private funding has been raised to launch the work of regional P-16 councils and PREP sites.

In 1996, the Georgia P-16 Council targeted teacher quality as a priority. A P-16 Teachers and Teacher Education Sub-Committee was appointed to 1) assess what is needed to change in Georgia in order to improve teacher quality, and 2) develop recommendations for change. During the early work of this sub-committee, Georgia became a partner state with the *National Commission on Teaching and America's Future*. The Teachers and Teacher Education Sub-Committee became the Council's action arm for carrying out Georgia's participation as a partner state with the *National Commission*.

the Innovative Program Rule to expand alternative teacher preparation programs, and in 1998, the Commission approved the first alternative

In 1996, the Georgia P-16 Council targeted teacher quality as a priority.

teacher preparation program. Following a full year of study, the Board of Regents adopted a 1998 Policy on Teacher Preparation to be phased-in at all public universities that prepare teachers.

Early work of the Teachers and Teacher Education Sub-Committee resulted in:

- An over-all framework for change;
- Recommendations to increase the availability of alternative teacher preparation programs and to strengthen traditional programs;
- Completion of *The Status of Teaching in Georgia*, a 1998 state report on the status of each of the following recommendations of the *National Commission*:
 1. Establish standards for both students and teachers;
 2. Enhance teacher preparation and professional development;
 3. Put a qualified teacher in every classroom;
 4. Encourage and reward knowledge and skills;
 5. Create schools that are genuine learning organizations.

The Professional Standards Commissions and the Board of Regents took immediate action on these recommendations. In 1997, the Professional Standards Commission put in place

Building upon these accomplishments of the Professional Standards Commission and Board of Regents, the Georgia P-16 Council charged the Teachers and Teacher Education Sub-Committee with development of a comprehensive plan of steps necessary to implement the recommendations of the report, *The Status of Teaching in Georgia* (P-16 Teachers and Teacher Education Sub-committee, 1998). The Teachers and Teacher Education Sub-Committee determined that having a qualified teacher in every public school classroom by 2006 must be Georgia's top priority.

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DESIGN

Goals and Objectives. Georgia's vision replicates the third recommendation of the *National Commission on Teaching and America's Future*: To put a qualified teacher in every public school classroom. In order to reach this vision, as Georgia has defined it, the workplan must encompass all five recommendations of the National Commission. To achieve its vision, Georgia has set two goals: Goal 1 - Improve the quality of teaching in Georgia through comprehensive and integrative changes in teacher recruitment, teacher preparation, teacher standards (initial certification and renewal every five years), teacher professional development, and teacher retention; Goal 2 - Improve student achievement in Georgia's schools through improving the quality of teaching.

Georgia has set eight objectives to achieve its goals which fit within three broad categories: plans to reduce shortage and turn over of qualified teachers; reform of state certification requirements; and accountability for the preparation of teachers by higher education and the schools. Teacher preparation then includes initial preparation as well as professional development, with both focused on practices to improve student achievement.

Goal 1 - Improve the quality of teaching in Georgia through comprehensive and integrative changes in teacher recruitment, teacher preparation, teacher standards (initial certification and renewal every five years), teacher professional development, and teacher retention.

Goal 2 - Improve student achievement in Georgia's schools through improving the quality of teaching

Objectives

Plans to Reduce Shortage and Turn-Over of Qualified Teachers

1. *Balance teacher supply and demand* in all subject fields, grade levels, and geographic regions of the state.
2. *Decrease teacher attrition* during first three years of teaching.
3. *End out-of-field teaching* in all subject fields and grade levels.

Reform of State Certification Requirements

4. *Change certification standards* to require new teachers and current teachers to demonstrate success in bringing students from diverse groups to high levels of learning.

Accountability for the Preparation of Teachers by Higher Education and the Schools

5. *Raise admission requirements* into teacher preparation programs.
6. *Strengthen the content knowledge* requirements for new teachers of all subject fields and grade levels.
7. *Focus teacher professional development* and graduate degrees for teachers more directly on content knowledge and practices that improve student learning in schools.
8. *Increase accountability* for the quality of teaching and for improved student achievement in Georgia's schools.

Georgia's eight objectives are derived from needs identified in *The Status of Teaching in Georgia* (P-16 Teachers and Teacher Education Sub-committee, 1998). Table 3 summarizes these needs.

Table 3 <u>Status of Teaching in Georgia: Summary of Identified Needs</u>	
<u>Standards</u>	<u>Needs</u>
For Students	Standards for students aligned across the educational sectors (e.g., K-12 and post-secondary education)
For Teachers	Standards that encourage higher levels of practice Teacher standards linked to student standards Teacher standards assessed on the basis of student performance
<u>Teacher Preparation and Professional Development</u>	<u>Needs</u>
Teacher Preparation	Teacher preparation tied more closely to knowledge and teaching skills needed to ensure that all students achieve high academic standards
Professional Development	Professional development tied to knowledge and skills necessary to improve student learning Common criteria for evaluating effectiveness of professional development
<u>Qualified Teacher in Every Classroom</u>	<u>Needs</u>
	Balance teacher supply and demand Incentive pay for teaching in high need subjects and geographic regions Induction and mentoring programs to reduce attrition during early years Eliminate out-of-field teaching A comprehensive database for Georgia's teaching force
<u>Reward Knowledge and Skill</u>	<u>Needs</u>
	Recognition for teachers who achieve positive student learning gains
<u>Schools as Learning Organizations</u>	<u>Needs</u>
	Time for teachers to work and learn together Increased involvement of teachers as partners toward school improvement Conditions in place to support student learning and teacher success

Student achievement in Georgia will increase proportionately with our success in improving teacher quality.

Framework. Georgia's plan focuses on improving teacher quality. When all eight objectives are achieved, we will have reached the first goal. The second goal is predicated upon the first goal. Student achievement must drive all actions to improve teacher quality. Student achievement in Georgia will increase proportionately with the state's success in improving teacher quality. This premise is consistent with the research of the *National Commission on Teaching and America's Future* and Linda Darling-Hammond (National Commission on Teaching and America's Future, 1997; Darling-Hammond, 1996).

A partial policy framework is already in place. for the preparation of new teachers. The Professional Standards Commission has approved raising cut scores on certification examinations and has an approved phase-in plan for implementing this policy. Similarly, the Board of Regents has approved a comprehensive policy in 1998 to strengthen teacher preparation in all public universities that prepare teachers, and to require teacher candidates to be accomplished in achieving positive learning gains with P-12 students. At the K-12 level, using funds provided through the United States Department of Education's Educate America Act, the Department of Education awards school improvement grants to local school systems. The Department also has a "pay-for-performance" policy to recognize local schools for making major gains in student achievement. Georgia's voluntary pre-K program for four-year olds is in place.

Georgia's plan for having a qualified teacher in every public school classroom requires tightening the connections among current policies and ensuring they are pulling in the same direction. Georgia's plan also requires additional policy to be developed.

New Policy needed to:

- Balance teacher supply and demand;
- End out-of-field teaching;
- Tie teacher certification to teacher success in bringing students from diverse groups to high levels of learning and require induction programs for all new teachers;
- Focus teacher professional development directly on improving student achievement;
- Put conditions in place in schools that support teacher success in improving student learning, including reduced class size;
- Strengthen accountability for the quality of teaching and for student learning in Georgia's public schools.

