

Georgia Gwinnett College

Standard Five Evidence Set 8

GaPSC 5.4 Impact Data

Alignment to State Standard: This packet, entitled *Impact Data*, presents evidence for:

GAPSC 5.4 - Use of Program Impact Data: Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted up in decision-making related to programs, resource allocation, and future direction. Outcomes for service and leader programs include completion rate, licensure rate, the employment rate in the field of specialty preparation, and consumer information such as places of employment.

How Alignment is assured:

The Assistant Dean of Assessment and Accreditation, in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, GaPSC, InTASC, and appropriate Technology Standards. The Assistant Dean of Assessment and Accreditation coordinates and maintains alignments and adherence to multiple Georgia state laws and policy regulations. All Standards have been maintained utilizing Excel Spreadsheets and Class Climate Survey by Scantron; however, maintenance will be transferred to a suite of digital assessment tools on Watermark – VIA beginning fall 2021. The Assistant Dean of Assessment and Accreditation will maintain a standards database so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

Evidence Overview

1. All Completer Impact Data
2. Program Completer Report in Teaching
3. [GGC Supplemental Employer Survey](#)
4. Assessment Handbook
5. SOE GGC/GCPS Advisory Board Meeting Notes
6. Continuous Improvement

Each of the artifacts above are collected, monitored, analyzed, and reported out for all stakeholders, including partners and the Advisory Board.

Evidence and Analysis

Measures of completer impact have been provided to Educator Preparation Providers (EPPs) by the Georgia Professional Standards Commission (GaPSC) through their Teacher Preparation Program Effectiveness Measure (PPEM) data since 2018. The PPEM, used by GaPSC to rate Educator Preparation Programs throughout the state, is based on various data that the GaPSC collects. These include the Teacher Assessment on Performance Standards (TAPS) data, Georgia Assessment of Certified Educators (GACE) data, edTPA scores, inductee surveys, and employer surveys. The GaPSC also provides EPPs with supplemental data in the form of student growth data and a data bank that tracks teacher placements after graduation. The PPEM data compares data for all EPPs in the State of Georgia. This data is also used to compare similar EPPs, categorization based on the type of institution (public or private) and Average Annual Completers over the past three years.

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The PPEM scoring is based on a range of 100-200 possible points, with evaluated ratings falling into one of four possible categories:

1. Level 4 is above 180 points. (Exemplary)
2. Level 3 is 160 – 179 points. (Effective)
3. Level 2 is 140 – 159 points. (At Risk of Low Performing)
4. Level 1 is below 140. (Low Performing)

The measures of completer impact discussed below are TAPS, Student Growth Percentiles, Employer and Inductee Surveys, and the Program Completer Report in Teaching, all of which are provided by the GaPSC. The **All Completer Impact Data** document shows that for 2019, our TAPS level was a 3, and the EPP scored higher on average than all EEPs and Similar EPPs and at Level 3. The only standards below a Level 2 were Professional Knowledge and Differentiated Instruction, at 1.98 and 1.99, respectively. These areas work together to help teachers differentiate instruction which is an area many teachers struggle with, and the EPP continues to provide support for our teacher candidates in these areas. The 2019 Student Growth percentile data show that our teachers scored higher on average than all EPPs and similar EPPs and at a Level 3.

For 2020, the TAPS level was a three, and the EPP scored on average very similar to all EPPs and similar EPPs. The only standards below a 2 were Professional Knowledge, Differentiated Instruction, and Academically Challenging Learning Environment. The scores were 1.97, 1.99, and 1.90, respectively. Again, these areas work together to help teachers differentiate instruction which is an area many teachers struggle with, and the EPP continues to provide support for our teacher candidates in these areas. The 2020 Student Growth percentile data show that our teachers scored higher on average than all EPPs and similar EPPs and at a Level 3.

For 2021, the TAPS level was a three, and the EPP scored on average very similar to all EPPs and similar EPPs. The only standards below a 2 were Professional Knowledge, Differentiated Instruction, and Academically Challenging Environment. Many teachers continue to struggle, and the EPP supports our teacher candidates in these areas. The scores were 1.97 and 1.99, respectively. The 2021 Student Growth percentile data show that our teachers scored higher on average than all EPPs and similar EPPs and at a Level 3.

The **All Completer Impact Data** document also shows that for the 2019 Employer Survey, the EPP scored at Level 3 and scored higher on average than all EPPs and similar EPPs. For many of the questions, the EPP scored higher than all EPPs and similar EPPs. The EPP scored just below a Level 3 (2.95) on one item: Engages learners in monitoring their own progress. This is an area where teachers struggle, and the EPP will continue to focus on this in our coursework. For the 2019 Inductee Survey, the EPP scored at a Level 4 and scored higher on average than all EPPs and similar EPPs. For many of the questions, the EPP scored higher than all EPPs and similar EPPs. There were not any questions on which the EPP scored below a three.

For the 2020 Employer Survey, the EPP scored at a Level 3 and scored similarly on average to all EPPs and similar EPPs. The EPP scored just below a Level 3 (2.97, up 0.2 from 2019) on one item: Engages learners in monitoring their own progress. This is an area where teachers struggle, and the EPP will continue to focus on this in our coursework. For the 2020 Inductee Survey, the EPP scored at a Level 4 and scored higher on average than all EPPs and similar EPPs. For many of the questions, the EPP scored higher than all EPPs and similar EPPs. There were not any questions on which the EPP scored below a three.

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For the 2021 Employer Survey, the EPP scored at Level 3 and scored similarly on average than all EPPs and similar EPPs. The EPP scored just below a Level 3 (2.97) on one item: Engages learners in monitoring their own progress. This is an area where teachers struggle, and the EPP will continue to focus on this in our coursework. For the 2021 Inductee Survey, the EPP scored at Level 4 and scored higher on average than all EPPs and similar EPPs. For many of the questions, the EPP scored higher than all EPPs and similar EPPs. There were not any questions on which the EPP scored below a three.

This **GGC Supplemental Employer Survey** evidence is meant to serve as additional data to the Georgia Professional Standards Commission Survey. Because employer response rates were low on the state surveys on the two PPEM Reports, GGC disseminated a 15-item survey to employers of completers in the spring of 2021. These items were also tied to InTASC Standards. These survey results include completers from 2018-2019 and 2019-2020 who have just completed one or two years of teaching. A proposal was submitted to the GGC Internal Review Board with the consent form and list of employer questions that were to be used in the survey. All questions were pulled from the Georgia Professional Standards Commission survey on the PPEM Report.

Using the email addresses from the Georgia Professional Standards Commission website, 105 surveys were disseminated to public school employers of our completers in the state of Georgia. **There was an average of 21% return rate from those employers.** One hundred percent of the employers who responded had hired a GGC completer over the last two school years; 95% were principals, and 5% were assistant principals. Employers rated GGC EPP completers on a Likert scale (1 low – 5 high) for each of the 18 items on the survey (3 items were identifying information). These data are provided below for each item related to non-identifying information.

On the GGC Supplemental Employer Survey (2021), there was a 21% overall response rate from employers on this survey, and most employers felt positive about the preparation program at GGC. As evidenced in [Table 1](#), the areas rated the highest by the more recent employers were understanding and following professional ethics, policies, and legal codes of conduct, working collaboratively with colleagues and other professionals, delivering instruction incorporating theories of student development, and impacting student outcomes learning. The lowest areas were differentiation of at-risk candidates, candidates with disabilities, and English Language Learners and various evidence-based practices to differentiate learning in general. However, it should be noted that most employers agreed or strongly agreed that GGC teachers were prepared in those areas.

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Table 1: GGC Employer Survey (2021)

<i>The GGC preparation program effectively prepared the employees to:</i>	<i>Level 1 Strongly Disagree</i>	<i>Level 2 Somewhat Disagree</i>	<i>Level 3 Neither Agree or Disagree</i>	<i>Level 4 Somewhat Agree</i>	<i>Level 5 Strongly Agree</i>
Deliver instruction incorporating the basic theories of student development appropriate to the age and grade level taught (InTASC Standard 1)	0%	0%	0%	18%	82%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of gifted candidates (InTASC Standard 2)	0%	0%	0%	41%	59%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of candidates with disabilities (InTASC Standard 2)	0%	0%	0%	50%	50%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of English Language Learners (InTASC Standard 2)	0%	0%	5%	41%	55%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of candidates who are considered to have a higher probability of failing academically or dropping out of school (InTASC Standard 2)	0%	0%	9%	45%	45%
Implement effective classroom management strategies and procedures in all school areas (InTASC Standard 3)	0%	0%	0%	23%	77%
Develop supports for literacy development across content areas (InTASC Standard 5)	0%	0%	0%	36%	64%

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<i>The GGC preparation program effectively prepared the employees to:</i>	<i>Level 1 Strongly Disagree</i>	<i>Level 2 Somewhat Disagree</i>	<i>Level 3 Neither Agree or Disagree</i>	<i>Level 4 Somewhat Agree</i>	<i>Level 5 Strongly Agree</i>
Use formative and summative data to adjust instruction to enhance learning (InTASC Standard 6)	0%	0%	5%	32%	64%
Use a variety of evidence-based practices to differentiate and support learning (InTASC Standard 7)	0%	0%	0%	55%	45%
Align instructional goals and activities with state and district performance standards (InTASC Standard 8)	0%	0%	0%	41%	59%
Seek professional development opportunities further to develop their practice (InTASC Standard 9)	0%	0%	5%	41%	55%
Understand, uphold, and follow professional ethics, policies, and legal codes of conduct (InTASC Standard 9)	0%	0%	0%	14%	86%
Work collaboratively with colleagues and other professionals (InTASC Standard 10)	0%	0%	0%	14%	86%
Impact P-12 student learning	0%	0%	0%	18%	82%

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Open Comments from Employers:

<i>GGC did a great job overall. However, please continue focusing on differentiation and small group instruction.</i>
<i>In my opinion, GGC has some of the best-prepared student teachers in our district. However, there is still variance between candidates from the student teaching experiences. I believe those mentor teachers should be given specific guidance on the expectations of their student teachers. The guidance should be related to the ten teaching standards and allow student teachers to practice practical skills to prepare them better.</i>
<i>GGC preparation program provides teaching candidates with a solid foundation in Balanced Literacy and Numeracy workshop model. Candidates are well versed in strategies to differentiate instruction and the use of formative data to inform planning. In addition, the D2L platform closely mirrors the district's eClass D2L page providing teaching candidates with experience with digital instruction.</i>
<i>I have been very impressed with each of the GGC employees I have hired over the past three years. I find them thoroughly prepared for teaching. Kudos to GGC!</i>

The **Program Completer Report in Teaching** document shows that for 2016 graduates, 84% of Elementary Education, 100% of English, 85% of History, 100% of Math 78% of Special Education teachers were still teaching after five years. This is higher than the average in Georgia, which [states that 44% leave by year five](#).

These data show that our teacher candidates positively impact P-12 students and stay in the profession longer than the average teacher in Georgia.

Table 2: Program Completers Retained from 2016 Cohort

Provider	Number Employed in the first-year	2nd Year	3rd Year	4th Year	5th Year	6th Year
<i>Georgia Gwinnett College</i>	<i>170</i>	<i>91%</i>	<i>86%</i>	<i>82%</i>	<i>80%</i>	<i>77%</i>

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Assessment Handbook – Procedures for Data Collection, Analysis, and Use Section shows how we analyze data and share it with stakeholders.

