

Georgia Gwinnett College Schools of Education Unit Data

The Georgia Professional Standards Commission (GaPSC) provided Educator Preparation Providers (EPPs) with Teacher Preparation Program Effectiveness Measure (PPEM) data for the first time in 2017. The PPEM, used by the GaPSC to rate Educator Preparation Programs throughout the state, is based on a variety of data that the GaPSC collects, including the Teacher Assessment on Performance Standards (TAPS) data, Georgia Assessment of Certified Educators (GACE) data, edTPA scores, and inductee surveys and employer surveys. A level 4 is above 180 points (Exemplary). A level 3 is 160 – 179 points (Effective). The overall Provider PPEM for GGC is a rating of level 4, 182 points.

Impact on P-12 Learning and Development

Our Student Growth Percentile numbers (SGPs) indicate a high level of teaching effectiveness. First implemented in 2017, SGPs describe the amount of growth a student has demonstrated relative to academically similar students across the state. An SGP will range from 1 to 99, with lower percentages corresponding to low relative growth and high percentages corresponding to high relative growth. In turn, for teachers who teach SGP grades and courses, their ultimate teacher effectiveness score is partly based on their SGP rating. When the SGPs from students who are taught by graduates from our Educator Preparation Program are analyzed, a vast majority—84%—score in Level IV (Exemplary) or Level III (Proficient) levels. This is comparable to the scores of students from similar Educator Preparation Programs.

SGP Ratings-First Academic Year after Program Completion (N=77)

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	3%	3%	4%
2	13%	17%	19%
3	83%	77%	74%
4	1%	3%	3%

Indicators of Teaching Effectiveness (PPEM Rating Level 3)

If we focus specifically on the Teacher Assessment on Performance Standards (TAPs) data—which is drawn from the evaluations of in-service teachers performed by local school leaders—it is clear that our teacher candidates are having a positive impact on P-12 learning and development. This is evidenced by their scoring proficient—close to or above 2.0—on all ten standards. In addition, our proficiency is spread across the measure. We scored equal to similar EPPs on standard 5, 6, 7, 9, and 10. We surpassed similar EPPs on standards 2, 3, 4, and 8—Instructional Planning, Instructional Strategies, Differentiated Instruction, and Academically Challenging Environment.

Teacher Assessment on Performance Standards (TAPS)

N=279	This EPP	All EPPs	Similar EPPs
Level I	0.4%	0.1%	0.3%
Level II	3.6%	4.0%	4.6%
Level III	95.3%	94.9%	94.1%
Level IV	0.7%	1.0%	1.0%

Average Scores by Standard

Standard	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	1.98	2.02	2.02
2. Instructional Planning	2.03	2.00	1.99
3. Instructional Strategies	2.03	2.01	2.00
4. Differentiated Instruction	1.99	1.95	1.94
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	2.10
8. Academically Challenging Environment	2.00	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

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

Satisfaction of Employers (PEEM Rating Level 3)

The Georgia Professional Standards Commission has surveyed the principals of all graduates teaching in Georgia during their first year of teaching. For this survey, principals were asked to complete a Likert scale in which scoring a 4 would indicate that they strongly agreed with a statement about their satisfaction with our graduates. A score of 3 would indicate that they agreed, a 2 would indicate that they disagreed, and a 1 would indicate that they strongly disagreed. A score of 0 would result if there was no response. According to the survey, the average response from principals when asked how much they agreed with various indicators of their satisfaction with our graduates was a 3.25. Once again, this score was higher than the scores of comparable Educator Preparation Programs. This suggested that the employers agreed or strongly agreed with virtually all the statements presented to them. In fact, in every area save one, principals agreed or strongly agreed with the statements presented to them, which reflected a high level of overall satisfaction from the principals that hire our graduates. The lone area where we scored below a 3.0 was “Engages learners in monitoring their own progress.” In this area, the principals that have hired our candidates scored a 2.95, indicating that while many of them agreed or strongly agreed with the statement, at least some of them disagreed or strongly disagreed. In response, we will put plans in place to improve in this area.

N=22	This EPP	All EPPs	Similar EPPs
Average Score:	3.25	3.20	3.16
Responses:	22	2,541	537
Response rate:	12%	41%	36%

Satisfaction of Completers (N=9)

The Georgia Professional Standards Commission has surveyed all completers of education programs each year. For this survey, program completers were asked to address a Likert scale in which scoring a 4 would indicate that they strongly agreed with a statement about their satisfaction with our program now that they had finished their studies and were in the field. A score of 3 would indicate that they agreed, a 2 would indicate that they disagreed, and a 1 would indicate that they strongly disagreed. A score of 0 would result if there was no response. According to the survey, the average response was 3.12. This showed that our program completers have a high level of satisfaction, given that they agreed with many of the questions presented.

In addition to the Likert scale, program completers were given two free-response questions in which they could provide more detailed qualitative data describing their satisfaction with our program. The first question was “What did you like most about your educator preparation program?” Completers gave the following responses. “The program allowed me to student teach for an entire year, starting at preplanning. It was extremely beneficial to have that experience and preparation before teaching all on my own. I was also given several opportunities to try different teaching strategies.” “I enjoyed being able to learn from my mentors and teachers that I taught alongside during my experience in the program. I felt like they prepared me to be ready to go out and teach after graduation because of the hands-on learning opportunities.” “I truly feel that they want to see us succeed. The professors got to know all of us and tried their hardest to help us improve. I was given many opportunities to be in the field and teach.”