Georgia's plan includes an integrated phase-in of all elements of this policy framework to ensure local schools, colleges, and universities have the resources, support, and assistance to implement these current and proposed policies. The plan provides for the P-16 partners at the state level to work collaboratively in offering incentives and targeted assistance to help public schools (particularly schools that have been designated as consistently low performing) and universities

develop the capacity to reach the eight objectives. Following adoption of a new policy on accountability, the P-16 partners will put in place the necessary measures to ensure compliance. State report cards on teacher preparation and on Georgia's teaching force will be used to show progress toward the first goal of improving teacher quality. Progress toward the second goal will be monitored in tandem with the first.


















Table 4, shows the timeline, the principal partner responsible for actions to meet the objectives, and the intended outcomes to result from these actions. The intended outcomes are projected targets. Modification may be necessary if determined by any of the principal partners.

The eight objectives serve as organizers in Table 4 pages 12-16. The principal partners responsible for each item are noted by the following acronyms: Office of School Readiness (OSR); Department of Education (DOE); Professional Standards Commission (PSC); University System (USG); Georgia Partnership for Excellence in Education (GPPE); Governor (GOV); management team (all); Georgia Teaching Force Center (Center); professional associations (PA).

State report cards on teacher preparation and on Georgia's teaching force will be used to show progress toward the first goal of improving teacher quality.

Table 4

Timeline, Actions to Achieve Objectives, Responsible Unit, and Intended Outcomes





















<i>Priority #1: Plans to Reduce Shortage and Turnover of Qualified Teachers</i>								
OBJECTIVE 1: Balancing Teacher Supply & Demand	1999	2000	2001	2002	2003	2004	2005	2006
Policies/Services to be Provided								
1. New policy Teaching Force Center (GOV)								
Baseline data in place								
Forecasting begins								
2. Academies Future Teachers (USG)								
3. Business-to-Teaching Program (USG)								
4. Pilot Stipends Shortage Areas (DOE, OSR)								
Intended Outcomes (targets)								
Gap between supply & demand reduced by 20%								
Gap reduced by 50%								
Gap reduced by 100%								
OBJECTIVE 2: Decrease Teacher Attrition								
Policies/Services to be Provided								
1. New policy: Conditions in place to support teacher success (GOV)								
2. Collaborative Mentoring Program (DOE, PSC, USG)								
Induction program pilot (PSC)								
Implementation of Induction year								
Implementation: 2 year mentoring								
3. Implementation Requirements School Leaders (USG)								
Intended Outcomes (targets)								
Teacher attrition 1st three years of teaching reduced by 20%								
Teacher attrition reduced by 40%								
Teacher attrition reduced by 60%								

OBJECTIVE #3: End Out-of-Field Teaching	1999	2000	2001	2002	2003	2004	2005	2006
Policies/Services to be Provided								
1. Revised policy adopted (GOV, DOE, PSC, OSR)								
2. Forums on new strategies (GPEE)								
3. Professional development of teachers teaching out-of-field (PSC, USG)								
Intended Outcomes (targets)								
Out-of-field teaching middle school reduced 50% (as defined in vision)								
Out-of-field teaching high school reduced 50% (as defined in vision)								
Out-of-field teaching all levels reduced 80%								
Reduced all levels to zero								

Priority #2: Reform of State Certification Requirements

OBJECTIVE #4: Change Certification Requirements	
Policies/Services to be Provided	
1. New standards developed (PSC)	
Implementation-Initial	
Implementation-Renewal & Mentor	
2. New performance-based system in place program accreditation (PSC)	
Intended Outcomes (targets)	
Concentrations listed on middle grade certificate	
Middle grade certificate confined to areas of concentration	
At least 15 semester hours required in each subject on certificate	
Teacher certification based in part on a measure of student achievement	

Priority #3: Accountability for the Preparation of Teachers by Higher Education and the Schools

OBJECTIVE #5: Raise Admission Requirements Teacher Prep	1999	2000	2001	2002	2003	2004	2005	2006
Policies/Services to be Provided								
1. New Policy Adopted (USG)								
Assistance provided								
Policy implemented								
2. Policy adopted Higher Cut Scores (PSC)								
Phase-in complete								
Intended Outcomes (targets)								
Higher quality future teachers								
OBJECTIVE #6: Strengthen Content Knowledge New Teachers								
Policies/Services to be Provided								
1. Middle Grade Concentration on Certificate (PSC)								
2. Policy Adopted (USG)								
Assistance provided								
Policy implemented								
3. Strategies to Close Gaps on Praxis-Majority/Minority Groups (PSC)								
Professional development								
PRAXIS tutorial 2 Yr campuses								
Student special seminars								
4. Raise Passing PRAXIS II (PSC)								
Intended Outcomes (targets)								
PRAXIS II passing rates increased by 5%								
Gaps on PRAXIS II between majority & minority reduced 10%								
Pass rates increased by 10%								
Pass rates increased by 15%								
Gaps reduced by 30%								
Gaps reduced by 50%								

OBJECTIVE #7: Focus Professional Development	1999	2000	2001	2002	2003	2004	2005	2006
Policies/Services to be Provided								
1.New policy(DOE) Tied to Student Achievement/Readiness(OSR)								
2. Principal Academies (DOE, USG)								
3. Showcase Conferences (GPED, DOE, OSR ,PA, USG)								
4. Incentives Local Schools (DOE) and (OSR) plans Implementation								
Mentoring low performing schools (GPED, USG)								
5. Partner Sch Policy Adopted (USG)								
Assistance provided								
Policy implemented								
6. Targeted Assistance (DOE, OSR)								
Intended Outcomes (targets)								
30% school district professional development tied to school improvement plan								
60% school district professional development tied to school improvement plan								
100% school district professional development tied to school improvement plan								
OBJECTIVE #8: Increase Accountability								
Policies/Services to be Provided								
1. New Legislation (GOV)								
2. Low Performing Teacher Preparation Institution Defined (PSC)								
3. Guarantee for New Teachers Implemented (USG)								

	1999	2000	2001	2002	2003	2004	2005	2006
4. Report Card Teacher Preparation Published (PSC)								
5. Report Card Teaching Force Published (Center)								
Intended Outcomes (targets)								
Qualified teacher in 50% of public school classrooms (as defined in vision)								
Low performing schools decreased by 20%								
Student achievement increased by 10% & gap between majority and minority closed by 10%								
Qualified teacher in 80% of public school classrooms (as defined in vision)								
Student achievement increased by 20% & gap closed by 20%								
Social promotion reduced 25%, with no increase in drop-out-rate								
Low performing schools decreased by 50%								
Student achievement increased by 30% & gap between majority and minority closed by 50%								
Social promotion reduced 50%, with no increase in drop-out-rate								
Low performing schools decreased by 70%								
Qualified teacher in 100% of public school classrooms (as defined in vision)								

POLICIES AND SERVICES

Georgia seeks to have a qualified teacher in every public school classroom by 2006. In order to achieve this vision, Georgia intends to create an integrated policy framework to support teacher quality; to provide support and technical assistance; and to strengthen accountability for improving teacher quality and student achievement. Further, Georgia intends to emphasize

high need areas in all dimensions of its work, particularly in schools designated by the Council for School Performance as consistently low performing and schools with higher incidents of out-of-field teaching. The principal partners of the P-16 partnership will represent the management team to over-see implementation of the plan.

Priority # 1: Plans to Reduce Shortage and Turnover of Qualified Teachers

Objective 1: Balancing Teacher Supply and Demand

New policy will be proposed to develop the Georgia Teaching Force Center. The management team (principal partners of the Georgia P-16 Initiative) will have oversight responsibility for ensuring that all functions of this Center are carried out effectively. The chart below reflects the intended functions of the Center.