Data from the Quality Assurance System (QAS) is disseminated, discussed, and reviewed across multiple users and information-sharing platforms. Actual processes for data analysis vary across users and purposes. After running reports and disseminating them to all, Program Chairs lead their faculties to analyze their own program data from completers and write Annual program reports for the Senior Vice President for Academic and Student Affairs and Provost office. In addition, the SOE shares the data on an annual basis with mentor teachers, candidates, and principals. The SOE Assessment Committee reviews data each year to inform the continuous improvement of the SOE programs and endorsement areas. As another example, the Office of Institutional Research routinely analyzes rates of candidate assessment completion. Furthermore, Program Chairs use the internal and external forms of data to determine which performance tasks need clarifications, rubric revisions, or assessment revisions to better address program competencies. These changes are noted in their continuous improvement plans, which are part of the wave three data analysis. Finally, once all data has been shared with all stakeholders, including the **SOE Advisory Board**, we solicit feedback and make changes to our program based on their recommendations and needs.

The **SOE GGC/GCPS Advisory Board Meeting Notes** document shows that the EPP has discussed the following data with GGC faculty and Gwinnett County administrators and teachers (stakeholders): PPEM data, specifically TAPS and Student Growth Percentiles (Impact on P-12 Student Learning and Development; Indicators of Teacher Effectiveness), and the Satisfaction of Employers. The EPP also discussed the following Key Assessment: edTPA, GACE, Candidate Assessment of Performance Standards, Candidate Dispositions performance Assessment, the Lesson Plan Rubric, and the Action Research Project Rubric.

The **Continuous Improvement** document shows where disciplines have discussed key assessment data. This document also shows where disciplines have analyzed and completed a SWOT (strengths, weaknesses, opportunities, and threats) analysis during Wave three. All of this information has been discussed, and goals have been created. They will be acted on next year (2022-2023) for decision-making related to programs, resource allocation, and the future direction of the School of Education. The middle grades program is the only program that does not have all data analyzed because it is a new program and does not yet have program completers.

Continuous Improvements

Focus Area #1:

TAPS Data

The areas where we scored close to a 2.0, but below were for 2019 and 2020 PPEM data were: Professional Knowledge and Differentiated Instruction, for the 2021 PPEM were: Professional Knowledge, Instructional Strategies, Differentiated Instruction, and an Academically Challenging Learning Environment. Professional Knowledge and Differentiated Instruction continue to be lower areas for us. Faculty continue to discuss these areas in their classes.

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The Instructional Adaptation course was revised in fall 2021 to provide more instruction and support for candidates to use differentiated instruction in their classrooms. Therefore, we hope to see this standard score increase in the future. The other areas that were not previous concerns: Instructional Strategies and Academically Challenging Learning Environment, may directly result from these candidates' hybrid and online teaching in fall 2020 and spring 2021. This teaching and learning environment made it more difficult for candidates to be as prepared with instructional strategies because the instructional environment changed quickly, and they had to adjust to online teaching. This is also the case for providing an Academically Challenging Learning Environment because the learning environment was online or hybrid, which was new to these candidates.

However, to help candidates focus on these areas, the 4600B course has added some content with total participation techniques, effective feedback, and rigor of questioning to address strategies and academically challenging environments in the classroom setting, utilizing a station rotation. These standards should improve if these changes are effective over the next data set.

Focus Area #2:

Employer Survey Data

For 2019 and 2020, PPEM data for the employer survey showed that the one area close to a score of 3 was Engages learners in monitoring their progress. In 4600B, the course has had some revisions to discuss the assessment strategies you can teach in K-12 to help learners monitor their progress. Specifically, **Chapter 10, Students Tracking and Reflecting on Their Own Learning**, discusses the strategies such as growth portfolios, self-reflection, goal-setting, and tracking evidence. These strategies support the candidates in understanding and modeling how you can engage learners in monitoring their own progress. Also, in many of the GGC courses, especially in first-year clinical, candidates evaluate themselves using the CAPS and CDPA instruments to set goals. This practice models what monitoring their own progress looks like as well.

Additionally, when looking at the **GGC Employer Survey**, it's evident that differentiation and use of formative and summative data to adjust instruction to enhance learning (InTASC Standard 6) need to be reviewed for further analysis. This also aligns with our edTPA area of focus. As an EPP, we need to look at the areas where we can provide more practice using data to guide instruction and continue to shift content based on candidates' needs.

Focus Area #3:

edTPA Data

For the 2019 PPEM data, our faculty recommended that courses focus on rubrics 8, 10, 13, and 14 for all programs and rubric 18 for Elementary Education. They planned to look at the prompts from candidates who scored a five and use ATLAS videos and commentaries in class to support candidates on these rubrics. For the 2020 PPEM data, our faculty have recommended that courses focus on rubrics 10 and 14 for all programs and on rubric 18 for Elementary Education. Faculty looked at the prompts from candidates who scored a 4 or 5 and used ATLAS videos and commentaries in class to support candidates on these rubrics, in addition to sharing student exemplars.

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Overall, rubrics 10 and 14 are lower areas and align with academic language; the candidates struggle to understand syntax and discourse. This is addressed in the READ courses, where they learn the five components of reading and discuss the different language modes in ELAN 3000. Over the last three years, the instructor teaching the 4600A course in ELED added some Mathematical Strategies to align with rubric 18, using evidence to reflect on teaching. This rubric evaluates whether the candidate can use specific evidence from work samples to re-engage candidates effectively concerning mathematical understandings. In 4600A Adaptations in Elementary Education, the candidates discussed those mathematical understandings and practiced adapting instruction based on student work samples.

Focus Area #4:

Documentation Collection

GGC School of Education has had many transitions over the last three years, and there have been multiple systems for collecting and organizing data documentation. Over the last year, we have worked to secure a systematic way to collect, monitor, organize, and document the changes and shifts in the SOE for program improvement. This part of the QAS system still needs some critical attention. For example, we need a template for Discipline Meeting Minutes and documenting programmatic changes. The Assistant Dean of Assessment and Accreditation provides a calendar with a checklist to help support faculty and department chairs in this endeavor. The Assessment Agenda can be found on page 119, **Appendix 22**, in the Assessment Handbook. This will be an area of Focus for Fall 2022, and VIA will also help collect and document this process.

Focus Area #5:

Share Data with Stakeholders

The School of Education needs to plan more opportunities for stakeholder involvement concerning feedback on data analysis, program changes based on community and context needs; furthermore, we need to utilize subject-matter experts from our partners when developing and revising instruments for data collection purposes.

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R4.1 Completer Effectiveness

Alignment to National Standards: This packet, entitled *Completer Effectiveness*, presents evidence for:

Ga PSC 4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. **Multiple measures** shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state supported P-12 impact measures, and any other measures employed by the provider.

Ga PSC 4.1 Indicators of Teaching Effectiveness: The provider demonstrates, through **structured validated observation instruments** and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve

CAEP Standard 4 – The provider demonstrates the effectiveness of its completers’ instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness

The provider demonstrates that program completers: A. effectively contribute to P-12 student-learning growth AND B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. In addition, the provider includes a **rationale for the evidence provided**.

How is alignment assured: The Assistant Dean of Assessment & Accreditation, in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, State, InTASC, and appropriate Technology Standards. The Assistant Dean coordinates and maintains alignments and adherence to multiple Georgia state laws and policy regulations. All Standards have been maintained utilizing Excel Spreadsheets, Qualtrics, and Class Climate Survey by Scantron; however, maintenance was transferred to a suite of digital assessment tools on Watermark – VIA in fall 2021. The Assistant Dean of Assessment and Accreditation will maintain a standards database so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

Evidence Overview

Description of Evidence: The evidence section below presents data from **Completer Effectiveness** reported by the Georgia State Department/Georgia Professional Standards Commission to document the **P-12 Student Learning Growth** and **Application of Knowledge, Skills, and Dispositions**. These data determine if first-year teachers from GGC positively impact P-12 student achievement and determine if the knowledge, skills, and dispositions of first-year teachers from GGC are rated highly by school administrators on the Georgia Teacher Assessment on Performance Standards (TAPS), the state teacher observation tool.

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R4.1 Completer Effectiveness

Annually, beginning in 2018–2019, the Georgia Professional Standards Commission released the Preparation Program Effectiveness Measure (PPEM) Report as part of annually assessing educator preparation program effectiveness. This report holds EPPs accountable to high standards, applies a consistent set of state-determined effectiveness measures across all teacher programs, improves the effectiveness of such programs, informs the citizenry of preparation quality, and improves teaching and learning in P-12 schools.

For more information about the PPEM Reports, see

https://www.gapsc.com/EducatorPreparation/PPEM/Documents/PPEM%20one-pager_FINAL.pdf.

P-12 Student Learning Growth

Student growth percentiles provided as evidence for this standard describe the amount of growth a P-12 student (or a group of students) demonstrate on student, school, district, and state performance on the Georgia Milestones Assessment System (grades 4-12 reading/English language arts, math, science, and social studies) relative to *academically-similar students from across the state*. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. For more information, please refer to: <https://www.gadoe.org/curriculum-instruction-and-assessment/assessment/pages/georgia-student-growth-model.aspx>.

The Georgia Professional Standards Commission collects the Student Growth Percentiles data from the Georgia State Department, groups the data by matching these percentiles to completers of the EPPs in the state, designates a level rating (I low – IV high) to each EPP and program within each EPP, and reports those ratings annually in the PPEM Report, which is a compilation of data gathered in three-year intervals. Level ratings are designated below.

MeanGP* Growth Levels	Bins
Level I	MeanGP <30
Level II	MeanGP ≥ 30 and ≤ 40
Level III	MeanGP >40 and ≤ 65
Level IV	MeanGP > 65

*Denotes Mean Growth Percentile

Growth percentile level ratings are **value-added** because the scores reported are matched to individual teachers who have graduated from GGC, disaggregated by program, and who have just completed their first year of experience in Georgia public schools and then compiled into a single report of the last three years of data.

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Application of Knowledge, Skills, and Dispositions

The Teacher Assessment on Performance Standards (TAPS), the evidence for this standard component, is one of three components of the Georgia Teacher Keys Effectiveness System (TKES) designed for building teacher effectiveness and ensuring consistency and comparability throughout the state. For more information about TKES and TAPS, please see:

https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20TKES%20Documents/TAPS_Reference_Sheet%206-5-14.pdf

School administrators on their teachers supply the TAPS data, thereby providing a qualitative, rubrics-based evaluation method by which teacher performance is evaluated related to ten quality performance standards scored from 0 – 3 (sum score can range from 0 – 30).

The Georgia Professional Standards Commission collects the data from TAPS across the state for all first-year teachers, groups the data by matching these scores to completers of the EPPs in the state, and disaggregates these mean scores by program, totals score averages for each EPP and program within each EPP, assigns a rating to score ranges and reports those score averages and ratings annually in the PPEM Report, which is a compilation of data gathered in three-year intervals. Ratings of Level I – IV are designated below.

Final Ratings	TAPS Summative Cut
Level I	0-6
Level II	7-16
Level III	17-26
Level IV	27-30

P-12 Student Learning Growth

CHART 1: GGC 2020 SCHOOL OF EDUCATION STUDENT GROWTH PERCENTILES

The GGC 2020 PPEM Report covered GGC graduates from 2015–2018 who had just finished one year of teaching experience.

