



# Educator Preparation Newsletter

Georgia Professional Standards Commission – December 8, 2016

## Addressing Teacher Shortages

As is the case nationally, teacher shortages pose significant problems for schools in several regions of our state. In many ways, Georgia produces enough teachers to fill the needs of all the school districts in the state; however, many systems have difficulty recruiting quality teachers for schools located in high poverty, inner-city or rural areas where the need is greatest.

Many of the P-20 Collaboratives have worked to address recruitment needs. One “Grow Your Own” idea under consideration in high-need areas is that school districts identify high-schoolers who would make terrific teachers and offer to pay their assessment costs, with an understanding that those individuals would return to their home district to teach.

Additionally, at the state level, a number of groups are working to address this issue:

- The Network for Transforming Educator Preparation (NTEP) is working to develop a Superintendents’ and Deans’ Council, with recruitment as a focus.
- Georgia Educator Preparation Providers (GEPP) emphasized recruitment at both the spring and fall 2016 meetings.

[\(read more\)](#)

## Adding the Field of ECE: DOs and DON'Ts

As you know, certified educators can no longer add the field of Early Childhood Education (ECE) by passing the ECE GACE Content Assessment. However, three options exist for teachers certified in other fields to add ECE:

- **Certification-only** (non-degree) program options are ideal for those already holding advanced degrees. Two routes are available: the college/university route, or the new GaTAPP route (see [Rule 505-3-.05](#)).
- The field may be added through **completion of an M.A.T.** program in ECE; this option may be ideal for those who do not yet hold an advanced degree.

M.Ed. programs in ECE are in most cases not a viable path. In the majority of cases, M.Ed. programs are not designed to lead to certification (i.e. they do not include the required field and clinical experiences) and are not approved by the GaPSC as such. EPP representatives are advised to examine closely the certification of those who are enrolled in their M.Ed. Early Childhood Education degree programs to ensure they hold ECE certification.

[\(read more\)](#)



## Calendar

*December 26-27,*

*January 2*

PSC offices closed. Happy holidays!

*January 9*

The new PAAR opens to EPP users.

*January 11, 9:30-11 a.m.*

PAAR user webinar.

*January 24, 1-2:30 p.m.*

PAAR user webinar (repeated).

*April 17*

Refresher Training for former BOE members and trained Site Visitors, Atlanta, location TBD.

*April 18*

Technical Assistance Workshop, Atlanta, location TBD.

## EPP Contacts in CMS?

GaPSC’s web-based Contact Management System (CMS) will be our sole source of information for sending policy updates, meeting invites, registrations, and more. EPPs should enter all contacts now at [www.gapsc.org](http://www.gapsc.org)!

## New Leadership

In July 2016, Penney McRoy and Kelli Young were named Division Directors of Educator Preparation and Certification, respectively. Kelli has over 20 years of experience at GaPSC and Penney is in her 14<sup>th</sup> year with the agency.

## P-20 Regional Collaboratives Receive Awards

In late fall of 2015, Georgia's nine [P-20 Collaboratives](#) were invited to apply for a Limited Continuation Award (LCA) of \$9,000. The P-20 Collaborative partners were to come together and determine what they could do as a unified group to enhance both the clinical practice experience of candidates and the training of mentor teachers in the region. All nine regional collaboratives applied for and received the award. Although each region focused on its own identified needs, those needs centered around two primary concepts: co-teaching during clinical practice and preparing and retaining mentor teachers who work with pre-service teachers.

The P-20 Collaboratives used the LCA funds in a variety of ways:

- Six regions addressed *mentor teacher training* by offering mentor teacher academies or summits (one-day seminars that highlighted relevant topics related to mentoring) or creating online training modules for mentor teachers.
- One region offered two workshops related to *co-teaching*, and collected and made available a variety of resources describing effective *co-teaching* methods.
- Two regions offered workshops and resources to individuals in their partner districts on both *mentoring and co-teaching*.

Although the funding period has ended, several collaboratives plan to continue this work and we look forward to sharing what we are sure will be several success stories in upcoming issues of this newsletter.

### Hats off to...

**Share your success stories** and/or innovative teacher and leader preparation practices with us and we will feature them here in upcoming issues.

This newsletter will be published twice yearly.



E-mail your success stories to [penney.mcroy@gapsc.com](mailto:penney.mcroy@gapsc.com)



## Resources

The [Guidance Document](#) & Implementation Timeline for Rule 505-3-.01 is available on the GaPSC Resources page.

Learn more about what [CEEDAR](#) is and what it means for educator preparation.

[Presentations and documents](#) for concurrent sessions at the December 6<sup>th</sup> Certification and Program Officials Conference are available on our website for those that were unable to attend.

Valuable insights about teacher supply and demand from a national perspective may be found in [A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.](#), a report published in September 2016 by the Learning Policy Institute.

And finally, Educator Preparation staff members are engaged in Professional Learning Communities. One of our recent references you may find enjoyable is Jim Knight's 2016 book [Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected](#). Check it out at [Sage Publishing](#), where you will also find student resources and a reflection guide.



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## Teacher Shortages ([continued from p.1](#))

During the GEPP meetings, participants discussed potential solutions in three major areas:

- High school juniors and seniors who are involved in “Teaching as a Profession” pathway programs – how to steer them toward entering the field of education;
- College freshmen and sophomores – how to connect them with education programs; and
- Candidates enrolled in teacher preparation programs – how to provide enough field experiences to keep them connected after they graduate and promote their retention in the profession.

Interestingly, teaching is not on the Governor's [list](#) of jobs that need attention, possibly because need is concentrated in specific regions, often due to poverty. Many times, industries choose to locate in areas based on the quality of school systems, but school systems in areas with no industry are likely to be impoverished and struggle, creating a cycle. For this reason, GEPP, P-20 Collaboratives, and other groups are examining poverty as a concern, as well.

## Adding the ECE Field: DOs and DON'Ts ([continued from p.1](#))

If candidates do not hold a certificate in the field of ECE, they will be required to complete a certification-only program to add the field prior to receiving an upgrade. Please contact the program approval specialist assigned to your EPP if you have questions. Be sure to direct prospective candidates to the GaPSC [Certification Upgrade Advisor](#) where they can log in and gain accurate and up-to-date information on programs through which they can earn a certificate upgrade.