Functions of the Georgia Teaching Force Center

- 1. Analysis and Forecasting**
 - a) Teacher supply and demand by subject field, grade level, and geographic region
 - b) Supply and demand for mentor teachers
 - c) Changes in population and distribution of school-aged children and youth
 - d) Utilization of the HOPE Scholarships
 - e) Attrition rates of teachers first 3 years
 - f) Projections to Governor on funding issues related to Georgia's teaching force
- 2. Clearinghouse to School Districts**
 - a) For all qualified applicants for teaching positions
 - b) For access to a qualified teacher through distance technology
 - c) For "back-up" personnel when full-time qualified teachers are not available
- 3. Marketing Teaching as a Profession**
 - a) To sophomores who score well on PSAT
 - b) To individuals in other fields who may wish a second career as a teacher

In addition to the development of the Georgia Teaching Force Center, P-16 partners will implement three strategies to reduce areas of teacher shortage. The Department of Education and Office of School Readiness will implement pilot programs to test the effectiveness of using additional stipends for teachers who work in regions or subject areas where there are shortages. Schools for the pilot will be selected through use of a Request for Proposals (RFP). Prospective teachers for the pilot will be identified through the Georgia Teaching Force Center. Results will be studied and shared statewide.

Advanced Academies for Prospective Teachers will be implemented by the University System and selected two-and four-year public colleges. The target population will be honors students; students in regions of state where there are teacher shortages; and students from minority groups. Students enrolled will complete regular college courses and earn dual high school and college credit.

A "Business to Teaching" Program will be implemented by the University System in selected public universities that prepare teachers. The target population will be subject fields and geographic locations where there are teacher shortages.

Institutions will be selected through an RFP process and funds awarded to those that are the most innovative and that meet state needs.

Objective 2: Decrease Teacher Attrition

New policy will be developed to put in place the conditions that are necessary to support teacher success in improving student learning. The Georgia Partnership for Excellence in Education will collaborate with local school systems, regional education service centers, and the University System to develop consensus on a definition of these conditions. Once defined, the State Report Card on Georgia's Teaching Force, to be published by the Georgia Teaching Force Center, will report the relative status of each school district toward having the conditions in place.

Georgia's plan recognizes the pivotal role of the school principal in putting conditions in schools that support teacher success in improving student learning.

Three programs will be initiated to decrease teacher attrition. The Office of School Readiness will offer incentives for teachers to remain in the classroom. The Professional Standards Commission will implement an induction program for all first-year teachers. University System institutions will collaborate with the schools where their graduates are employed in a second year of mentoring for their graduates.

Georgia's plan recognizes the pivotal role of the school principal in putting conditions in schools that support teacher success in improving student learning. The Board of Regents' 1998 Policy on Teacher Preparation requires programs in educational leadership, beginning in 2000, to culminate in new school leaders who are able to create environments in schools in which:

Teachers and other educational personnel continue to learn (including use of technology);

Teachers participate in shaping school policies and goals;

Teachers succeed in bringing students from diverse groups to high academic standards;

School personnel work closely with parents;

Students are well disciplined and safe.

Objective 3: End Out-of-Field Teaching

Ending out-of-field teaching will require two changes in policy. The first is to require a minimum of a two-year degree for lead teachers of pre-K children. The second is to change the current policy that permits teachers to teach subjects with insufficient preparation in the field. Currently at the secondary level a teacher may teach out-of-field so long as it is limited to a minor portion of the school day. At the middle or elementary level current policy permits a teacher to teach any subject included under "broad-field" elementary or "broad-field" middle grade certification. Proposed policy will define an out-of-field teacher as one who teaches any subject with fewer than 15 semester hours of collegiate study in that field. In fall 1999, state policy makers will be asked to initiate this change in policy as well as in plans for ending out-of-field teaching in Georgia by 2006.

Proposed policy will define an out-of-field teacher as one who teaches any subject with fewer than 15 semester hours of collegiate study in that field.

Three additional strategies will be used.

The first strategy will be targeted courses for out-of-field teachers, starting in 2000 with those in the middle grades, the area of greatest need. The Professional Standards Commission and University System will collaborate in offering incentives to providers of courses for teachers who are teaching a subject(s) with fewer than 15 semester hours in that field.

The second strategy is to phase in changes in certification requirements, as follows: **July 1999**, all middle grades certificates will list areas of concentration on certificate; **Fall 2000**, professional Standards Commission will signal intent to phase-in more stringent certification requirements for middle grades teachers; **2003**, middle grades certificate will be confined to areas of concentration; **2006**, certification will require all teachers have at least 15 semester hours of collegiate study in each subject he/she is teaching.

As a third strategy, the Georgia Partnership for Excellence in Education will conduct forums for P-12 teachers, school administrators, community and business representatives within each school identified as high need to identify workable strategies for moving toward having a qualified teacher in every Georgia public school classroom. Initially the Georgia Partnership will invite participation from those schools designated by the Council on School Performance as consistently low performing. Results of forums will be fed back to the management team for decision making on additional strategies needed to achieve this objective. Progress toward ending out-of-field teaching will be monitored through the Georgia Teaching Force Center.

Three bold new strategies working to make a difference

Priority #2: Reform of State Certification Requirements

Objective 4: Change Certification Requirements

The Professional Standards Commission (in conjunction with professional associations, teacher groups, and related organization) will initiate discussions regarding new policy to raise requirements for certification and to tie certification to teacher performance in achieving desirable learning results with students. The new standards will be for beginning teachers, for certificate renewal every five years, and for mentor teachers. The new requirements (in draft form) are as follows:

Initial Professional Teacher Certification

Currently to receive initial certification, a candidate must have completed an approved teacher preparation program, be recommended by the teacher preparation institution, and pass PRAXIS I (measures knowledge of basic skills) and PRAXIS II (measures subject area knowledge). Teacher preparation programs are required to address all of the competencies for beginning teachers established by the Interstate New Teacher Assessment and Support Consortium of 30 states (INTASC).

Certificate renewal will be changed from 10 college credit hours in any area to coursework in the teacher's subject areas as well as some form of proven performance with students.

New standards for Early Childhood, Middle Grades, and Leadership, and optional concentrations in P-2 and K-5, will be adopted. Plans are also in place to raise cut scores on PRAXIS (see phase-in plan in Appendix A on p. 35).

The Professional Standards Commission (in conjunction with professional associations, teacher groups, and related organization) will initiate discussions regarding new policy to raise requirements for certification and to tie certification to teacher performance in achieving desirable learning results with students.

In addition, a statewide performance-based accreditation system for educator preparation institutions is under development. The focus will be on candidates' teaching performance and the student achievement in candidates' classrooms.

First Renewal of Professional Certification

The Professional Standards Commission will require a successful induction year based upon the competencies derived from PRAXIS III: Classroom Performance Assessments (Danielson, 1996). The plan will be piloted with four school systems (1 large suburban, 3 rural) during FY 2000.

Induction year based on competencies from PRAXIS III

In order to continue teaching beyond five years, every teacher must be awarded a renewed professional certificate. Certificate renewal will be changed from 10 college credit hours in any area to coursework in the teacher's subject areas as well as some form of proven performance with students. A working draft of competencies under consideration is in Table 5 below.

The Teachers and Teacher Education Sub-Committee envisions that renewal of a professional teaching certificate will require: Measures of satisfactory performance and student achievement in the candidates' classroom; an approved professional development plan that is tied to the school improvement plan; and satisfactory completion of coursework appropriate to the professional development plan and/or completion of a master's degree in an academic discipline or field appropriate to the teacher's assignment. The Professional Standards Commission will incorporate this vision into future consideration of teacher renewal.