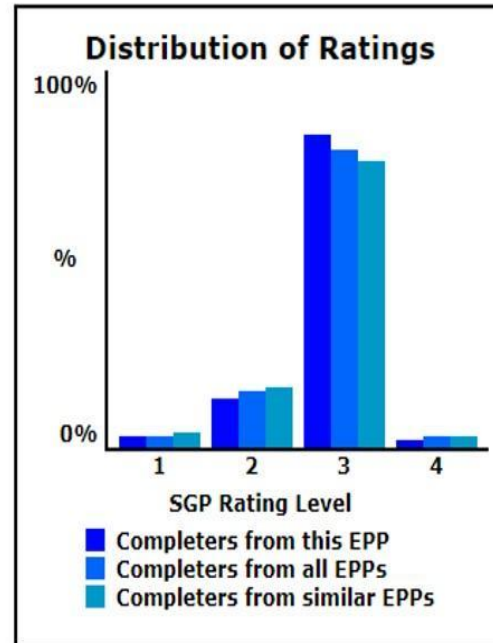
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Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **119** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	3%	3%	4%
2	13%	15%	16%
3	83%	79%	76%
4	2%	3%	3%

[More information about the SGP](#)



Last Modified 7/23/2020

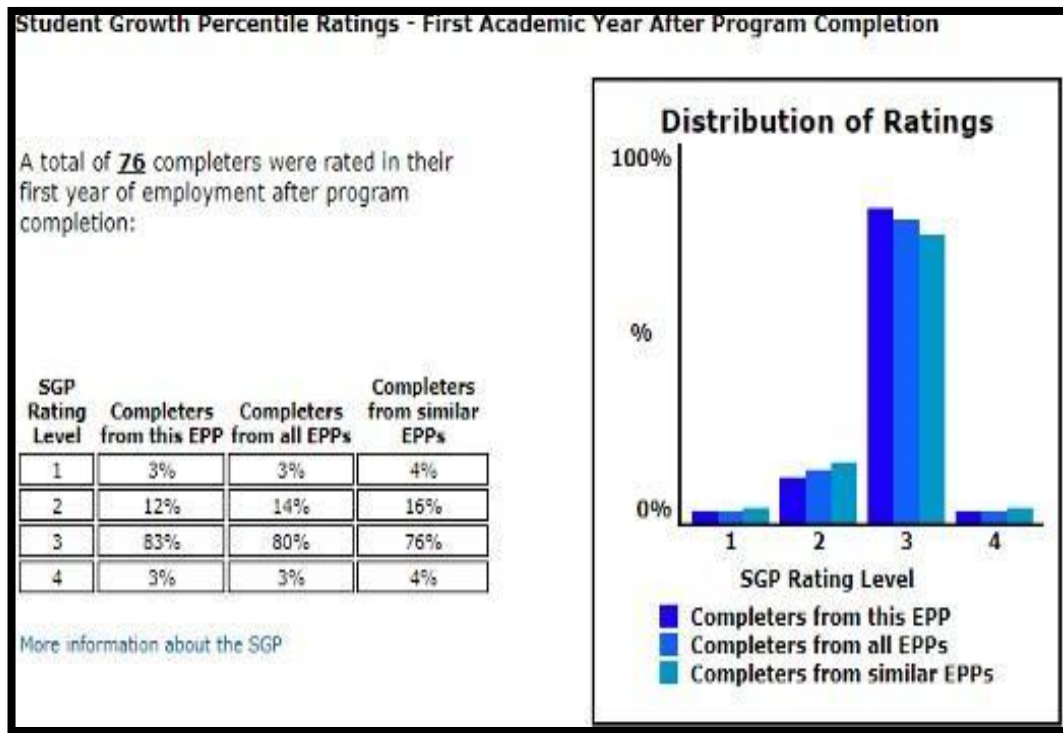
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CHART 2: GGC 2021 SCHOOL OF EDUCATION STUDENT GROWTH PERCENTILES

The GGC 2021 PPEM Report covered GGC graduates from 2016-2018 and 2018 to 2019 who had just finished one year of experience. Because the report is a compilation of three years of data, only two reports will be used as evidence representing four years of data.



*Specific evidence is further disaggregated for each initial program below.

Bachelor of Science Elementary Education (PK – 5)

Bachelor of Science Special Education (PK – 12)

Bachelor of Arts in English (with Teacher Certification 6 – 12)

Bachelor of Science in Mathematics (with Teacher Certification 6 – 12)

Bachelor of Arts in History (with Teacher Certification 6 – 12) – no data reported by the state

Bachelor of Arts in Political Science (with Teacher Certification 6 – 12) – no data reported by the state

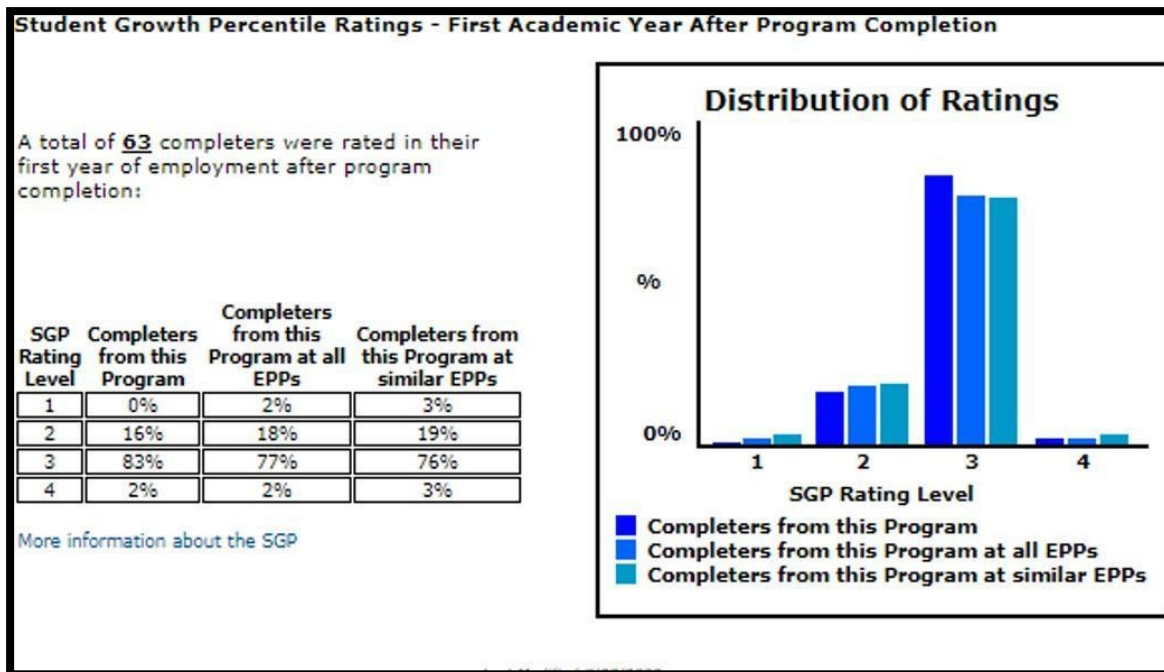
Bachelor of Science in Biology (with Teacher Certification 6 – 12) – no data reported by the state

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Chart 3: 2020 Bachelor of Science Elementary Education (PK – 5)



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R4.1 Completer Effectiveness

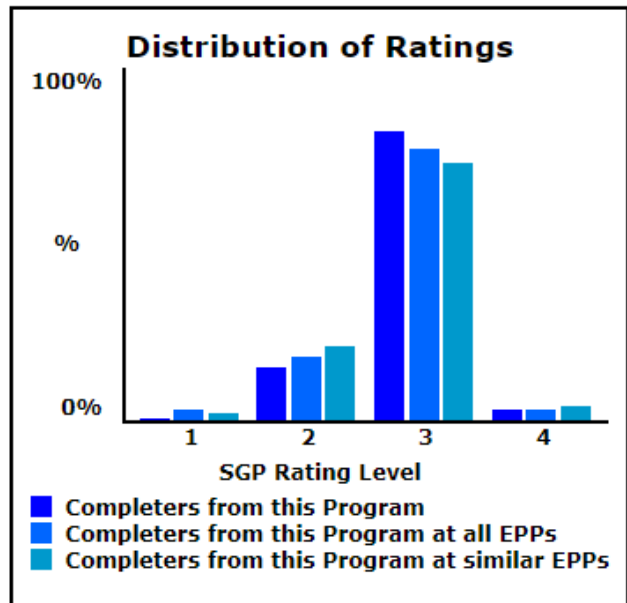
Chart 4: 2021 Bachelor of Science Elementary Education (PK – 5)

Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **39** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this Program	Completers from this Program at all EPPs	Completers from this Program at similar EPPs
1	0%	3%	2%
2	15%	18%	21%
3	82%	77%	73%
4	3%	3%	4%

[More information about the SGP](#)

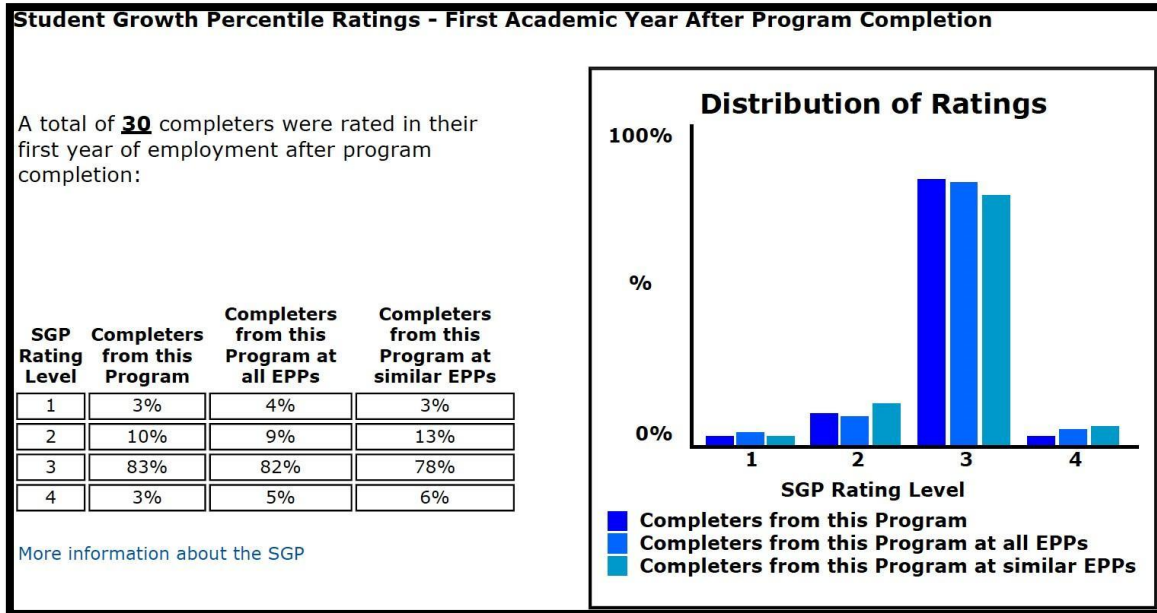


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Chart 5: 2020 Bachelor of Science Special Education (PK – 12)



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R4.1 Completer Effectiveness