The second question was “What do you feel can be improved about your educator preparation program?” Completers suggested the following. “NONE. It was a fantastic program and I am very well prepared to be teaching in my district.” “I feel like one thing that can be improved in this program is for the last year that you are student teaching, it should not be a year-long mentoring with just that one teacher. I feel like teacher candidates would benefit more from being at the same placement school for the year, but working with different grade levels to see which one they may like the best. For me, I never had the opportunity to see the content in two grade levels. I really wished I would have been able to experience all of the grade levels during my time in the program.”

Satisfaction of Inductees (First Year Teachers) (PPEM Rating Level 4)

The Georgia Professional Standards Commission has surveyed the graduates teaching in Georgia during their first year of teaching. For this survey, inductees were asked to complete a Likert scale in which scoring a 4 would indicate that they strongly agreed with a statement about their satisfaction with our graduates. A score of 3 would indicate that they agreed, a 2 would indicate that they disagreed, and a 1 would indicate that they strongly disagreed. A score of 0 would result if there was no response. The average response was a 3.38 suggesting that the teachers agreed with many of the questions. All scores were above a 3.0. Again, the data shows that our candidates slightly performed better than similar EEPs.

N=31	This EPP	All EPPs	Similar EPPs
Average Score:	3.38	3.31	3.31
Responses:	31	2,159	422
Response rate:	11%	22%	19%

Graduation Rate Calculated by Georgia Gwinnett College

62% of students who started the Teacher Education Program in fall 2017 graduated on time in spring 2019

Ability of completers to meet licensing and any additional state requirements

The Georgia Performance Standards Commission has provided the following PPEM data for edTPA. Our candidates have a 100% pass rate, but we continue to monitor edTPA scores and adjust course work as needed. Based on a more detailed analysis of edTPA scores, our faculty have recommended that courses focus on rubrics 8, 10, 13, and 14 for all programs and on rubric 18 for Elementary Education. They plan to look at the prompts from students who scored a 5, and use ATLAS videos and commentaries in class to support students on these rubrics. Again, the data shows that our candidates performed better than similar EEPs. (PPEM Rating Level 3).

edTPA Assessment Data (N=317)	This EPP	All EPPs	Similar EPPs
Rubric average	3.12	3.04	3.02
Passed	100.0% (N=317)	98.0%	98.0%
Not Passed	0.0% (N=0)	2.0%	2.0%

The Georgia Performance Standards Commission has provided the following Preparation Program Effectiveness Measures (PPEM) data for GACE. Our candidates have a 97.9% pass rate. Almost 71% of our candidates passed at the professional level with only 2.1% failed. We continue to monitor GACE scores and adjust course work as needed. Again, the data shows that our candidates performed better than similar EEPs. (PPEM Rating Level 4).

GACE Assessment Data (N=313)	This EPP	All EPPs	Similar EPPs
Average Score	262	262	260
Passed Professional	70.7% (N=234)	68.0%	65.2%
Passed Induction	27.2% (N=90)	28.2%	31.2%
Not Passed	2.1% (N=7)	3.8%	3.8%

Completers to be Hired in Education Positions for which they have prepared

The Georgia Performance Standards Commission has provided the following data on the number of GGC completers who were hired in education positions in Georgia for which they were prepared. This data does not reflect completers who were hired in other states. Many of our students are offered jobs before they complete their student teaching which indicates that they are prepared to teach.

Program	Completion Year	Total Completers	Employed as Teachers
Biology	2015	3	3
Biology	2016	1	1
Biology	2017	2	2
Biology	2019	3	3
Early Childhood Education	2014	51	53
Early Childhood Education	2015	74	77
Early Childhood Education	2016	57	62
Early Childhood Education	2017	51	51
Early Childhood Education	2018	53	56
Elementary Education	2019	68	68

Program	Completion Year	Total Completers	Employed as Teachers
English	2014	5	5
English	2015	2	2
English	2016	6	6
English	2017	4	4
English	2018	8	9
English	2019	2	2
History	2014	1	1
History	2015	9	9
History	2016	8	9
History	2017	11	12
History	2018	7	7
History	2019	5	5
Mathematics	2014	3	3
Mathematics	2015	3	3
Mathematics	2016	4	4
Mathematics	2017	3	4
Mathematics	2018	7	7
Mathematics	2019	3	3
Political Science	2015	1	1
Political Science	2016	1	1
Political Science	2017	1	1
Special Ed General Curriculum	2014	14	14
Special Ed General Curriculum	2015	16	16

Program	Completion Year	Total Completers	Employed as Teachers
Special Ed General Curriculum	2016	19	19
Special Ed General Curriculum	2017	23	26
Special Ed General Curriculum	2018	18	21
Special Education General Curriculum	2019	12	16

Student Loan Default Rate Reported by Georgia Gwinnett College

The current loan default rate is 13.4%. This is based on 2016 data, which is the most recent number that Georgia Gwinnett College has been given.