Table 5

<i>Working Draft of Teacher Competencies for Certificate Renewal</i>	With Students
	<ol style="list-style-type: none"> 1. Use data to set high expectations for each student 2. Create and manage a positive learning environment for all students in the classroom 3. Ensure that all students can read 4. Assist students in meeting or exceeding high expectations or standards appropriate to their age and development level 5. Utilize technology effectively to help students from diverse groups to reach the standards 6. Promote the affective development of all students in the classroom 7. Adapt instruction to meet the various learning styles of all students in the classroom 8. Show that students have made forward progress toward meeting the school system's grade level standards
	With School Community
	<ol style="list-style-type: none"> 1. Work effectively with parents, organizations, business, and the broader community to minimize barriers and to promote increased student learning 2. Collaborate with colleagues and administrators in planning and decision making 3. Understand the racial/ethnic and cultural context of the school and community 4. Adhere to a code of professional ethics 5. Have a passion for student learning and for the subject(s) taught 6. Educate the school/community about best educational practices 7. Pursue actively continued professional development

Mentor Teacher (Optional)

A mentor teacher works with student teachers, first-year teachers, and other teachers designated as needing support. In order to serve as a mentor teacher, a Teacher Support Specialist Certificate is required. This certificate will be based upon performance of the teacher and a positive recommendation by a school district. Performance assessment of the Mentor Teachers will include: self-assessment and peer-assessment of their performance in relation to each of the competencies listed below.

Mentor Teacher Assessment Competencies

- Able to bring about learning in their students;
- Know their subjects and how to teach those subjects to students;
- Able to assess the progress of individual students as well as that of the whole class;
- Reflect on their practice and learn from it;
- Work effectively with other teachers for the betterment of the students and the school.

Evidence will also be necessary to verify that the students in the classroom have demonstrated forward progress toward meeting the academic standards set for that grade level by the school district, and the candidate's effectiveness in mentoring student teachers and other teachers. The teacher must be given time during the school day to provide the mentoring.

The school district's recommendation for a mentor teacher certificate will be based upon: satisfactory performance assessment; satisfactory completion of graduate work in an academic discipline or field appropriate to the teacher's assignment (master's degree preferred); an approved professional development plan that is tied to the school improvement plan; verification that the mentor teacher is knowledgeable about the field of the student teacher or teacher assigned to the mentor teacher.

National Board Certified Teacher (Optional)

National Board certification will remain optional. Georgia teacher associations and the Department of Education will take a lead role in promoting national board certification and in helping teachers to attain it.

Priority #3: Accountability for the Preparation of Teachers by Higher Education And the Schools

Objective 5: Raise Admission Requirements in Teacher Preparation

Two existing policies will be implemented. The Professional Standards Commission will raise cut-scores on PRAXIS I in 2000. The Regents' 1998 requirements for admission into teacher preparation programs in public universities will take effect in 2001. The impact of these changes will be monitored through the Georgia Teaching Force Center.

The Regents' 1998 policy requires that academic qualifications of students admitted into teacher preparation (typically in middle of sophomore or beginning of junior year) must:

- Be at least comparable to student qualifications for the institution or for the University System as a whole
- Have earned at least a 2.5 cumulative GPA in all college courses attempted
- Have earned a minimum of 2.5 cumulative GPA in the University System core curriculum or in the first two years of the college general education curriculum.

A Regents' Implementation Task Force (individuals with significant experience in the college of arts and sciences, college of education, and schools) will be appointed by the University System to coordinate the implementation of targeted assistance for selected institutions toward meeting the new requirements.

Objective 6: Strengthen Content Knowledge for New Teachers

The Regents 1998' policy that strengthens content preparation of teachers takes effect in 2000. A summary of these new requirements follows:

Board of Regents' New Policy: Content Preparation of Teachers

- 1. A functional unit** - that brings together the identifiable faculty from the college of arts and sciences, the college of education, and partner schools -- will have responsibility for the quality of teacher preparation.
- 2. Grades P-5** - At least two 12-15 semester hour concentrations, one in reading and one in mathematics, and prepared in all subjects in the elementary school curriculum.
- 3. Grades 4-8** - At least two 12-15 semester hour concentrations beyond the college general studies requirements in English, mathematics, science, and/or social studies, with at least 9 of these hours taught by arts and sciences faculty at the junior and senior levels. The 9 hours may not include content pedagogy.
- 4. Grades 7-12** - A major in the arts and sciences for each subject to be taught or, for broadfield certification in science and social studies, a major in one field and at least a 12-15 semester hour concentration beyond the general studies requirements in each of three other fields included under broadfield. At least 9 hours of the concentration must be at the junior and senior levels and arts and sciences faculty must teach them. The 9 hours may not include content pedagogy.

5. Exit Standards for teacher candidates from the redesigned programs are as follows:

- Demonstrated mastery of content knowledge that is aligned with content standards for P-12 students in each subject to be taught
- Use technology effectively to advance student learning
- Manage classrooms effectively
- Demonstrated success in bringing students from diverse groups to high levels of learning

*Graduates from
Regents' Institutions
must show
accomplishment
in bringing students
from diverse groups
to high levels
of learning.*

The Regents' Implementation Task Force will assist public teacher preparation institutions in high need areas and will implement statewide professional development meetings between 1999-2004, as needed, on various dimensions of the new requirements. The Standards Based Teacher Education Project (STEP), now being piloted within three local P-16 councils, will be expanded to 12 additional public universities that prepare teachers. STEP results in the content knowledge of teachers aligned with national and state K-12 and state standards for teachers.

The Professional Standards Commission will implement plans to raise cut scores on PRAXIS II. PRAXIS II cut scores are now in Phase 1, spanning July 1997-June 2000. Beginning July 2000, cut scores will move to Phase 2 levels. This phase will last through June 2002. Beginning in

July 2002, cut scores will be increased to Phase 3 levels, the highest level currently planned. See appendix A, p. 35 for the cut scores at each phase for each test field.

In addition, the Professional Standards Commission will implement strategies for reducing the gap in pass rates between teacher candidates from majority and minority groups. In FY 2000, workshops will be held for education and arts and sciences faculty throughout Georgia to learn about successful strategies from faculty at Historically Black Colleges and Universities in other states. Also in FY 2000, Learning Plus (Praxis I tutorial) will be placed in all two-year colleges in Georgia. Finally, in FY 2000, special student seminars will be implemented on campuses where high numbers of students from minority groups have not done well on PRAXIS II. These seminars will help the students understand the relationship between the content tested on PRAXIS II and the various sections of the teacher preparation curriculum.

*The Professional
Standards
Commission will
implement strategies for reducing
the gap in pass
rates between
teacher candidates from
majority and
minority groups.*

Objective 7: Focus Professional Development and Graduate Programs for Teachers

Current policy will be revised to require professional development plans to be tied to the school improvement plan.

Georgia will continue to place authority and responsibility for the professional development of school personnel with local school systems. Present State Board policy requires school systems to submit district-level professional development plans for approval to the Georgia Department of Education. Current policy will be revised to require professional development plans to be tied to the school improvement plan, and to emphasize:

- Improving student achievement in each school (readiness for school at pre-K);
- Ending social promotion;
- Ending out-of-field teaching.

The Office of School Readiness, Department of Education, and Georgia Partnership for Excellence in Education will offer statewide incentives to schools for tying teacher professional development programs directly to these areas. Special emphasis will be given to schools in high-need areas, especially schools identified by the Council for School Performance as consistently low performing.