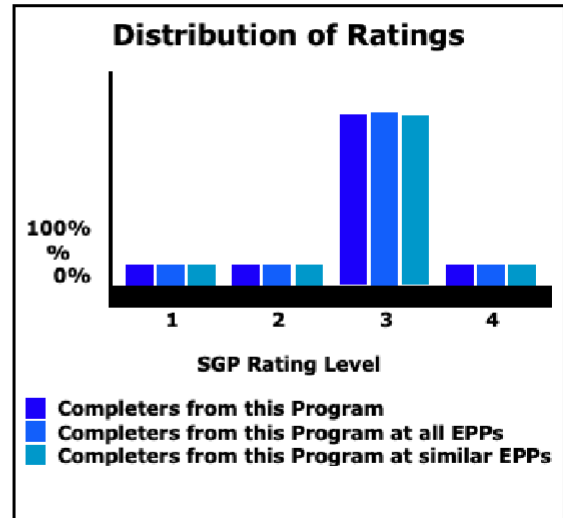
Chart 6: 2021 Bachelor of Science Special Education (PK – 12)

**Student Growth Percentile Ratings -
First Academic Year After Program
Completion**

A total of **20** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this Program	Completers from this Program at all EPPs	Completers from this Program at similar EPPs
1	5%	4%	3%
2	10%	8%	9%
3	80%	81%	79%
4	5%	7%	9%

[More Information about the SGP](#)



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Chart 7: 2020 Bachelor of Science English (with Teacher Certification 6 – 12)

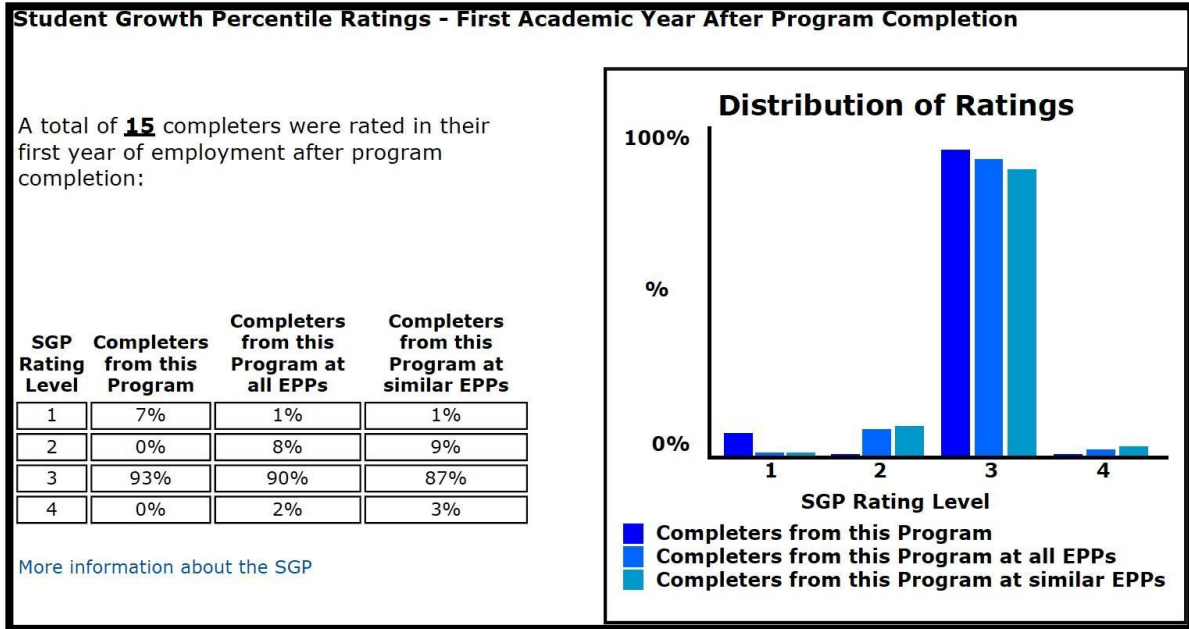
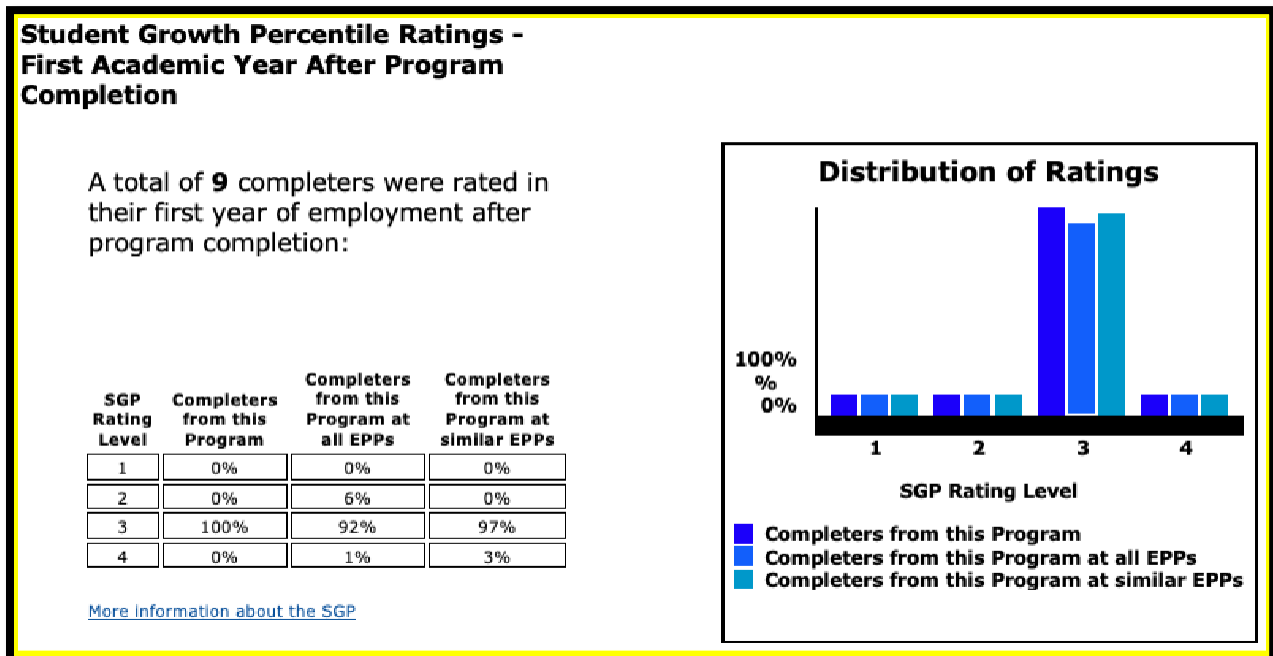


Chart 8: 2021 Bachelor of Science English with Teacher Certification 6 – 12)



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Chart 9: 2020 Bachelor of Science Mathematics (with Teacher Certification 6 – 12)

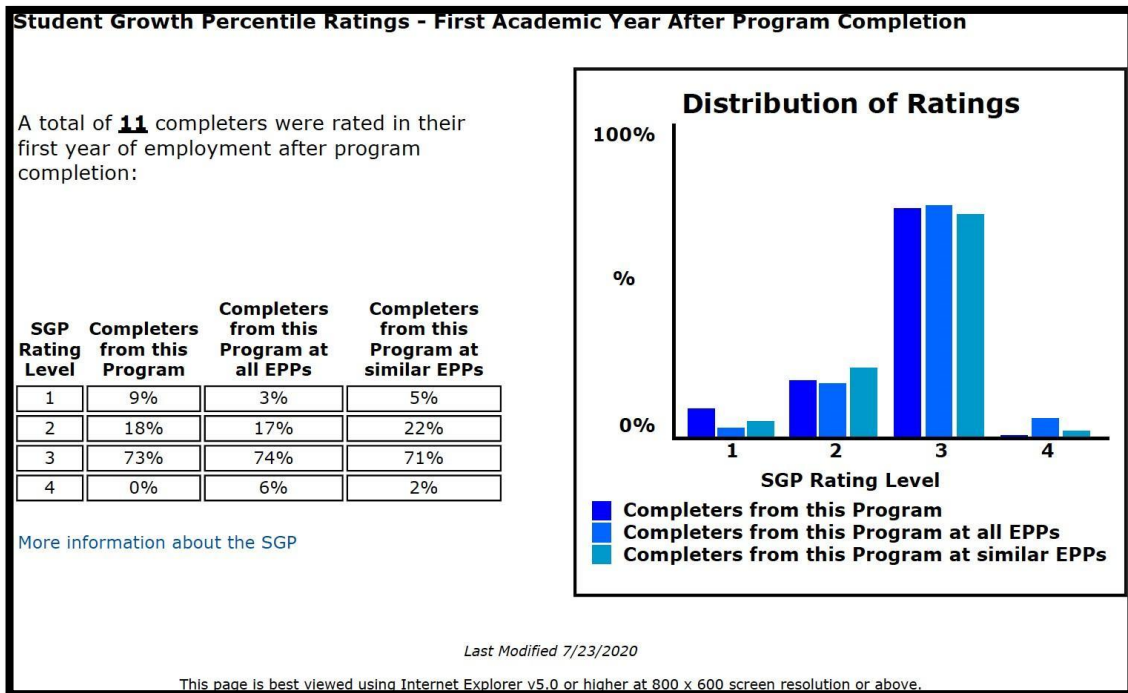


Chart 10: 2021 Bachelor of Science Mathematics (with Teachers Certification 6 – 12)

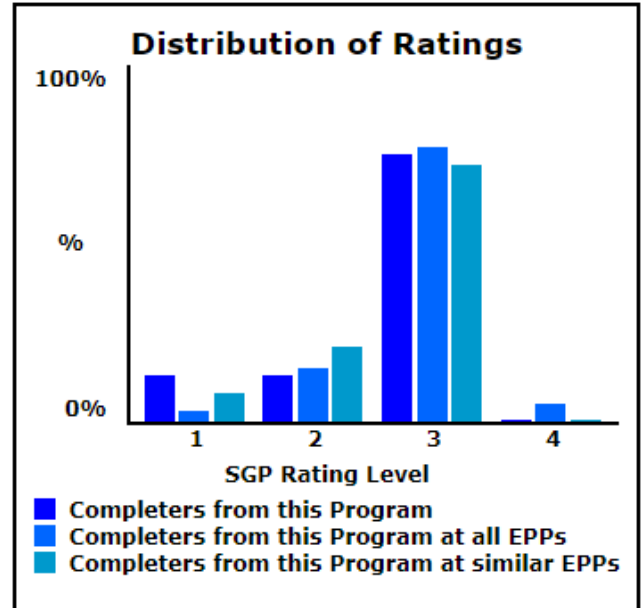
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Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **8** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this Program	Completers from this Program at all EPPs	Completers from this Program at similar EPPs
1	13%	3%	8%
2	13%	15%	21%
3	75%	77%	72%
4	0%	5%	0%

[More information about the SGP](#)



