

Regents' Principles and Reporting

Determining the concept and process for reporting on educational units in the USG

USG Education Deans' Retreat
Lake Blackshear, GA
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Purpose and Context

- Purpose
 - Conceptualize a reporting structure that makes sense and efficiently utilizes existing data collection processes.
- Context
 - Two years of modified reporting.
 - EPIR need to be accountable AND to tell our stories.

Overarching Questions

- Are USG education units continuing to address and meet the Regents' Principles?
- What are education units doing to meet the goals of 20,000 by 2020?
- How well are education units meeting their stated annual goals?
- How much and how well do education units develop programs and collaborate to meet the needs of K-12 schools?

Principle #1

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

Evidence for Principle #1

- Existing Documents
 - Accreditation Status and next visit
 - NCATE Annual Report or Annual Unit report on assessment activities
 - Pass rates
- New Documents
 - Assurances (see examples)

Principle #2

- *Principle #2: The university that submitted the recommendation for teacher certification will stand by the quality of its graduates and maintain its obligation to nurture the continuing development of teachers. The University System will “take back” any teacher within the first two years after graduation from a System institution when the teacher is teaching in-field and a school district in Georgia determines the teacher’s performance is less than effective in helping students make satisfactory progress. If taken back, a teacher will receive additional preparation at no cost to the teacher or to the school district.*

Discussion about Principle #2

- What do you currently do to actualize the guarantee?
- How could the system office support you in actualizing the guarantee?

Principle #3

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

Evidence for Principle #3

- Existing Documents
 - Title II: Annual Goals reporting
 - Completer report (production, yield, retention, surveys)
- New Documents
 - Diversity Annual Goal

Principle #4

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

Evidence for Principle #4

Program and Partnership Report (*draft*)

Please indicate below significant programs or partnerships with local schools, districts, or community entities in which you are engaged that are focused on meeting a specific need(s) for K-12 Schools. The partnership may be formal or informal; however, the purpose of this report is to provide a picture of the manner in which you institution partners with local entities to meet specific, defined educational needs. Please include any partnerships related to implementation of K-Credit for Educational Pathways courses.

Education Programs or Partnership Name	Program or Partnership Description	Description of K-12 School Needs program or partnership is attempting to meet	Written agreement (Yes, No, MOU)

Principle #5

- *Principle #5: Within the University System of Georgia, the Master of Arts in Teaching (MAT) Degree will be a program that leads to initial teacher certification (Because program completion results in a master's degree, certification will be awarded by the PSC at level 5*

Evidence for Principle #5

- New Documents
 - Assurances for consistency of degree programs

Principle #6

- *Principle #6: Graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and on deepening their understanding of teaching and learning. (Following degree completion, PSC will award certification at level 5).*

Discussion for Principle #6

- What evidence do you collect in-program on students at the graduate level?
- What evidence do you report to NCATE about candidate quality at the graduate level?

Principle #7

- *Principle # 7: University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved efforts in teacher preparation and school improvement through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.*

Discussion on Principle #7

- What do you currently do to actualize the Work in Schools Policy?
- How could the system office support you in actualizing the Work in Schools Policy?

Principle #8

- ***Principle # 8: The University System will continually assess the impact of the Principles and Actions for the Preparation of Teachers for the Schools to determine whether successful implementation contributes significantly to desired changes in preparation programs, to school improvement, and to increased student learning and achievement in Georgia.***

Discussion for Principle #8

- While it is critical to develop a longitudinal data system and to develop a common definition for student achievement, the proposed framework would allow for the provision and analysis of evidence from institutions to evaluate their work and impact using the Principles as a benchmark.

Use of Evidence across Principles

- System Level Reporting
 - Where possible, provide aggregate picture of candidate performance (e.g., pass rates, key assessments, etc.)?
 - Provide qualitative analysis of the extent to which education units are maintaining assessment and evaluation processes to ensure NCATE standards are being met.
- Institutional level feedback
 - Provide feedback, if needed, on information contained in evidence provided and note areas for potential continued development, scaling, funding, etc.

Next Steps

- Use feedback from this meeting to develop report guidance.
- Work with staff on your campuses to work out report details, as needed (e.g., consistency of annual report information).
- Complete data collection and reporting calendar (see draft).