Through the Next Generation Schools Project, the Georgia Partnership for Excellence in Education in collaboration with the Department of Education will provide \$100,000 per year to the 10 schools that best exemplify the set of char-

acteristics set for the project. These include: 1) professional development tied directly to the school improvement plan; 2) the plan focusing on improving student achievement; 3) ending social promotion; and 4) ending out-of-field teaching. From among the 10 recipients, the schools that make the most progress toward these four dimensions will be invited to participate in a pilot. Next Generation Schools will be invited to mentor schools identified by the Council for School Performance as low performing. All participation will be voluntary and both groups of schools will receive incentive funding to participate.

The Department of Education and Office of School Readiness will provide targeted assistance to low performing schools when incentives described above do not result in satisfactory results. Targeted assistance will focus on tying teacher professional development programs directly to the four areas previously mentioned (or on school readiness for pre-K schools). In addition, the Department of Education will minimize the red tape required for schools to apply for pay-for-performance funds, and use these funds to reward schools that show significant improvements in student achievement.

Three dimensions of the Regents' 1998 Policy on Teacher Preparation focus on the continuing development of teachers. The first is the requirement by 2000 that graduate programs in teacher education prepare teachers to demonstrate success in meeting the five core propositions of the National Board for Professional Teaching Standards. The second requires

The Department of Education and Office of School Readiness will provide targeted assistance to low performing schools when incentives do not result in satisfactory results.

public universities that prepare teachers to collaborate in the development of partner schools (or approved alternative) for teacher preparation and professional development, effective 2000. The third requires public universities that prepare teachers to provide mentoring and professional development (in collaboration with the schools) for their graduates during their first two-years of teaching, beginning in 2004.

*Exemplary Partner Schools
will be showcased for all
schools and universities that
prepare teachers through the
P-16 Network.*

The Regents' Implementation Task Force will provide assistance to universities in meeting these new requirements. In addition, the Coordinators of the Georgia P-16 Initiative will conduct statewide professional development on the partner school concept through the Georgia P-16 Network. The focus will be on partner schools as sites where: Teacher candidates learn the craft of effective practice; school and university faculty engage in professional development; student achievement is exemplary; and school and university faculty collaborate in ongoing research to improve the school and teacher preparation. Exemplary partner schools will be showcased for all schools and universities that prepare teachers through the P-16 Network. Local P-16 councils will be invited to pilot various strategies whereby schools not designated as partner schools could learn some of the best practices for professional development.

*Regional leadership academies for
principals with a focus on putting
conditions in place that promote student
learning and teacher success.*

The Department of Education, University System, and professional organizations that wish to participate will collaborate in offering regional leadership academies for principals that focus on putting conditions in place that promote student learning and teacher success.

Statewide conferences for teachers and school leaders will be offered to showcase exemplary models where local staff development programs are tied directly to the school's School Improvement Plan and focused on improving student achievement.

Objective 8: Increase Accountability for Quality of Teaching and Improved Student Achievement

New accountability legislation for schools and teacher preparation will be proposed. Accountability for schools will include expectations for student achievement and the conditions that need to be in place in schools to promote teacher success in improving student learning.

*New accountability legislation
to be proposed*

Accountability legislation for teacher preparation will include the definition of a low performing teacher preparation institution, to be defined by the Professional Standards Commission. The Professional Standards Commission will publish a State Report Card on the Quality of Teacher Preparation. The Georgia Teaching Force Center will publish a State Report Card on the Quality of the Teaching Force.

The Board of Regents' 1998 Policy on Teacher Preparation requires all public teacher preparation institutions in Georgia to "guarantee" to the public that all new teachers recommended for

initial certification have demonstrated success in bringing students from diverse groups to high levels of learning. The provisions of the Guarantee that takes effect in 2004 are as follows:

The Regents' GUARANTEE

1. Subject matter knowledge of sufficient depth to enable teachers to help P-12 students from diverse groups to reach high academic standards and to learn for understanding.
2. Demonstrated effective use of information and telecommunication technologies as tools for learning (during the internship).
3. Demonstrated success (during the internship in early childhood programs) in diagnosing difficulties in reading and mathematics and helping students show improvement.
4. Demonstrated success (during the internship) in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning.
5. Effective classroom management (during the internship).
6. Following graduation, the teacher preparing institution will provide additional training for the teacher, at no cost to the school or to the teacher, if the teacher does not meet the school's expectations. If needed the additional training will be individualized and desired learning outcomes will be specified.

In order to meet the provisions of this Guarantee, institutions must assess teacher candidates' effectiveness in bringing students from diverse groups to high levels of learning. The Work Sample Methodology, developed by Del Schalock(1996), will be a recommended technique for universities to meet this expectation. Intensive training on the use of the Work Sample Methodology will be available to all public universities that prepare teachers.

SUPPORTING RESEARCH

There is a growing body of research that documents teacher quality as the most important factor in student achievement(Darling-Hammond, 1996; Ferguson, 1991; Thomas-Amour, et al., 1989; Sikula, Buttery, & Guyton, 1996). Georgia's vision of having a qualified teacher in every public school classroom is based upon this research. Georgia's definition of "public school classroom" includes Pre-K, which has a positive effect on children's readiness for school success (Center for Prevention and Early Intervention, 1997).

Georgia's over-all strategy to achieve its vision through the P-16 framework is also supported by research (Education Trust, 1996; 1997; SHEEO, 1998). The 1994 Report of the American Federation of Teachers College-School Task Force on Student Achievement summed it up this way:

Colleges and universities train our public school teachers and conduct the nation's research on teaching and learning. Through their admissions policies, colleges and universities exert a powerful influence on the content of the public school curriculum and on the courses taken by students who aspire to a college education. For school reform to work, higher education must become a full partner. For higher education to advance, the schools must become stronger. (p.3)

The key emphasis in Georgia's plan requires ALL teachers recommended for certification (new and continuing) to show accomplishment in bringing students from diverse groups to high levels of learning.

Georgia's proposed Teaching Force Center is planned as a comprehensive unit with responsibility for recruitment, monitoring and forecasting teacher supply and demand, and brokering partnerships between schools to ensure access to qualified teachers. Its design is intended to counter the finding that recruitment practices are often unsystematic (Haggstron, Darling-Hammond, & Grissmer, 1988).

Linda Darling-Hammond's (1996) and John Goodlad's (1990; 1994) research both document the importance of high entrance requirements and a strong emphasis on content preparation of new teachers. Emphasis on content areas in teacher professional development also shows promise. Elmore and Burney (1997), for example, describe an example of how a district-wide professional development program in New York City, that focused teaching practices in a few content areas, influenced how teachers and students interact around content. Use of partner schools, also featured in Georgia's plan, is based upon Goodlad's research and that of his colleagues.

Georgia's plan will bring an end to out-of-field teaching

A key emphasis in Georgia's plan requires all teachers recommended for certification (new and continuing) to show accomplishment in bringing students from diverse groups to high levels of

learning. Del Schalock (1996) has completed most of the research documenting the success of this strategy in initial teacher preparation. Using a technique called the "Work Sample Methodology", Schalock's research supports that new teachers can be held to high standards in: What they know and are able to do + What they can accomplish in promoting student learning.

Finally, Georgia's plan lays out a strategy for ending out-field teaching (Ingersoll, 1997). Students who rank at the top in mathematics and reading on National Assessment of Educational Progress (NAEP) have teachers with higher qualifications and very few teaching out-of-field. Richard Ingersoll's research with the Schools and Staffing Survey documents the extensiveness of out-of-field teaching. Follow-up research in Georgia shows a particular concern at the middle grade level. A strong contributor to out-of-field teaching is teacher attrition. Georgia's plan requires an induction year based upon the PRAXIS III framework established by the Education Testing Service. High quality induction and mentoring have been shown to reduce teacher attrition.