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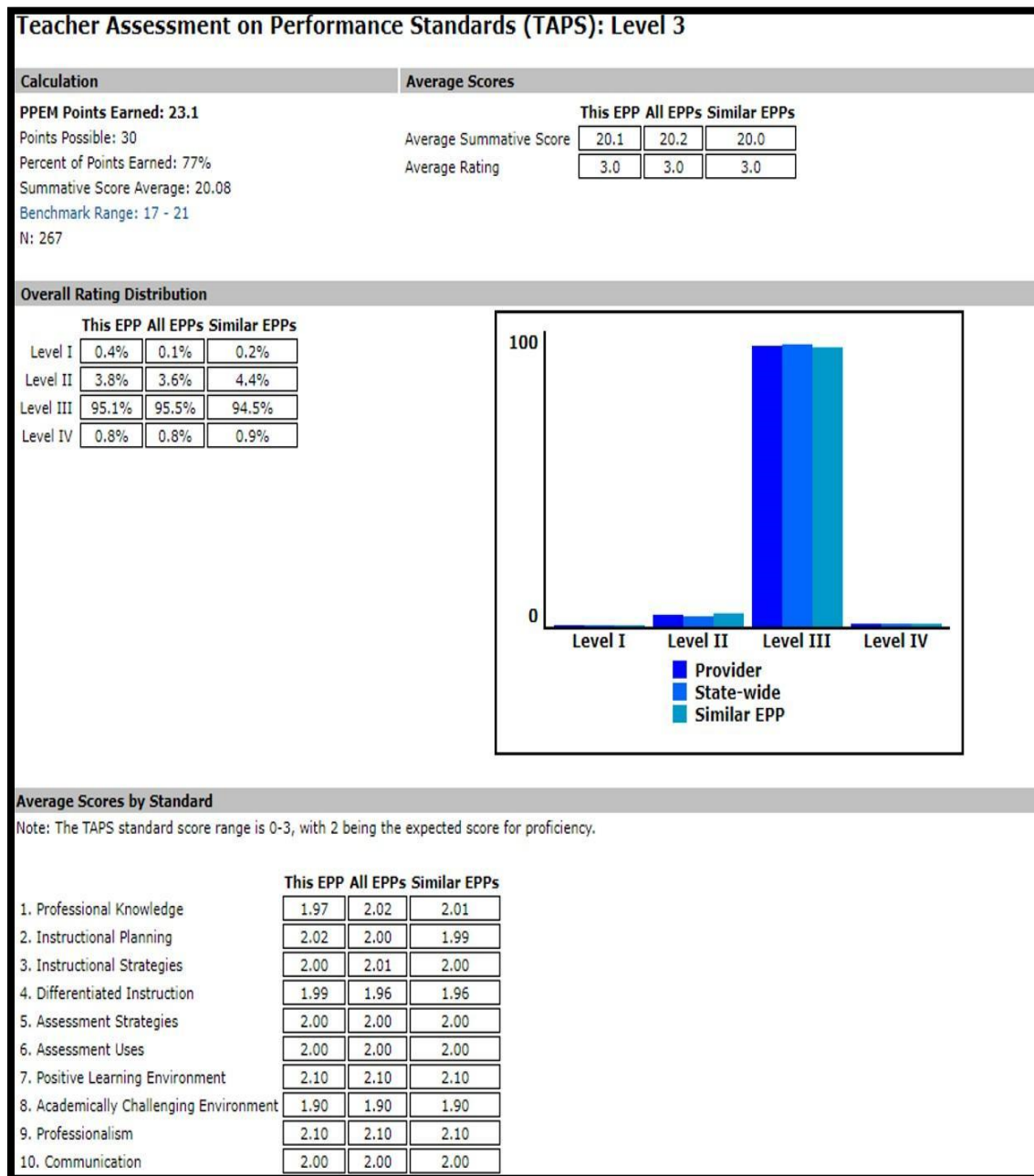
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Application of Knowledge, Skills, and Dispositions

CHART 11: GGC 2020 TAPS SCORES

The GGC 2020 PPEM Report covered GGC graduates from 2015-2018 who had just finished one year of teaching experience.



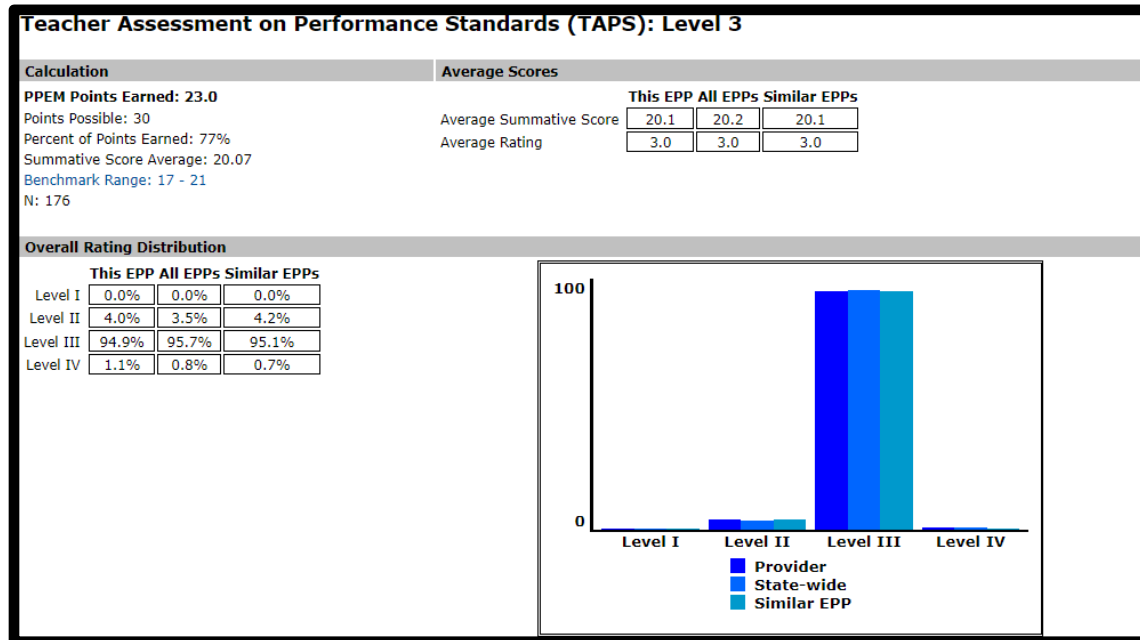
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CHART 12: GGC 2021 TAPS SCORES

The GGC 2021 PPEM Report covered GGC graduates from 2016-2018 and 2018 – 2019 who had just finished one year of teaching experience. Because the report is a compilation of three years of data, only two reports will be used as evidence representing four years of data.



Average Scores by Standard			
Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.			
	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	1.97	2.02	2.00
2. Instructional Planning	2.02	2.00	1.99
3. Instructional Strategies	1.98	2.01	2.01
4. Differentiated Instruction	1.99	1.96	1.96
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.00	2.10	2.10
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

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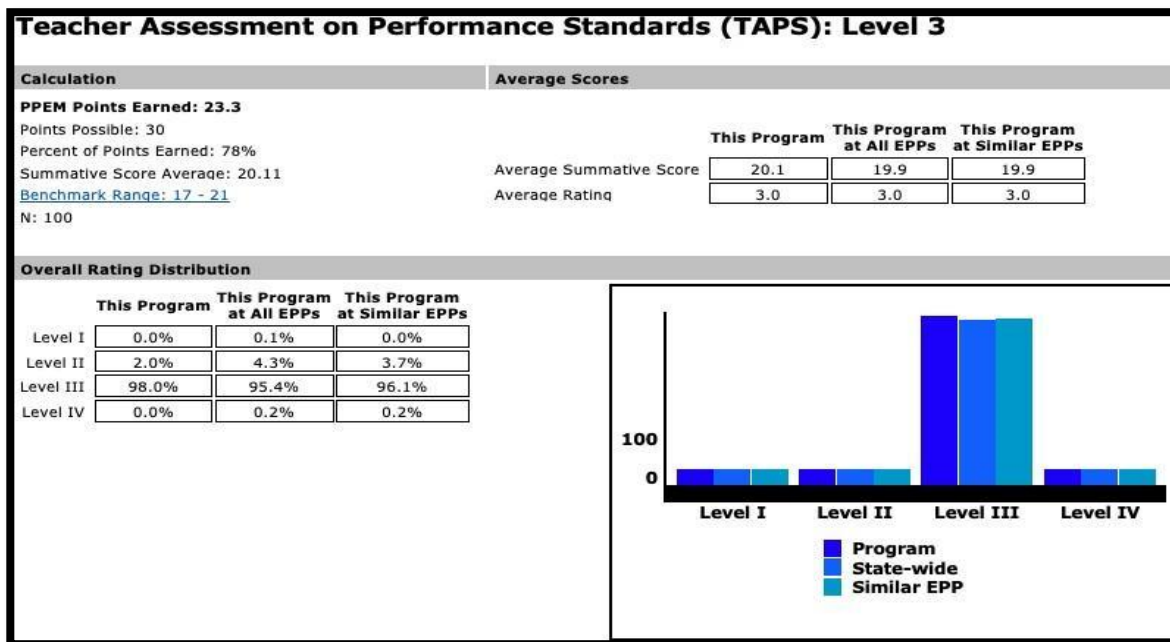
Standard Four Evidence Set 1

R4.1 Completer Effectiveness

- Bachelor of Science Elementary Education (PK – 5)
- Bachelor of Science Special Education (PK – 12)
- Bachelor of Arts in English (with Teacher Certification 6 – 12)
- Bachelor of Science in Mathematics (with Teacher Certification 6 – 12)
- Bachelor of Arts in History (with Teacher Certification 6 – 12)
- Bachelor of Arts in Political Science (with Teacher Certification 6 – 12) – no data reported by the state, no graduates teaching in Georgia
- Bachelor of Science in Chemistry (with Teacher Certification 6 – 12) – no data reported by the state, no graduates teaching in Georgia
- Bachelor of Science in Biology (with Teacher Certification 6 – 12) – no data reported by the state, no graduates teaching in Georgia

*Specific evidence is further disaggregated for each initial program below.

