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# EDUCATOR PREPARATION

2001 Refinements to

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

# Current Policy

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April 1998

- Following a year of study, the Board approved a set of 10 Principles

July 1998

- Board approved Actions for implementation of the Principles

# Since 1998

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- Lessons learned—campus level
- Governor's Education Reform Study Commission—2000
  - » Praised efforts to strengthen teacher preparation
  - » Recommended consideration of further refinements—teacher preparation
  - » Recommended consideration of more extensive policy—preparation of educational leaders

# Today

## Refinements to 1998 Policy

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### Four Sections:

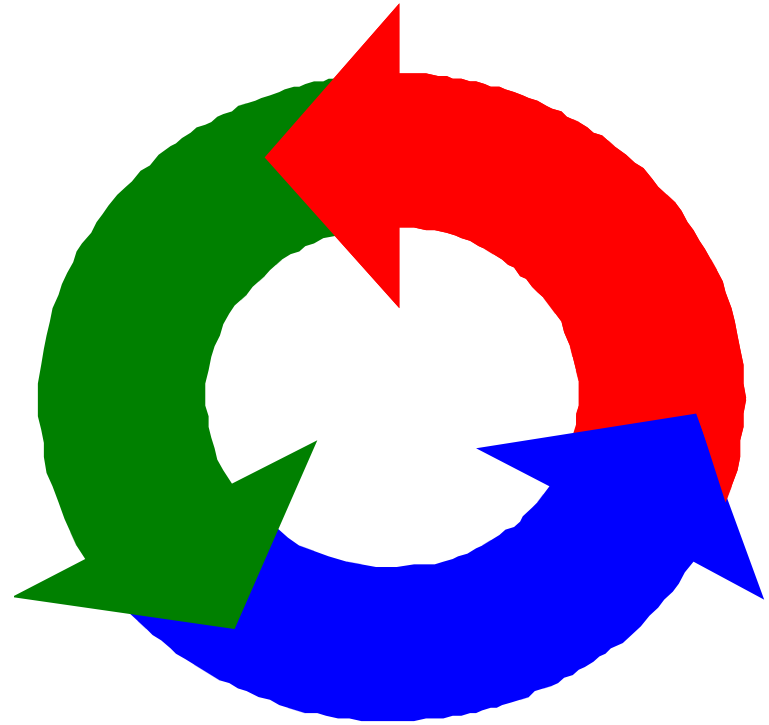
- Both teachers and leaders
- Teachers
- Leaders
- Evaluation

# Principles for the Preparation of Teachers and Leaders

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Three Categories:

1. Quality Assurance
2. Collaboration
3. Responsiveness



# Teachers and Leaders: Quality Assurance

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1. The University System will ensure the success of teacher and leader candidates on certification examinations for all demographic groups. **New**

Actions: **New**

- » Ensure accurate reporting of pass rates
- » Call for institutional annual targets and reports
- » Require (by 2006) all institutions to have 80% pass rate for all reportable demographic groups with no decline in number of minorities prepared
- » Provide assistance to institutions that request it

# Teachers: Quality Assurance

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5. The University System will guarantee the quality of any teacher it prepares.

# Teachers: Quality Assurance

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## Before Recommendation for Certification:

- » Meet all requirements of 1998 policy
- » Sufficient subject matter knowledge in all areas on teaching certificate:
  - Middle school—two academic concentrations + reading-**Reading New**
  - High school—BA or BS with major in academic field (will add 9 additional hours to current programs)-**BA/BS New**
- » Pre-professional components of national board-**New**
- » Able to hold standards constant and vary time-**New**
- » Able to customize instruction-**New**
- » Able to meet PSC Technology Standards-**New**
- » Diagnostic use of data on student learning-**New**



# Teachers: Quality Assurance

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7. Graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and on deepening their understanding of teaching and learning. These programs will also adhere to the general principles of the National Board for Professional Teaching Standards. Portion in red new

## Actions:

- » Continue all actions from 1998 policy
- » Call for arts & sciences/education collaborative master's degrees for current certified teachers-New

# Teachers: Collaboration

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9. University System institutions that prepare teachers will collaborate with schools to work on five goals:

## Replacement

- » To increase P-12 student achievement and high levels of learning.
- » To mentor beginning teachers.
- » To provide field placements for teacher candidates to demonstrate the outcomes of the guarantee.
- » To collaborate in the preparation and development of teachers.
- » To increase the amount of school-based research on improvement of schools and on teacher preparation and development programs.

## Actions:

- » Work on 5 goals through partner school or other approved model—goal 1 top priority-**Priority new**

# Teachers: Responsiveness

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10. The University System will encourage the institutions to develop new and innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools. **Replacement**

Actions: **Replacement**

- » Seek full funding for "Business-to-Teaching" Program
- » Expand number of dual certification programs in special education and early childhood education
- » Seek funding for additional special education faculty

# Leaders: Quality Assurance

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12. The University System will guarantee the quality of any educational leader it prepares. **Replacement**

# Leaders: Quality Assurance

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## Before Recommendation for Certification:

- » Continue all actions from 1998 policy
- » Belief that all children can learn- **New**
- » Able to articulate clear vision & mobilize all parties toward achieving it- **New**
- » Able to use continuous quality improvement techniques to raise the bar in student expectations- **New**
- » Able to organize structure & time to increase learning time, to customize instruction- **New**
- » Able to meet PSC Technology Standards- **New**
- » Able to focus all resources toward improved learning- **New**
- » Demonstrate success in school improvement after two years of practice- **New**

# Leaders: Collaboration

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14. University System institutions that prepare educational leaders will collaborate with schools to work on seven goals:

## New

- » To increase P-12 student achievement and high levels of learning.
- » To mentor beginning educational leaders.
- » To “tap” potential aspiring leaders for program admission.
- » To provide field placements for leader candidates.
- » To collaborate in the preparation and development of leaders.
- » To encourage practitioner research through training.
- » To increase the amount of school-based research on improvement of schools and on leader preparation and development programs.

## Actions: New

- » Work on 7 goals through partner school or other approved model—goal 1 top priority

# Leaders: Responsiveness

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16. The University System will increase its responsiveness to the needs of the public schools in the in the preparation and development of educational leaders. **New**

Actions: **New**

- » Collaborate with partners in development of Institute for the Preparation and Development of Educational Leaders-USG and Georgia Partnership co-leads
  - Professional development (non-degree)-phase 1
  - Preparation of aspiring leaders (degree)-phase 2
  - Mentoring of beginners (non-degree)-phase 3
  - Customized learning plans—program based on pre-assessment; use of modules
  - Headquartered at one university + satellites
  - Statewide faculty from universities, schools, private sector
- » Seek state and private funding to support Institute

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