A management team will be needed to oversee the successful implementation of Georgia's plan for having a qualified teacher in every public school classroom by 2006.

MANAGEMENT PLAN

A management team will be needed to oversee the successful implementation of Georgia's plan for having a qualified teacher in every public school classroom by 2006. Each member of the team represents one of the principal partners in the P-16 Initiative and each represents a state unit with major responsibility for a primary component of the plan. Each member will be asked

to serve as liaison with key stakeholder groups that have been identified to ensure grass roots support and participation in implementation of the plan. All members of the team are recognized leaders in their work.

The management team will have responsibility for achieving the intended outcomes listed on pages 4 and 5.

The team will be expected to give periodic progress reports to the Georgia P-16 Council and to the Governor.

The Governor and Georgia P-16 Council will suggest redirection of the work of the management team, as appropriate, to ensure satisfactory progress toward meeting the specified objectives and intended outcomes.

Proposed Management Team	Key Stakeholder Groups
Ron Newcomb , Education Advisor to Governor Barnes	(Governor (General Assembly)
Peggy Torrey , Executive Secretary of the Professional Standards Commission (Directs Georgia's Teacher Certification Agency)	(Teachers Associations (Personnel Directors (Private Teacher Preparation Institutions (Professional Standards Commission
Peyton Williams , Deputy State School Superintendent (Oversees Professional Development for K-12 Schools and Co-Facilitates the Georgia P-16 Initiative)	(Superintendents and Principals (Local School Boards (Georgia P-16 Council (Local P-16 Councils (State Board of Education (Department of Education
Tom Upchurch , President of the Georgia Partnership for Excellence in Education (a Public/Private Partnership Devoted to Changing Schools Toward Greater Student Achievement)	(Superintendents and Principals (Teachers (Parents (Business Community (Georgia Partnership for Excellence in Education
Celeste Osborn , Executive Director of the Office of School Readiness (Directs Georgia's Pre-K program and Oversees Professional Development for Pre-K Teachers)	(Teachers and Administrators, Pre-K (Parents (Office of School Readiness
Jan Kettlewell , Assistant Vice Chancellor for Academic Affairs, University System of Georgia (Provides Leadership in Teacher Preparation for Public Universities and Co-facilitates Georgia's P-16 Initiative)	(Public Teacher Preparation Institutions (Local P-16 Councils (Georgia P-16 Council

The P-16 Teachers and Teacher Education Sub-Committee of the state P-16 Council will serve as the advisory council to the management team throughout the implementation of Georgia's plan. This Committee is a broad-based group of educators representing various levels and positions in public education, P-16, as well as the heads of Georgia's two professional teachers associations. (Membership in Appendix B, p. 37)

The management team will contract with an external agent to conduct both the formative and summative evaluations of Georgia's plan. Formative evaluation will include solicitation of feedback throughout the implementation of the plan from business, teachers, parents, educational institutions, organizations and recipients of services. The management team will use data from the formative evaluations to modify the plan as needed.

RESOURCES

A Federal Title II Teacher Quality State Grant has been submitted to the United States Department of Education and all contributing parties are optimistic that the grant will be funded. Should Georgia not get funded for the Teacher Quality grant other state and private sources will be sought.

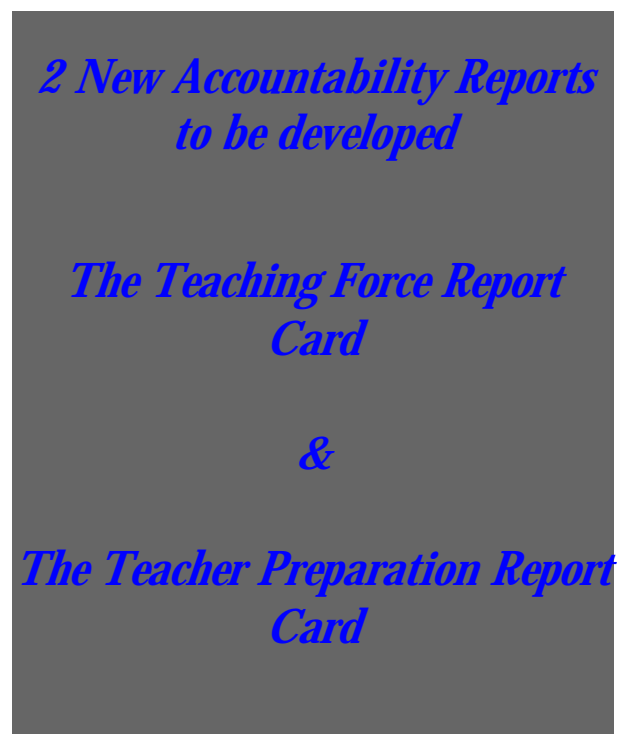
EVALUATION PLAN

The evaluation plan (Appendix C, p. 41) will take two approaches: to document policy changes and implementation of services to be provided and to document success in meeting the eight objectives (outcomes). It includes the purpose for gathering each type of data, the method used, the source for the data and the points in time that the data will be gathered. Finally, it includes the goal for 2006 for each of the variables.

STATE ACCOUNTABILITY REPORTS

The accountability reports will focus on describing the progress toward meeting the outcomes specified in this plan. The management team will supervise data collection, analyze the results, and summarize the information for public constituents. Data collection and compilation will be a function of the Georgia Teaching Force Center as previously described. Presently the data sources reside in the records of partner agencies, and mutual access to the data is assured through cooperative agreements, arranged by the P-16 Council.

The three major accountability reports to the Governor and the general public will be the Teaching Force Report Card, the Teacher Preparation Report Card and school report cards (currently published by the Department of Education and the Council for School Performance.)



Teaching force accountability baseline data will be obtained in the summer of 1999. It will be gathered and reported annually. The targeted numbers/percents for each of the objectives are included in Table 4, pages 12-16. It will include, but not be limited to:

- *The gap between teacher supply and demand by grade, region and subject*
- *The percent of teachers leaving the field by the end of the third year*
- *The percent of teachers teaching any subject with less than 15 hours of collegiate study in that field, by grade level and subject*
- *Number of low performing schools*

Teacher preparation institutions will be held accountable for admitting higher quality students into their programs, providing them with quality experiences within the program, assuring that they are ready to teach before they exit, and providing mentoring to teachers for the first two years after graduation. Data on teacher preparation institutions reside with the University System and Professional Standards. The baseline and on-going data to be obtained on teacher preparation institutions include:

- *Percent of students passing Praxis I, by ethnicity*
- *Percent of students passing Praxis II, by ethnicity*
- *Average GPA of teacher preparation students in Core Curriculum*
- *Number of take-backs based on USG guarantee*
- *Number of students mentored after graduation*
- *Evidence of ability to integrate technology (surveys of beginning teachers and their principals)*
- *Evidence of ability to bring all students to high levels of learning (accreditation reviews)*
- *Hiring rates of graduates*
- *Number of Arts & Sciences faculty and P-12 faculty involved in teacher preparation*
- *Number of teachers certified through alternative routes*
- *Number of hours spent in well-sequenced clinical experiences in P-12 schools*

P-12 schools will be accountable for improving student achievement by hiring only qualified teachers and providing faculty development that is linked to the school improvement plans. The baseline and ongoing data to be obtained on P-12 schools includes (where appropriate):

- *Average standardized test scores for students*
- *Percent of students socially promoted, by grade*
- *Identification as a low performing school*
- *Professional development linked to School Improvement Plans*
- *Number of teachers leaving the field by the end of the third year*
- *Number of teachers teaching any subject with less than 15 hours of collegiate study in that field.*

The identification of Low Performing Georgia schools will provide baseline data for student achievement. Subsequent identification of Low Performing schools will be made at dates appropriate to formative and summative evaluation schedules, providing a picture of improvement in student achievement over time. Ample baseline information is available for the teacher quality component of this plan. In most cases, it is readily available, and collection of follow-up data is equally easy to obtain.