Chart 13: 2020 Bachelor of Science Elementary Education (PK – 5)

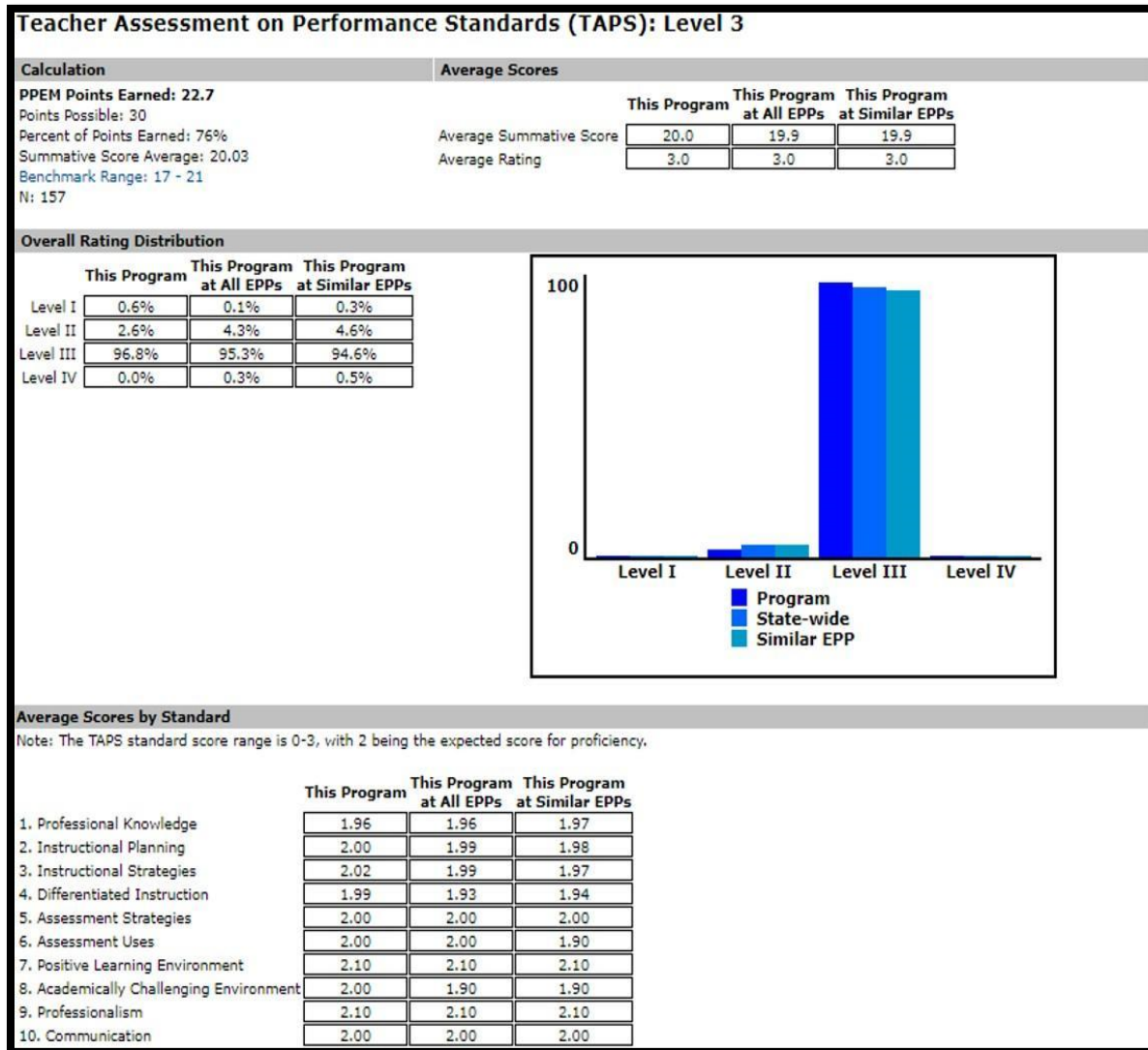


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Chart 14: 2021 Bachelor of Science Elementary Education (PK – 5)

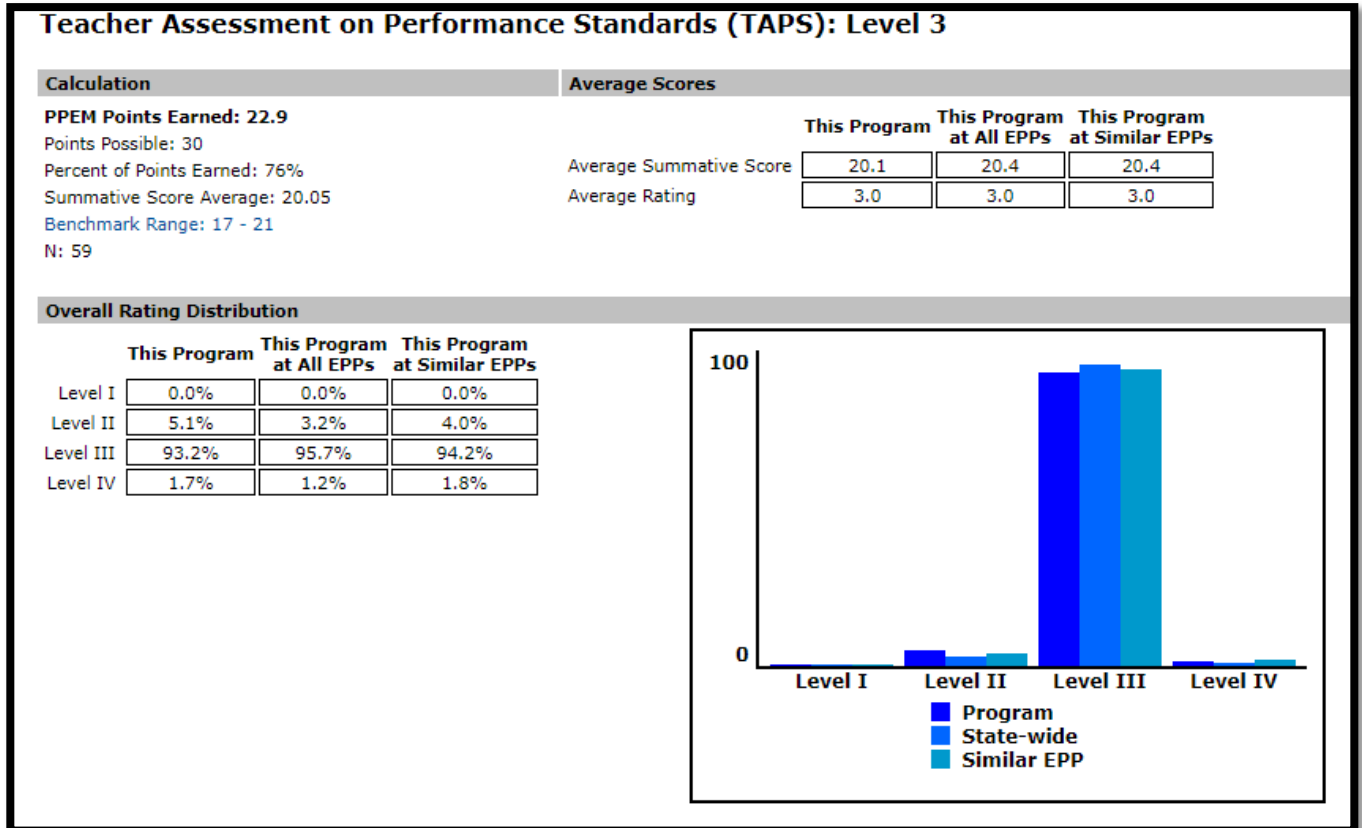


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Chart 15: 2020 Bachelor of Science Special Education (PK – 12)



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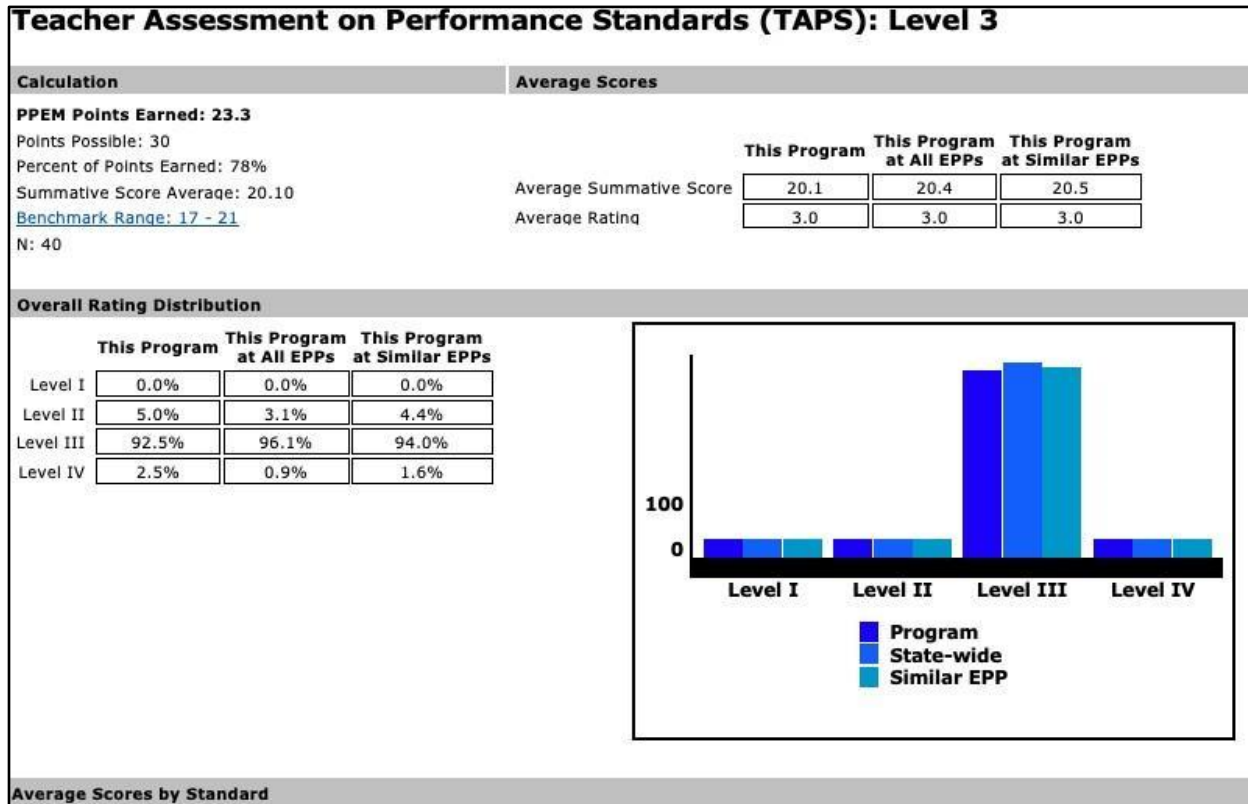
Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	1.97	2.01	2.02
2. Instructional Planning	2.02	1.98	2.00
3. Instructional Strategies	1.92	2.01	2.02
4. Differentiated Instruction	2.00	2.05	2.06
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.20	2.20
8. Academically Challenging Environment	1.90	2.00	2.00
9. Professionalism	2.10	2.10	2.10
10. Communication	2.10	2.10	2.10

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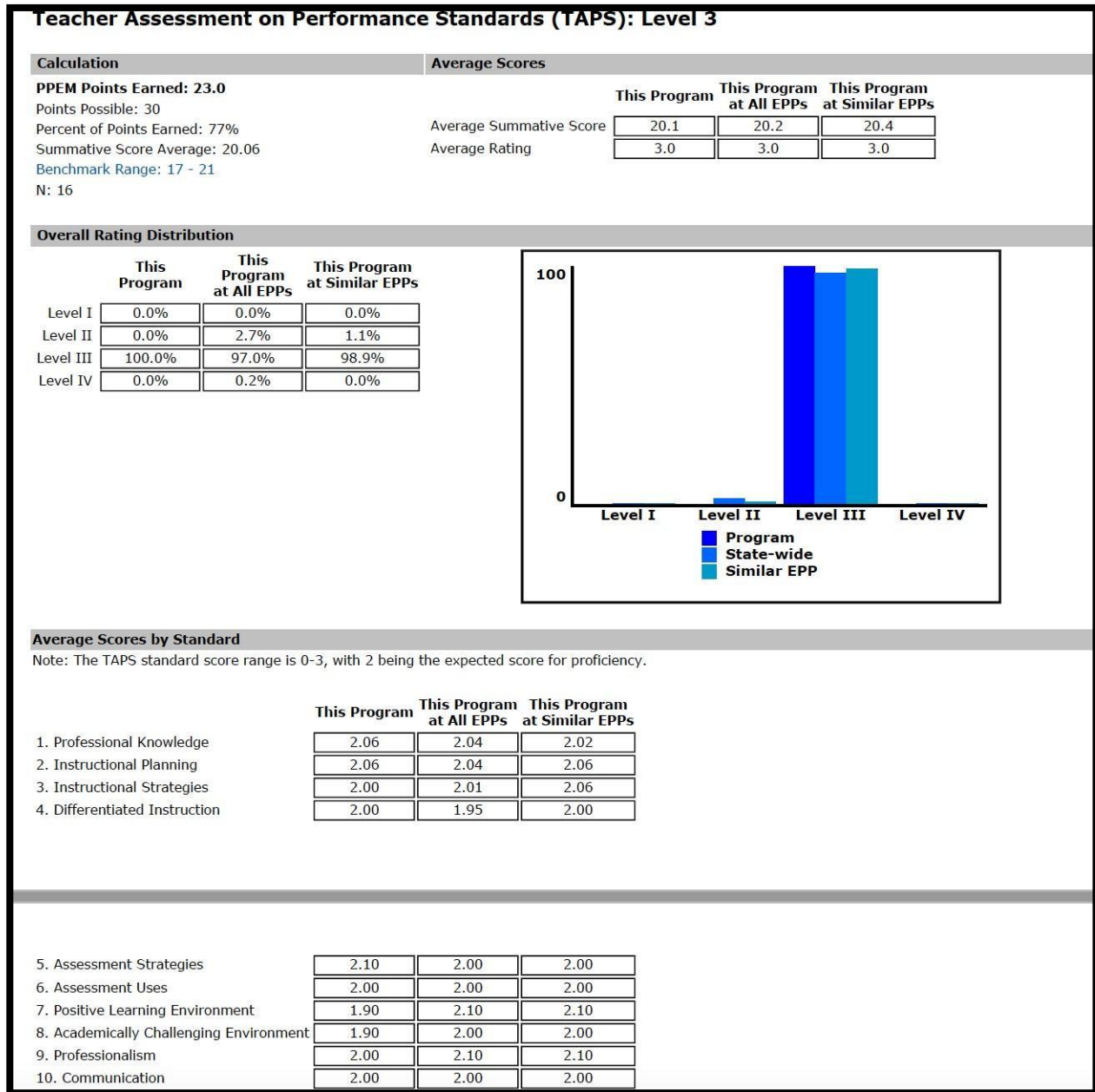
Chart 16: 2021 Bachelor of Science Special Education (PK – 12)



1. Professional Knowledge	1.98	2.00	2.01
2. Instructional Planning	2.03	1.98	1.99
3. Instructional Strategies	1.90	2.02	2.06
4. Differentiated Instruction	2.03	2.06	2.07
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.20	2.20
8. Academically Challenging Environment	1.90	2.00	2.00
9. Professionalism	2.10	2.10	2.10
10. Communication	2.10	2.10	2.10

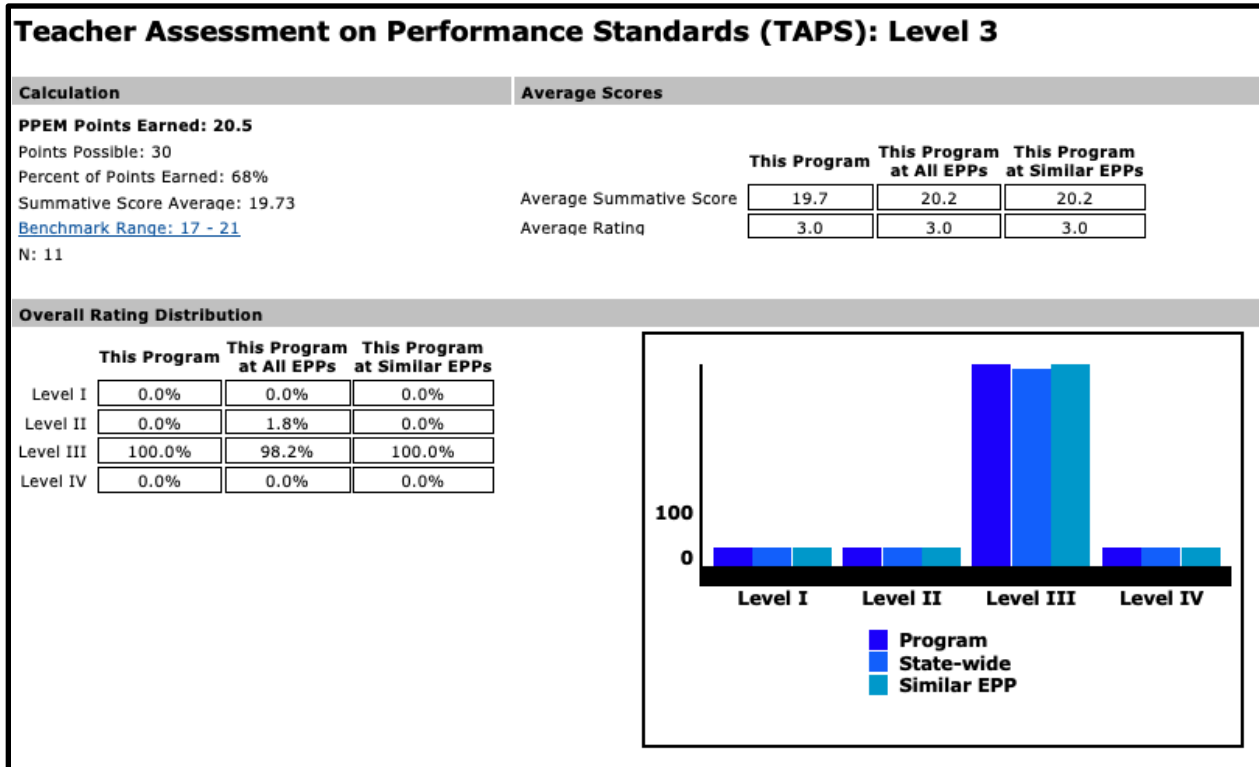
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Chart 17: 2020 Bachelor of Science English (with Teacher Certification 6 – 12)



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Chart 18: 2021 Bachelor of Science English (with Teacher Certification 6 – 12)



Average Scores by Standard			
Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.			
	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	2.00	2.06	2.05
2. Instructional Planning	1.91	2.04	2.05
3. Instructional Strategies	2.00	2.02	2.03
4. Differentiated Instruction	2.00	1.97	2.00
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	1.90	2.10	2.10
8. Academically Challenging Environment	1.90	2.00	2.00
9. Professionalism	2.00	2.10	2.00
10. Communication	2.00	2.00	2.00

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R4.1 Completer Effectiveness

Chart 19: 2020 Bachelor of Science Mathematics (with Teacher Certification 6 – 12)

Teacher Assessment on Performance Standards (TAPS): Level 3

Calculation

PPEM Points Earned: 24.1

Points Possible: 30

Percent of Points Earned: 80%

Summative Score Average: 20.21

Benchmark Range: 17 - 21

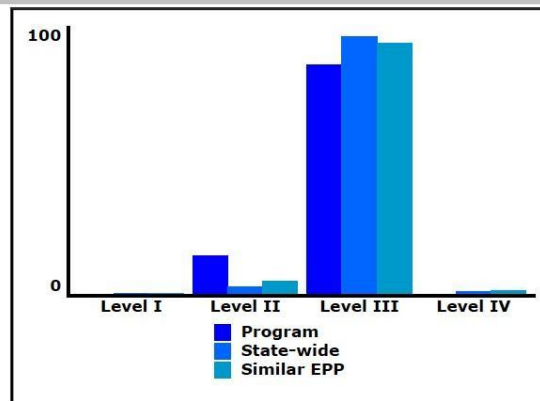
N: 14

Average Scores

	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Summative Score	20.2	20.2	20.0
Average Rating	2.9	3.0	3.0

Overall Rating Distribution

	This Program	This Program at All EPPs	This Program at Similar EPPs
Level I	0.0%	0.0%	0.0%
Level II	14.3%	3.1%	5.1%
Level III	85.7%	96.0%	93.7%
Level IV	0.0%	0.9%	1.3%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	1.93	2.04	2.03
2. Instructional Planning	2.14	2.04	2.04
3. Instructional Strategies	2.07	2.04	2.01
4. Differentiated Instruction	1.93	1.93	1.92

5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.10	2.00
8. Academically Challenging Environment	2.00	2.00	1.90
9. Professionalism	2.00	2.10	2.00
10. Communication	2.00	2.00	2.00

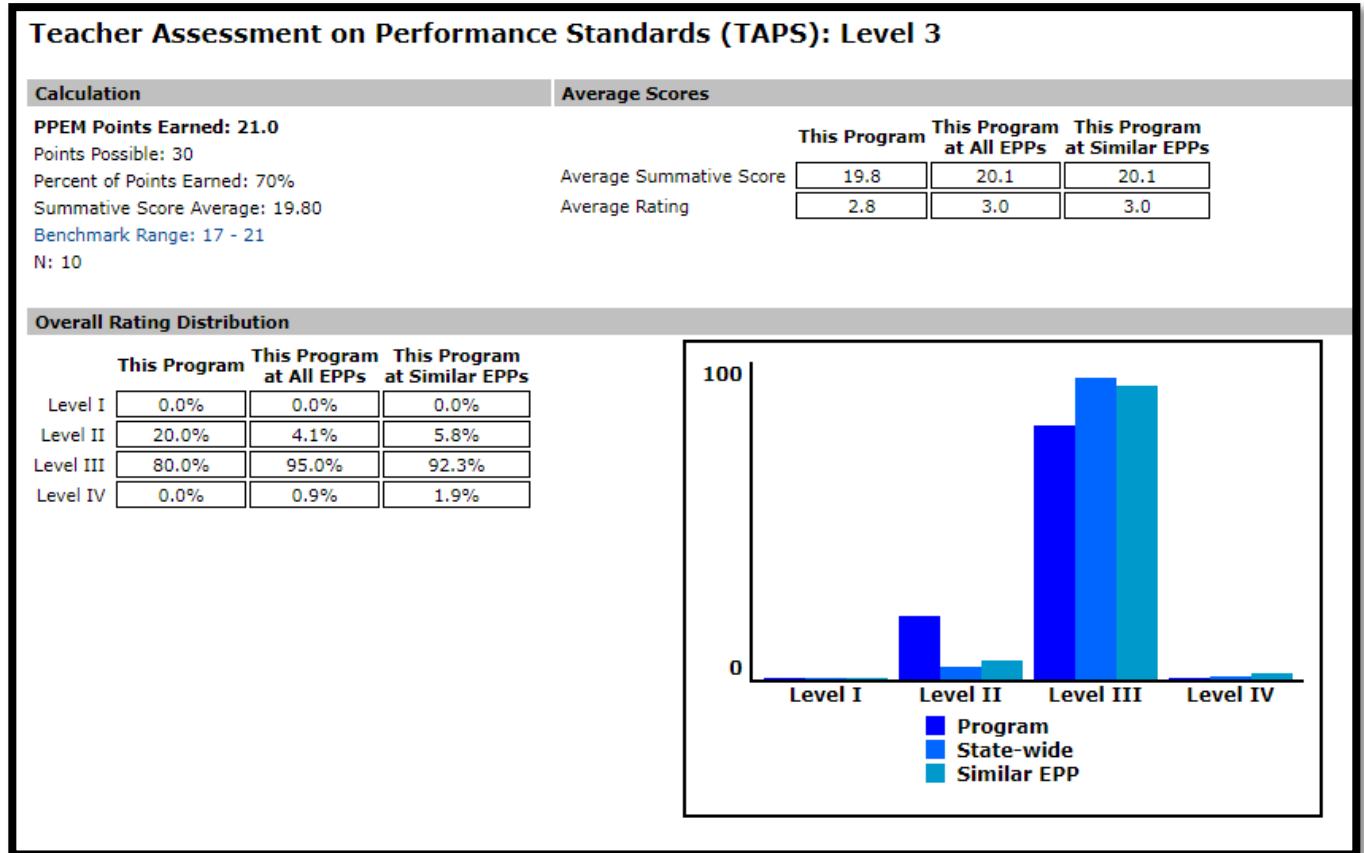
Last Modified 7/23/2020

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R4.1 Completer Effectiveness