The final formats for institutional report cards and state report cards are not yet established, but some data items are already tabulated which are candidates for inclusion on report cards. Pass rates for the Praxis I and Praxis II tests are presently compiled for the state and for teacher preparation institutions. The baseline data provided by these compilations will be compared to similar tabulations in formative and summative evaluations. New teacher hiring rates statewide and hiring rates within institutional service areas are presently computed for each teacher preparation institution, along with counts of Georgia certification achieved by field for teachers from those institutions. This baseline data will be

compared with future data in order to evaluate the supply and demand balance in the state and in critical shortage areas. In the long term, these computations will be used to evaluate the cumulative effects of stipends programs, the Business-to-Teaching Program, and Academies for Future Teachers.

A mixture of empirical measures and qualitative measures will be used to analyze collected data in formative and summative models designed to assess progress toward the planned outcomes. The results will not only satisfy reporting requirements, but they will also add to the literature on best practice in teacher preparation and development. Furthermore school performance measurements subsequent to the modifications in teacher development may indicate links between these good practices and student improvement. The wealth of evaluation data will be examined statistically in order to identify factors associated with student improvement. As a product of such analysis, the proposed model of increasing teacher quality may generalize to other states for the purpose of improving student achievement.

NETWORK OPPORTUNITIES

Both the development and implementation of Georgia's plan to achieve its vision are framed within a P-16 context. The core mission of P-16 is improved student achievement. This mission drives work in both teacher preparation and school improvement and is intended to keep both aligned with one another. P-16 makes possible the full collaboration of all necessary stakeholders. The key elements of this plan are based upon needs identified through *The Status of Teaching in Georgia*.

Work at the state and local levels is connected through the P-16 Network of local/regional partnerships. As regional P-16 councils make progress toward strengthening teacher quality, lessons learned are shared with other P-16 coun-

cils through the Network. Three regional P-16 councils are currently participating in the Standards-Based Teacher Education Project (STEP), a partnership with the Council for Basic Education and the American Association of Colleges for Teacher Education. The three STEP sites are aligning the content knowledge for new teachers with the national K-12 academic standards and Georgia's curricular standards in each subject field. This work will now be extended to other regional P-16 councils as a part of this plan.

Georgia is part of two key networks with other states: *The National Commission on Teaching and America's Future* and the National Association of System Heads (NASH) K-16 State Network. The NASH Network brings together state school superintendents and university chancellors to confer on directions. State teams meet periodically to share lessons learned, and to receive feedback from "critical friends" engaged in similar work. Georgia will serve as a good model to share with other states and as an eager recipient of good ideas underway elsewhere.

*The core
mission of
Georgia's P-16 Initiative
is
improved
student achievement*

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Appendix A
PRAXIS II
Phase-In Plan for Raising Cut Scores, 1997-2002

Cut Scores at Each Phase for Each Test

CERTIFICATION FIELD	REQUIRED TESTS	TEST CODE	PASSING SCORE PHASE I 7/1/97- 7/1/2000	PASSING SCORE PHASE II 7/1/2000- 7/1/2002	PASSING SCORE PHASE III 7/1/2002
Art Education	Art Making 1-Hour Constructed-Response	20131	150	156	165
Biology	Biology: Content Essays 1-Hour Constructed-Response	30233	143	150	157
Business Education	Business Education 2-Hour Multiple-Choice	10100	590	610	610
Chemistry	Chemistry: Content Essays 1-Hour Constructed-Response	30242	140	150	160
Earth/Space Science	General Science: Content Essays 1-Hour Constructed-Response	30433	120	130	140
Economics	Social Studies: Interpretation of Materials 1-Hour Constructed-Response	20083	156	162	167
Educational Leadership	Educational Leadership: Administration and Supervision 2-Hour Multiple Choice	10410	590	620	620
English	English Language, Literature, and Composition: Content Knowledge 2-Hour Multiple-Choice & English Language, Literature, and Composition: Essays 2-Hour Constructed-Response	10041	163	168	168
		20042	135	150	- 155
French	French: Productive Language Skills (Contains Speaking Section) 1-Hour Constructed-Response	20171	155	162	169
Geography	Social Studies: Interpretation of Materials 1-Hour Constructed-Response	20083	156	162	167
German	German: Productive Language Skills (Contains Speaking Section) 1-Hour Constructed Response	30182	166	174	182
History	Social Studies: Interpretation of Materials 1-Hour Constructed-Response	20083	156	162	167
Mathematics	Mathematics: Content Knowledge (Graphing Calculator Required) 2-Hour Multiple-Choice & Mathematics: Proofs, Models, and Problems, Part I 1-Hour Constructed-Response	10061	124	136	136
		20063	139	150	- 159

CERTIFICATION FIELD	REQUIRED TESTS	TEST CODE	PASSING SCORE PHASE I 7/1/97- 7/1/2000	PASSING SCORE PHASE II 7/1/2000- 7/1/2002	PASSING SCORE PHASE III 7/1/2002
Music	Music: Concepts and Processes 1-Hour Constructed-Response	30111	145	150	160
Physics	Physical Science: Content Knowledge 2-Hour Multiple-Choice	20481	141	154	164
	Physics: Content Knowledge 2-Hour Multiple Choice	-----	-----	-----	-----
	&	10261	150	159	167
	Physics: Content Essays 1-Hour Constructed-Response	30262	140	150	150
Political Science	Social Studies: Interpretation of Materials 1-Hour Constructed-Response	20083	156	162	167
School Counseling	School Guidance and Counseling (Contains Listening Section) 2-Hour Multiple-Choice	20420	590	620	620
Science	General Science: Content Essays 1-Hour Constructed-Response	30433	120	130	140
Social Studies	Social Studies: Interpretation of Materials 1-Hour Constructed-Response	20083	156	162	167

Tests for which there are currently no planned changes in pass standard:

Agriculture Education
 Art: Content Knowledge
 Behavior Disorders: Special Education: Knowledge Based Core Principles; Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances
 Biology: Content Knowledge
 Chemistry: Content Knowledge
 Early Childhood Education: Elementary Education: Curriculum, Instruction, and Assessment (K-5)
 Elementary Education: Content Area Exercises
 Social Studies: Content Knowledge
 French: Content Knowledge
 General Science: Content Knowledge
 German: Content Knowledge
 Health Education: Health Education
 Health and Physical Education: Health and Physical Education: Content Knowledge; Physical Education: Movement Forms-Analysis and Design
 Hearing Impaired: Education of the Deaf and Hard of Hearing Students
 Home Economics Education
 Interrelated Special Education: Knowledge-Based Core Principles; Special Education: Application of Core Principles Across Categories of Disability
 Latin
 Learning Disabilities: Special Education: Knowledge-Based Core Principles; Special Education: Teaching Students with Learning Disabilities
 Marketing Education: Marketing Education
 Media Specialist: Library Media Specialists Mental Retardation: Special Education: Knowledge-Based Core Principles; Special Education: Teaching Students with Mental Retardation
 Middle Grades: Principles of Learning and Teaching: Grades 5-9; Middle School: Content Knowledge
 Music: Content Knowledge
 Reading Specialist: Reading Specialist
 Social Studies: Content Knowledge
 School Psychology: School Psychologist
 Spanish: Spanish: Content Knowledge; Spanish: Productive Language Skills
 Speech: Speech Communication
 Speech and Language Pathology: Speech and Language Pathology
 Technology Education: Technology Education