Chart 20: 2021 Bachelor of Science Mathematics (with Teacher Certification 6 – 12)



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	1.90	2.01	2.00
2. Instructional Planning	2.10	2.03	2.10
3. Instructional Strategies	2.00	2.01	2.04
4. Differentiated Instruction	1.90	1.93	1.94
5. Assessment Strategies	1.90	2.00	2.00
6. Assessment Uses	2.00	2.00	2.10
7. Positive Learning Environment	2.10	2.00	2.00
8. Academically Challenging Environment	1.90	2.00	1.90
9. Professionalism	2.00	2.10	2.00
10. Communication	2.00	2.00	2.00

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R4.1 Completer Effectiveness

Chart 21: 2020 Bachelor of Science History (with Teacher Certification 6 – 12)

Teacher Assessment on Performance Standards (TAPS): Level 4

Calculation

PPEM Points Earned: 26.0

Points Possible: 30

Percent of Points Earned: 87%

Summative Score Average: 20.47

Benchmark Range: 17 - 21

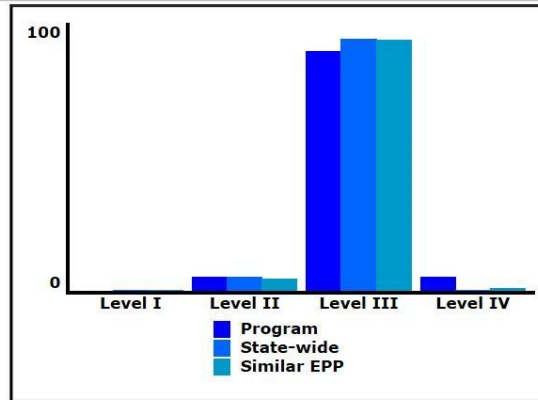
N: 19

Average Scores

	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Summative Score	20.5	19.9	20.0
Average Rating	3.0	3.0	3.0

Overall Rating Distribution

	This Program	This Program at All EPPs	This Program at Similar EPPs
Level I	0.0%	0.0%	0.0%
Level II	5.3%	5.5%	4.3%
Level III	89.5%	93.9%	93.6%
Level IV	5.3%	0.3%	1.1%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	2.05	2.01	2.04
2. Instructional Planning	2.11	2.00	2.02
3. Instructional Strategies	1.95	2.00	2.02
4. Differentiated Instruction	1.95	1.89	1.91

5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.10	2.00	2.00
7. Positive Learning Environment	2.20	2.00	2.00
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.20	2.10	2.10
10. Communication	2.00	2.00	2.00

Chart 22: 2021 Bachelor of Science History (with Teacher Certification 6 – 12)

Teacher Assessment on Performance Standards (TAPS): Level 3

Calculation

PPEM Points Earned: 23.6

Points Possible: 30

Percent of Points Earned: 79%

Summative Score Average: 20.14

Benchmark Range: 17 - 21

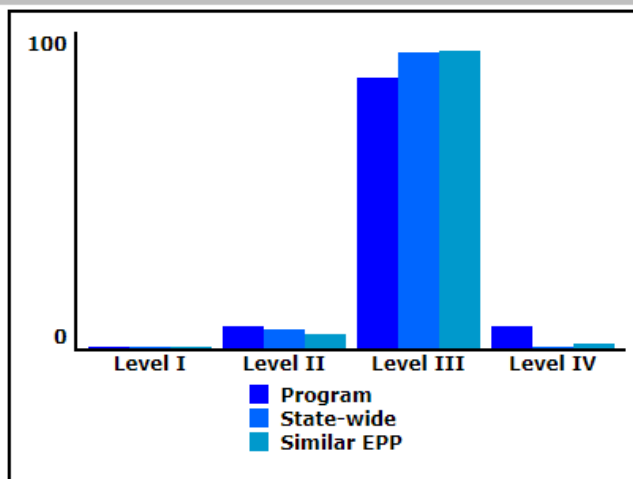
N: 14

Average Scores

	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Summative Score	20.1	19.9	20.1
Average Rating	3.0	2.9	3.0

Overall Rating Distribution

	This Program	This Program at All EPPs	This Program at Similar EPPs
Level I	0.0%	0.0%	0.0%
Level II	7.1%	6.0%	4.5%
Level III	85.7%	93.5%	93.9%
Level IV	7.1%	0.5%	1.5%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	2.00	2.01	2.03
2. Instructional Planning	2.07	2.01	2.06
3. Instructional Strategies	1.86	2.00	2.02
4. Differentiated Instruction	1.93	1.89	1.91
5. Assessment Strategies	2.10	2.00	2.00
6. Assessment Uses	2.10	2.00	2.00
7. Positive Learning Environment	2.10	2.00	2.10
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

Perceptions Domain Data Analysis

P-12 Student Learning Growth:

Overall, GGC first-year teachers scored higher than teachers from EPPs across the state and among EPPs of similar size on P-12 Student Learning Growth in both annual reports spanning four academic years. As evidenced by Chart 1 (2020), 85% of first-year teachers scored a “3” or “4”, which is 3% higher than EPPs across the state and 6% higher than EPPs of similar size. As evidenced by Chart 2 (2021), 86% of first-year teachers scored a “3” or “4”, which is 3% higher than EPPs across the state and 6% higher than EPPs of similar size.

In the **Elementary Education** program, as evidenced by Chart 3 (2020), 85% of first-year teachers scored a “3” or “4”, which is 6% higher than EPP’s across the state and those similar in size. As evidenced by Chart 4 (2021), 85% of first-year teachers scored a “3” or “4”, which is 5% higher than EPPs across the state and 8% higher than those similar in size.

In the **Special Education program**, as evidenced by Chart 5 (2020), 86% of first-year teachers scored a “3” or “4”, which is similar to EPP’s across the state and 2% higher than those similar in size. As evidenced by Chart 6 (2021), 85% of first-year teachers scored a “3” or “4”, which is 2% lower than EPPs across the state and 3% lower than those similar in size.

In the **English Education program**, as evidenced by Chart 7 (2020), 93% of first-year teachers scored a “3” or “4”, which is similar to EPP’s across the state and 3% higher than those similar in size. As evidenced in Chart 8 (2021), 100% of first-year teachers scored a “3” or “4”, which is 7% higher than EPPs across the state and the same as those similar in size.

In the **Mathematics Education program**, as evidenced by Chart 9 (2020), 73% of first-year teachers scored a “3” or “4”, which is 9% lower than EPP’s across the state and the same as those similar in size. As evidenced by Chart 10 (2021), 75% of first-year teachers scored a “3” or “4”, which is 7% lower than EPPs across the state and 3% higher than those similar in size.

No data were reported on the PPEM Reports for 2020 or 2021 for Bachelor of Science in Political Science (Teacher Certification 6 – 12) and Bachelor of Science in Biology (Teacher Certification 6 – 12) because there were no graduates in those programs who taught in the state of Georgia their first year.

Application of Knowledge, Skills, and Dispositions:

Overall, GGC first-year teachers score similarly to teachers from EPPs across the state and among EPPs of similar size on the Teacher Assessment on Performance Standards (TAPS). As evidenced by Chart 11 (2020) and Chart 12 (2021), the Georgia Professional Standards Commission consistently rated GGC at a Level 3, which is the same overall score as other EPPs in the state, including those similar in size. Both reports show

that GGC first-year teachers consistently scored slightly lower than other EPPs in Professional Knowledge and slightly higher than other EPPs in Instructional Planning and Differentiated Instruction. There were three areas slightly below Proficient (2.0) on both reports: Academically Challenging Environment, Professional Knowledge, and Differentiated Instruction. However, it should be noted that GGC still scored higher than the state average for Differentiated Instruction and the same as the state average for Academically Challenging Environment.

Program Impact Data Analysis

In the **Elementary Education program**, as evidenced by Chart 13 (2020) and Chart 14 (2021), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state, including those similar in size. On both reports, Elementary Education first-year teachers scored slightly higher than other EPPs in Instructional Strategies, Differentiated Instruction, and Academically Challenging Environment. There were no areas in which Elementary Education first-year teachers scored lower than other EPPs on either report. Both reports showed two areas slightly below Proficient (2.0): Professional Knowledge and Differentiated Instruction. However, it should be noted that GGC elementary education first-year teachers still scored higher than the state average for Differentiated Instruction and the same as the state average for Professional Knowledge.

In the **Special Education program**, as evidenced by Chart 15 (2020) and Chart 16 (2021), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state, including those similar in size. Special Education first-year teachers scored slightly lower than other EPPs on both reports in Professional Knowledge, Instructional Strategies, Differentiated Instruction, Positive Learning Environment, and Academically Challenging Environment. Special Education first-year teachers scored slightly higher than other EPPs in Instructional Planning on both reports. There were three areas slightly below Proficient (2.0) on both reports: Professional Knowledge, Instructional Strategies, and Academically Challenging Environment.

In the **English (6 – 12 Certification Program)**, as evidenced by Chart 17 (2020) and Chart 18 (2021), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state, including those similar in size. On both reports, English first-year teachers scored slightly higher than other EPPs in Differentiated Instruction and consistently slightly lower than other EPPs in Positive Learning Environment and Academically Challenging Environment. There were two areas slightly below Proficient (2.0) on both reports: Positive Learning Environment and Academically Challenging Environment.

In the **Mathematics (6 – 12 Certification Program)**, as evidenced by Chart 19 (2020) and Chart 20 (2021), a rating of Level 2.9 and 2.8 was assigned respectively, which is slightly lower than other EPPs in the state, including those similar in size. In both reports, mathematics, first-year teachers scored slightly lower than other EPPs in Professional Knowledge and Professionalism. Mathematics Education first-year teachers scored slightly higher in Instructional Planning on both reports. Both reports showed two areas slightly below Proficient (2.0): Professional Knowledge and Differentiated Instruction.

In the **History (6 – 12 Certification Program)**, as evidenced by Chart 21 (2020), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state for 2020 and slightly higher than other EPPs in the state for 2021. History first-year teachers scored slightly lower than other EPPs in Instructional Strategies and consistently slightly higher than other EPPs in Instructional Planning, Differentiated Instruction, Assessment Uses, and Positive Learning Environment on both reports. There were three areas slightly below Proficient (2.0) on both reports: Instructional Strategies, Differentiated Instruction, and Academically Challenging Environment. However, it should be noted that they still scored higher than the state average on Differentiated Instruction and about the same as others in the state in Academically Challenging Environment.