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Appendix C

Plan for Evaluating Progress Toward Objectives

Priority #1. Plans to Reduce Shortage and Turnover of Qualified Teachers				
Objective #1: Balancing Teacher Supply and Demand				
Purpose	Method/Measure	Data Source	Data Points/ Formative Evaluation	Summative Goal
To document establishment of Georgia Teaching Force Center	Document analysis	Legislative record	1999	Legislation in place
To document provision of stipends to teachers in shortage areas	Document/budget analysis	DOE and OSR budget reports	Annual	Stipends provided to teachers
To document implementation of Business-to-Teaching programs	Number of programs in USG institutions Number of students enrolled and number certified	USG student database (SIRS) P-16 multi-agency database and PSC database	Annual	Five Business-to-Teaching programs in place Ten teachers/year/program
To document implementation of Academies for Future Teachers	Number of students enrolled in Academies Number of students in teacher prep programs and number certified	P-16 multi-agency database (DOE, USG and PSC data)	Annual	Academy students in all teacher prep programs
Outcomes – supply and demand gap reduced	Number of teachers prepared by subject Number of teachers needed by subject field	PSC database Surveys of school principals	Annual	No gap in supply and demand
Objective #2. Decrease teacher attrition				
To document the implementation of the Collaborative Mentoring Program	Number of teachers mentored	Survey of principals, new teachers USG teacher prep institution reports on implementation of the 1998 Policy	Annual	Routine procedures in place to assure that program will continue
To document implementation of USG Policy for educational leadership programs	Number of programs revised to meet USG policy	USG teacher prep institution reports on implementation of the USG policy	Annual	All Educational Leadership programs in compliance
Outcome – Teacher attrition reduced	Percent of teachers leaving within the first three years	Personnel file from DOE (CPI) Survey of schools (to determine reasons for leaving)	2002, 2004, 2006	Teacher attrition reduced by 60%

Objective 3. End out-of-field teaching				
Purpose	Method/Measure	Data Source	Data Points/ Formative Evaluation	Summative Goal
To document new policies regarding out-of-field teaching	Document analysis	PSC Policy manual OSR Policy manual	1999	Revised policies adopted
To document forums on new strategies	Document analysis Surveys	GPEE reports Surveys of teachers, principals, etc	1999-2000	Formal report and recommendations to grant management team and Governor
To document implementation of recommendations	To be determined based on recommendations			
To document implementation of professional development plan for teachers	Number of teachers enrolled by subject area Document analysis	Personnel files & School Improvement Plans from DOE (CPI) Transcript records from PSC	Annual	Professional development for all out-of-field teachers
Outcome - Middle grade teaching limited to areas of concentration	Number of teachers teaching without concentration in subject	Transcript records from PSC School surveys	2001, 2004, 2006	Out-of-field (concentration) teaching reduced by 100%
Outcome – To end out-of-field teaching	Number of teachers teaching without 15 hours collegiate study in subject	Transcript records from PSC School surveys	2001, 2004, 2006	Out-of-field teaching reduced by 100%
Priority #2. Reform of State Certification Requirements				
Objective #4: Changing Certification Requirements				
To document the development and implementation of new standards for teachers	Document analysis Number of teachers receiving certification under new standards	Policy Manual for PSC Certification records (PSC and DOE)	1999 (policy) Annual (implementation)	Policy in place All new teachers meet standards
To document performance-based system in place for accreditation	Document analysis Number of USG institutions PSC accredited	Accreditation documents for institutions	2003	System in place All USG systems meet new standards
To document concentrations listed on middle school certificate	Analysis of certificates	Middle grade certificates (PSC)	1999	Certificates list concentrations for all new middle grades teachers
To document that teachers certification is based in part on measures of student achievement	Document analysis Number of USG institutions PSC accredited	Accreditation reports for institutions	2003	System in place All USG systems meet new standards

Priority #3 Accountability for the preparation of teachers by higher education & the schools				
Objective #5: Raise admissions requirements for teacher preparation				
Purpose	Method/Measure	Data Source	Data Points/ Formative Evaluation	Summative Goal
Outcome – to increase cut scores on Praxis I	Minimum pass scores required Percent passing Praxis I	PSC manuals PSC database	2000 annual	Increase minimum Praxis I without decrease in percent passing Praxis I
Outcome – to increase entry requirements for USG teacher prep programs	Average GPA in core curriculum	USG student database (SIRS)	annual	All teacher prep students meeting or exceeding average institution or System GPA
Objective #6: Strengthen content knowledge of new teachers				
To document the implementation of strategies to close the majority/minority gap on Praxis exams	Document analysis Surveys	PSC records Surveys of USG and private institutions	2000	Strategies in place to reduce gap
Outcome – to increase cut scores on Praxis II	Minimum pass scores required Percent passing Praxis II	PSC manuals PSC database	2000 annual	Increase minimum Praxis II score without decrease in percent passing Praxis II
Outcome – to increase Praxis II scores	Percent passing Praxis II	P-16 multi-agency database (USG and PSC)	2001, 2004, 2006	Pass rate increased by 15%
Outcome – to reduce the majority/minority gap on Praxis II	Percent majority passing – percent minority passing = gap	P-16 multi-agency database	2001, 2004, 2006	Decrease gap by 50%
Objective #7: Focus on professional development				
To document targeted assistance to low performing schools	Document analysis Surveys	DOE, OSR databases School report cards	Annual	To reduce the number of low performing schools
Outcome – to increase school readiness in Pre-K	School readiness assessments	OSR databases	Annual	To increase percent of students ready for Kindergarten
Outcome – to increase student achievement in low performing schools	Standardized tests (ITBS, NAEP, SAT, etc.)	DOE databases School report cards	Annual	To increase the percent of students above the median in low performing schools
Outcome – professional development tied to School Improvement Plan	Document analysis Survey	Pre-K and K-12 School Improvement Plans Survey of teachers and principals	Annual	All professional development tied to School Improvement Plans

Objective #8: Increase Accountability				
Purpose	Method/Measure	Data Source	Data Points/ Formative Evaluation	Summative Goal
To document the implementation of State Report Card on Georgia's Teaching Force	Document analysis	Georgia Teaching Force Center P-16 multi-agency database	2002	State Report card on the web
To document the implementation of a Report Card for Teacher Preparation	Document analysis Number of low performing teacher prep institutions	PSC database	2002, Annual after 2002	Report card published No low performing teacher prep institutions
To document the implementation of the USG guarantee for new teachers	Document analysis Number of take backs	USG database	2002	No take-backs
Outcome – qualified teacher in every classroom	Document analysis Number of teachers receiving certification under new standards	Policy Manual for PSC Certification record (PSC and DOE)	2001, 2003, 2006	Qualified teacher in 100% of Georgia classrooms
Outcome – reduce number of low performing P-12 schools	Number of low performing schools	School report cards	2001,2003, 2006	Reduce number of low performing schools by 70%
Outcome – student achievement increased	Standardized test scores	DOE database	2001, 2003, 2006	To increase the percent of students above the median
Outcome – reduced majority minority gap in student achievement	Majority student achievement – minority achievement = gap	DOE database	2001, 2003, 2006	Achievement gap closed by 50%
Decreased social promotion with no increase in dropout rate	Percent of student socially promoted by grade	DOE database	2003, 2006	Social promotion decreased by 50%